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# Teaching English to Learners with Special Educational Needs

Diplomová práce

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Prohlášení:

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

V Olomouci ………….                                    Podpis:

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# Abstract

It is a well-known fact that the number of students in need for special education is growing. Many questions, how to adapt the learning process to be suitable for all students regardless their abilities, rises with this phenomena. Therefore, this thesis deals with the information background of the situation of these students with the focus on specific learning disabilities, and discusses methods and approaches suitable for these learners. Then it provides the analysis of the data collected during the research performed in order to find out the overall situation at primary and lower secondary schools in relation to English language lessons.

# Introduction

Foreign language education of learners with special educational needs (SEN) is one of the areas of language pedagogy that constantly demand more attention from researchers, teachers, teachers-trainers, education-system decision-makers and managers. With the growing number of learners with SEN grows the probability of coming into contact with them during the teaching career. For these reasons, I decided to dedicate my master thesis to the topic of learning English to learners with special educational needs.

The aim of thesis is to analyse the overall situation of students with special educational needs at primary and lower secondary schools, in the context of methods and approaches for teaching English to learners with these needs. In order to achieve this aim, the thesis is divided into two parts. The theoretical part is focused on the theoretical background of this issue and the practical part contains a research performed at primary and lower secondary schools in a form of observations, questionnaire survey and discussion with the teachers.

The first chapter of the theoretical part provides the basic information necessary for further study. It deals with the definition of inclusive education, states the differences between inclusive and integrated education and analysis the legislative background concerning these areas. Furthermore, it defines who students with special educational needs are, and clarifies the differences between the terms learning difficulties and learning disabilities.

As the learning disabilities are more severe than learning difficulties, the second chapter focuses on specific learning disabilities and its causes. As the most frequently arising disabilities are dyslexia, dysgraphia, dysorthographia and ADHD, they are paid special attention and the chapters concerning these disabilities offer the definitions, symptoms, and recommendation how to work with the students suffering from these disabilities. Special chapter is dedicated to another group of disabled children, who are often neglected – gifted and talented children.

The last chapter of the theoretical part provides methods and approaches suitable for work with SEN students. The most appropriate methods are considered multi-sensory techniques, the communicative approach and Total Physical Response. Apart from the methods and approaches, the chapter also offers tips for the teachers collected from several authors.

The practical part of the thesis is focused on analysis of the data collected from the research performed in years 2016 and 2018 in primary and lower secondary school in Hulín in four classes – two at primary school and two at lower secondary school, which were chosen because of the high number of present SEN students. The opening chapter provides general information concerning the research, such as the aims of the questionnaire survey, research questions, methods used during the research and, lastly, characteristics of the schools involved.

The fifth chapter of the thesis states the research groups with focus on levels of English of the respondents and it specifies the learning disabilities of the SEN students placed in the classes involved in the research. It also provides the condition under which the research was conducted, specifically during the observation during the teaching practice, and later during the collecting of data from the questionnaire survey.

The next chapter deals with the interpretation of the data acquired from the study, which can be seen in figures 6.1 to 6.18 in Appendix 5. Separately, it comments the answers of the typical students and SEN students in each classroom, and the teachers of primary school and the teachers of lower secondary school.

Lastly, the most important chapter analysis the results gained from the questionnaire survey in the context of previous observations and further discussion with the teachers, who were willing to participate in the study. Firstly, it compares the answers of the typical students with the answers of SEN students at each school individually. Then the comparison of the answers of the teachers in a light of the discussions with them is provided.

# Theoretical part

# 1. Inclusive education

The opening chapter shows an overview of the subject matter by using a wide range of sources to define integrated and inclusive education, and points out the differences between these two terms. It shortly explains how special education is protected by the constitution, specifies who learners with special educational needs (henceforth SEN) are, and distinguishes between the terms learning difficulties and disabilities.

## 1.1. Historical Background

The idea of inclusive education can be already found in the specification of human rights in the documents of OSN and European Union in 1948. Almost ten years later in 1954, the Pennsylvanian court decided that the inclusive education is fair and that children with special needs have right to attend mainstream schools, which triggered the inclusive trend in education all over the world (Slowík, 2007). To support this trend, Robert L. Schwarz (1997), one of the pioneer researchers in the field of foreign language teaching to learners with SEN, justifies in his publication *Learning disabilities and foreign language learning* reasons why there should be paid more attention to this area of language learning. He claims that for a student with learning disability studying of foreign language becomes humiliating and stressful experience instead of rewarding and enriching one as is intended (Schwarz, 1997). Later, Ortiz (2001) adds that if the instructions are not modified to learner´s needs, these difficulties may become even more serious and the gap between their achievements will widen over time (Ortiz, 2001).

Since the beginning of the 21st century, Czech Republic paid more and more attention to including learners with disabilities to mainstream schools. To ensure that, Czech school system went through many changes to adopt the school environment and conditions for learners with a wide range of learning disabilities. As this change of the educational system was implemented in a fast pace, for many parents, students and, generally speaking, public, the terms inclusion and integration have become misleading and misunderstood. Therefore,

the first chapter focuses on clarification and explanation of these terms - integration and inclusion (Slowík, 2007).

## 1.2. Integration or inclusion?

The following subchapters focus on clarifying of the difference between the terms integration and inclusion, and offer short specification of these two terms necessary for the purpose of further study.

### 1.2.1. Integration

Integration, i.e. incorporating of persons with physical disadvantage to the intact community, is a progressively evolving pedagogical phenomenon in which disadvantaged children attend classes with typical children on either part or full time basis (Weinberg, 1968). For instance, Gullifor (1992) defines integration to be the central contemporary issue of education, and divided it into three degrees of integration: local, social, and functional. The local integration refers to the placement of special classes (or schools) within ordinary school or at least in close proximity, which could arrange interaction between children. Integrated education is also understood as "mainstreaming" or "normalisation" as disabled children are treated with "normal" children. It is based on providing of special educational help and services necessary for the purpose of common cohabitation of learners with and without disabilities. Integrated learning is then adjusted more to the needs of learners with a health condition, which in many cases leads to separation in a form of, for instance, special classrooms. Even though child is attending mainstream school, he/she gets in touch with healthy children on a minimum level of frequency (Gullifor, 1992).

Social integration is a process of equal socialization of a person into the society. Therefore, it is something that is completely natural and concerns every human being. However, in specific cases of some people or minorities (ethnical minorities, people with a handicap, etc.), who are markedly different from the majority of population and are not able to reach high level of socialization in a natural way, there arise complications. It is then necessary to actively support their integration and to create appropriate conditions for the purpose of its realization (Slowík, 2007). In the area of social pedagogy, Jesenský (1995) defines this term as a cohabitation of people with and without a handicap with an acceptable

level of conflicts in relationships of these groups (Jesenský, 1995). The social interaction between special classes or units that are separate from the main school is possible, if both facilities cooperate and develop a wide range of shared social and learning activities. The aim of the process is to achieve full socialization under the condition that the disability does not limit any social or learning activity. The closest form of integration, where children with SEN join the regular classes (part-time or full-time) is called functional integration. The aim is to give these children experience of learning in normal setting – as well as the curricular benefits (Gullifor, 1992).

Unlike inclusion, integration does not necessarily mean that all the students, who are excluded from regular schools for any reasons (e.g. physically, mentally or socially deprived), have to be integrated. In other words, integrating is seen as the first step on a path to inclusion (Slowík, 2007).

### 1.2.2. Inclusion

Inclusion, on the other hand, is understood as a "full membership". The aim of inclusive education is to provide equitable opportunities to receive effective educational services in order to prepare learners for the purpose of productive lives as full members of society. The philosophy of inclusive education is based on the idea of balancing the learning conditions of children from socially and culturally different background, children with physical disability, and gifted children (Daniels and Garner, 1999). This conception is included in the Convention of the Rights of Persons with Disabilities, which was signed by Czech Republic in 2007, binding the States Parties to ensure that:

a)  *"Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*

b)  *Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*

c)  *Reasonable accommodation of the individual's requirements is provided;*

d)  *Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*

*e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion."[1]*

It is necessary to understand inclusive education as a process, not a status. Teachers change the process of learning, develop and design classrooms, programs and activities so that all learners participate and learn together, possibly without any special instruments or aids (Daniels and Garner, 1999). Only in cases where it is unnecessary, suitable help and support, or as Wearmouth (2016) calls it "reasonable adjustment", is provided. The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities (Wearmouth, 2016). Therefore, inclusion affects not only learners with SEN, but also typical learners. Inevitably, this process brings many advantages as well as more or less serious obstacles. One of the disadvantages of inclusive education is the possibility of disabled children to not receive proper help from teachers and peers, which may lower their morale and motivation for the purpose of further studies (Hájková and Strnadová, 2010).

On the contrary, according to the world Conference on special needs education held in Salamanca in 1994, schools with the inclusive philosophy are more successful in combating against discrimination and creating of inclusive community welcoming all. Moreover, they provide education to the majority of children and improve the efficiency of the entire education system. The motto of the conference became "school for all".[2] This motto is supported by Kunc (1992) who claims that every person has a contribution to the world. Therefore we shall search for the gifts that are inherited in all people, begin to look beyond typical ways of becoming valued members of society, and abandon the idea that children have to become "normal". (Kunc, 1992)

According to Doc. PaedDr. Olga Zelinková, CSc. (2013), apart from points mentioned above, inclusive education improves teachers´ work and preparations, and increases creativity of all pedagogical workers. In addition, inclusive education fosters a school culture of respect and belonging and provides opportunities to accept and learn about individual differences, which lessen the threat of harassment and bullying. Moreover, children develop friendship with a wide variety of other children with different needs and abilities prompting appreciation of diversity and tolerance on a broader level. (Zelinková, 2013)

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[1] United Nations, Division for Social Policy and Development Disability, (2006), *Convection of Rights of Persons with Disabilities.* New York, p. 17

[2] UNESCO, (1994), *The Salamanca Statement and Framework for Action on Special Needs Education,* Salamanca: UNESCO, p. 9

Simultaneously, Daniels and Garner (1999) notice that another common feature of inclusive school is the use of a wide range of instructional strategies enabling all students to learn, regardless of their differences in intelligence, learning style, strengths and limitations. These include for instance co-operative learning or peer instructions based on cooperation between a typical student and a student with SEN, which also raises the tolerance of others´ needs and abilities, and teaches typical students that their membership in the class is connected to the human rights rather than to physical or academic abilities. (Daniels and Garner, 1999)

On the whole, many differences between integrated and inclusive education can be found. For instance, there is a difference in the aim – integrated education does not require including of all students with a disability in regular schools, whilst inclusive education involves all students leading to adaptation of the facility. Furthermore, unlike integration, inclusion, being more expensive than integration, demands formal planning of special curriculum designed for the purpose of disabled children. (Wearmouth, 2016)

## 1.3. Special educational needs

The term special educational needs came into use in the late 1960s as a result of increasing dissatisfaction with the term "handicapped children". Additionally, it was suggested that the categories should be viewed as a categorisation of special needs rather than categorisation of handicaps. Moreover, the concept of special needs should include not only personal and social needs but also educational ones. Later in 1970s, the idea that there are only two types of learners – the handicapped and non-handicapped, was rejected (Gullifer, 1992). It was also pointed out that the difficulties with learning depend, apart from disabilities children are born with, upon many factors such as the school´s expertise and resources, the student´s temperament and personality, the quality of support and encouragement within the family and society (Wearmouth, 2016).

According to studies conducted by Fabio Dovigo in 2017, since 2015 there has been an increase of 30 per cent of children who need special education. The occurrence of the new trend of inclusive education brought many important questions that need to be answered. One of these issues is a question of necessity of identifying students´ learning difficulties and stating the form of assessment (Dovigo, 2017). This particular question has risen as a reaction

to the issues of possible discrimination and labelling of student with special education needs, which are seen by some as "deficits", thus inherently devaluing students on the basis of their presumed "defects" (Terzi, 2010). Terzi also comments that the word "special" is very often associated with a sense of failure and inadequacy, whilst at the same time leaves teachers with the feel of helplessness and deskilling.

Furthermore, Warnock (2010), the critic of inclusive education, argues that this negative impact of identifying students with SEN is caused by the dilemma whether teachers should treat all children as the same or treat them differently in accordance to their disability. Even though, there is a valuable attempt to avoid labelling, the concept of special educational needs leads to a tendency to refer to students with different needs as if they were all the "same", i.e. special educational needs students. (Warnock, 2010)

On the contrary, Cole (1990) argues that identifying of students´ special educational needs is a humanitarian act in view of provision of additional resources, develops specialist methods to address particular learning difficulty, or overcomes the effect of a disability so that students can benefit from their education. (Cole, 1990)

Dovigo (2017) claims that the increase of children in need for special education is a sign of pressure being excluded from ordinary teaching, because the learning environment is not adapted to the wide diversity of learners. The aim should be thus to reduce the number of students who are referred to special educational help. He also adds that it is difficult to compare the figures for the purpose of special education as it seems evident that no two countries deal with students with special educational needs in the same way. (Dovigo, 2017)

Beveridge (1999) is convinced that the interactive nature of SEN implies an acknowledgement of their relativity. The student´s needs can be seen as relative to those of other students in the school, to teacher´s skills, approach and knowledge, etc. Thus, a student recognized as having learning difficulties in one school, would not be automatically acknowledge the same in another school. In practice, to have special educational needs are usually identified those children who are found most difficult to teach because of poor progress, achievement, or problematic behaviour, or all of them. (Beveridge, 1999)

Considering that, it is necessary to have a clear and explicit way of identifying students with special educational needs. Therefore, the following subchapter analyzes the legal definition of students with special educational needs as defined by the Czech educational system, and what rights are they assigned.

### 1.3.1. Law issues

The highest legal regulation in Czech Republic is the Constitution of Czech Republic, where the Charter of Fundamental Rights and Freedoms, which ensures the right for free education to all children (clause 33)[3], is included. The legal regulations concerning education are issued by the Ministry of Education, Youth and Sport. Legislatively, the term "special educational needs" is enshrined in the *Law of pre-primary, primary, secondary, tertiary, and higher education* - the School Act 2004, which is the most important legal document managing education. The latest amendment of this Act is law NO 82/2015, which came into force on 1st January 2015 and considerably changes the conditions for education of students with special educational needs.

In section 2, general principles that are supposed to be followed, such as ensuring equal access to education for all without any kind of discrimination, taking into consideration educational needs of pupils, providing of free education, etc. can be found. Further, it determines the conditions of education and the ways of fulfilling compulsory education, educational system, organization and form of education, types of assessment, rights and duties of pupils, etc.

Section 16 defines the student with special educational needs as a person who, in order to fulfil his/her educational opportunities or to exercise his or her rights on an equal basis with others, needs support measures. By support measures the necessary adjustment in education and school services appropriate to the state of health, the cultural environment or other living condition of the student is meant. Further, it entitles students with SEN to free provision of support measures by the school and school facilities. Moreover, the School Acts assigns to students with SEN the right to: "*… education with the content, forms and methods corresponding to the needs and potential of these persons, including evaluation, admission and completion of education.* […] *to have the conditions created for education*, […] *to the counselling assistance of the school*, […] *to the assistance of an educational counselling facility*, […] *to the free use of special textbooks, special didactic and compensation aids provided by the school*, […] *to education through alternative forms of communication*, […]*".*[4]

The special compensation aids mentioned above- are divided into five degrees according to their organizational, pedagogical, and financial demands. Unlike the aids of a

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[3] Předsednictvo České národní rady, (1993), *Listina základních práv a svobod,* Praha, p. 10
[4] Ministry of Education, Youth and Sport, (2004), *Školský zákon,* Praha, p. 1-14

higher degree, the compensation aids of the first degree can be implemented without the recommendation of an educational counselling facility. Compensation aids of the second to the fifth degree, after the examination in an educational counselling facility, can be implemented only by the approval of student of full age or of student´s legal representative. The implementation of compensation aids or a teacher assistant poses a financial burden, which raises another important question – the question of funding, which requires accountable and feasible means of providing appropriately for different needs, together with consideration of recourses within limited budget. To maintain the financing, the School Act states clearly that any increase of financial support from the state budget is possible only with the approval of Ministry of Education, Youth and Sport in a case of schools founded by the Ministry, or with the County Office in a case of schools with a different founding entity. Another important part of the School Act is section 18, which gives the headmaster of school the right to provide education according to an individual learning plan, which is necessary for the purpose of integration of students with SEN.[5]

The essential part of education of students with SEN is the school counselling system, which is determined by the regulation NO 72/2005, *of providing of counselling services in schools and school counselling facilities.* The latest amendment is the regulation NO 197/2016 that defines the school counselling facilities, to whom they are offered, and what is their function.[6]

The most frequent sources of special educational needs are students with difficulties in learning attending mainstream schools. The next subchapter thus focuses on the definition and differences between the terms learning difficulty and disability.


## 1.4. Learning difficulties and learning disabilities

Learning difficulties are one of the most discussed topics in current education. Thanks to enhanced diagnosis, there is a growing number of pupils who need individual approach and their learning needs should be taken into consideration, accepted, and possibly, they should be offered specific alternatives in schooling. As stated in the previous subchapter, students with SEN are only those learners who require special educational provision to be made for them,

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[5] Předsednictvo České národní rady, (1993), *Listina základních práv a svobod,* Praha, p. 10
[6] Ministry of Education, Youth and Sport, (2005), *Vyhláška o poskytování poradenských služeb ve školách a školských poradenských zařízeních.* Praha

which means that it is possible to have a learning difficulty but not to have SEN (Westwood, 2008).

The terms learning difficulty and learning disability may be for a number of people confusing as there exist several explanations and these two terms are very frequently interchangeable. People with learning disability prefer the term learning difficulty. (Twomey, 2006)

To clarify the terminology, it is important to emphasize that the term learning disability, i.e. significantly reduced ability to understand new and complex information or to learn new skills, is commonly used in the United Kingdom, while in other English speaking countries the term intellectual disability is growing in usage. In the United States of America, the term learning disability covers several specific learning disorders in relation to writing, spelling, reading, and performing mathematic calculations, such as dyslexia, dysgraphia, dyscalculia, that are caused by difficulties in processing and integrating new information (education.act.gov.au, 2014). In this thesis, American terminology is followed.

### 1.4.1. Learning difficulties

According to Westwood (2008), *students with learning difficulties* is a widely used, general term. Usually, it refers to students whose problems with learning are not caused by any specific physical, sensory, or intellectual (although in some cases the intelligence is below average) impairment. Instead, learning difficulties are probably due to some external factors like limited opportunities to learn, an inappropriate curriculum, an insufficient learning in early years, a lack of support from home, or a socio-cultural disadvantage. These students, who have been referred to as "slow learners" or "low achievers" in the past, experience learning problems that are often further exacerbated by their emotional reactions to lack of success. They may have problems with collecting, interpreting, modifying, storing and retrieving information. It also seems that they have problems with finding an effective learning strategy for the purpose of coping with the work that teachers set for them, which results in persistently low achievement. (Westwood, 2008)

Twomey (2006) describes that students with learning difficulties intentionally avoid verbal participation during lessons, do not appear to be interested in the subject matter, and do not perceive class discussion as a learning opportunity. He also claims that this behaviour

serves as a defence mechanism that protects them from the possibility of giving wrong answer and exposing their academic inadequacies, resulting in humiliation. (Twomey, 2006)

Abosi (2007) suggests that there are three perspectives on causes of learning difficulties, each focusing on a different factor and highlighting different characteristics in the students. In all models, failure undermines a learner´s confidence and self-esteem, and leads to secondary affective and motivational problems. These perspectives are called the deficit mode, the inefficient learner model, and the environment factors model. The first model, the most frequently subscribed by teachers, assumes that the cause of learning difficulties is cognitive and perceptual weakness within the student such as weak memory, below average intelligence, etc. Also cultural and home background disadvantages, for instance dysfunctional family situation, lack of support, health problems, problems associated with English (Czech) as a second language, etc. are included. Unfortunately, teachers believing in deficit model tend to lower their expectations for these students, which expands the students´ feel of frustration as their basic need for the purpose of achievement appropriate for their age is not being met. The inefficient learner model believes the learning problems are due to the individual lack of discovery of an effective learning strategy, which represents a more optimistic perspective as researches show that students can be taught to be more effective learners. The third perspective sees the cause of learning difficulties the environmental influences. (Abosi, 2007)

## 1.4.2. Learning disabilities

On the contrary, students with learning disabilities have chronic problems in learning basic literacy, numeracy, and study skills, despite their at least average intelligence. Karande et al. (2005) defines learning disabilities as: …"*a generic term that refers to a heterogeneous group of disorders manifested by significantly unexpected specific and persistent difficulties in the acquisition and use of efficient reading (dyslexia), writing (dysgraphia), or mathematical (dyscalculia) abilities despite conventional instruction, intact senses, normal intelligence, proper motivation, and adequate socio-cultural opportunity.*" To analyse the term, the prefix dys- means contradiction, deformation, impairment. For instance in terms of evolution, dysfunction means a function that is not fully developed. The second part of the word, adopted from Greek language, marks the ability that is affected. The term learning disability is thus not a single disorder; instead it refers to a group of disorders. He also adds that the term learning disability does not include children whose learning problems are

primarily caused by visual, hearing, or motor handicaps, of subnormal intelligence, of emotional disturbance, or of socio-cultural disadvantage. (Karande et al., 2005)

According to Randal (2006), learning disabilities is a neurological disorder that affects people´s ability to either interpret what they hear and see to link information from the different parts of their brain (Randal, 2006). Even though, there are no signs that a student has a learning disability, Pierangelo (2008) describes the following tasks to be problematic and thus indicating: learning alphabet, reading aloud, understanding what is read, expressing ideas in writing, learning language, following directions, understanding jokes or sarcasm, pronouncing words correctly, organizing spoken entry, confusing math symbols and misreading numbers, retelling a story in order, etc. These problems are often harmfully reflected on the assessment which tends to be worse than the actual abilities of the learner are. It can lead to a negative relationship with school and education as itself, school phobias, truancy, or even psychosomatic problems. When working with children with SEN, it is more important to focus on their behaviour than on the level of their skills, which can be acquired later (Pierangelo, 2008).

Zelinková (2015) notes, that neurotic difficulties, psychosomatic problems and personality disorders could be more harmful and permanent than any lack of knowledge. As stated, learning disabilities usually cover three learning disorders – dyslexia, dysgraphia, and dyscalculia. However, in Czech Republic are three more disorders recognized: dyspraxia – developmental coordination disorder (DCD), dysmusia – developmental musical dyslexia, and dyspinxia – developmental drawing skills disorder. These learning disabilities are often complicated by associated disorders such as attention deficit/hyperactivity disorder. (Zelinková, 2015)

The common feature of children with learning difficulties and learning disabilities is the failure to acquire adequate proficiency in reading and writing. These problems with literacy and numeracy cause negative effects on almost all areas of the school curriculum. Unlike learning difficulties, learning disabilities are incurable. However, with the right methods and techniques, children with a learning disability can become high achievers and can be taught how to get around the disorder. (Randal, 2006)

In *Understanding Special Educational Needs – A Guide for Student Teachers,* Michael Farrell (2003) states that a learner has a learning difficulty only if he/she has significantly greater difficulties in learning that the majority of learners of his/her age. This means that a

learner may have learning problems of a mild severity and therefore is not considered to have a learning difficulty. Similarly, a learner may have a disability but it may not hinder him/her from using of educational facilities generally provided for learners of his/her age. Therefore he/she would not have a learning difficulty. In short, a learner may have a difficulty in learning or disability but may not have a learning difficulty. Likewise, a learner may have a learning difficulty but not have special educational needs. Also, medical condition does not necessarily imply a disability or difficulty in learning and therefore does not constitute SEN. To summarize, the only case when a learner is considered to have SEN is only if he/she requires special educational provisions. (Farell, 2003)

As learning disabilities, rather than learning difficulties, seem to be more severe and hindering in a path for successful education, the following chapters are thus focused on specific learning disabilities and analyze methods appropriate for these students.

# 2. Learning disabilities and their causes

As mentioned in the first chapter, the term learning disabilities, frequently used in schools and in wider community, is often surrounded by ambiguity and confusion. Such confusion, especially on behalf of teachers, does not help these children to overcome learning anxieties and low self-esteem (Westwood, 2008). Therefore, the aim of the second chapter is to clarify particular learning disabilities, such as dyslexia, dysgraphia (dysorthographia), Attention Deficit/Hyperactivity Disorder (ADD, ADHD) and gifted children. Moreover, strategies for early identification and general advises for the purpose of work with these learners are mentioned.

## 2.1. Dyslexia

Even though reading is related to speaking, it is not that natural. People are programmed to learn how to speak and understand what is spoken to them, but reading must be carefully taught (Westwood, 2008). According to Nicolson (2008), fluent reading requires semantic knowledge, letter knowledge, phonological knowledge, eye control, etc., and therefore it is, without any discussion, the most complex cognitive skill acquired by human beings. Consequently, difficulties in acquiring this skill could be attributable to a wide range of causes, any of which could lead to dyslexia. It is important to acknowledge that the absence of problems with reading (symptoms) does not mean the absence of dyslexia (cause) (Nicolson, 2008).

Until the late 1920s, dyslexia was considered a general term used for a variety of learning problems. Eventually, these problems were subscribed to different learning disabilities. For this reason, Davis (1997) calls dyslexia ´the Mother of Learning Disabilities´. Consequently, the confusion around this disorder centres on issues related to its definition and identification as it can embrace a number of different types of learning difficulties because of their overlapping features (Davis, 1997). Since it is impossible to tell whether person has dyslexia until he/she is put into a situation requiring literacy skills or processing certain type of information, Reid (2006) describes dyslexia as a hidden disability. He adds that in a school environment, learners with dyslexia avoid reading aloud or more extensive writing in order to cover their difficulties. This behaviour can be misunderstood for laziness or lack of interest in school work, leading to labels as ´sloppy´ or ´unintelligent´ by the teachers. However,

contrary is the truth as children with dyslexia usually perform bigger effort than other learners to complete the tasks and thus may become tired more easily (Reid, 2006).

### 2.1.1. Definition of dyslexia

Currently, there is a wide range of descriptions used for the purpose of defining dyslexia. However, most of the definitions include the neurological and genetic causes (heritage), the characteristic problems such as phonological, visual and auditory processing difficulties, difficulties relating to memory, processing speed, time management, organizing, sequencing and planning, the need for specific learning approaches, and the overlap with other conditions such as dyspraxia, dyscalculia and ADHD. In terms of psychological examination, there is a significant discrepancy between the intellectual quotient (IQ) and reading quotient (RQ), which should be higher than 60-70 words per minute. (Reid, 2011)

The most frequently cited definition was developed by a working group of the International Dyslexia Association (2003), which reads as follows: *"Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge"[7]* (IDA, 2003). In this particular definition, there are several key points. The first statement, about its neurological origin, indicates that the reading difficulties must not be attributable to external environmental causes but lies within the individual. Second, the definition clearly states that dyslexia is related to problems with single word decoding (Reid, 2006).

Christo et al. (2009) points out that the difficulties in phonological processing (intonation problems, wrong pronunciation of words), also mentioned in the definition, have been identified as a central feature of reading disabilities and problems with reading development. Third, dyslexia does not apply to those learners who had not received sufficient instruction in reading, or to those whose cognitive abilities were significantly below their age peers. In other words, there is no reason for reading difficulties to be expected as dyslexic

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[7] IDA, Lyon, Shaywitz, & Shaywith, (2003). *Definition of Dyslexia*. Baltimore: IDA, p. 2

learners have the same conditions as other students. Finally, as the definition notes, learners with single word decoding problems have fewer resources to use in forming meaning from a text, which hinders comprehension. (Christo et al., 2009)

As there are many theories researching dyslexia from many different dimensions, it might be useful to view dyslexia as a difference rather than a deficit, i.e. a difference in how a learner processes information, in strategies that are needed for the purpose of affective learning, and in speed and style of processing (Reid, 2011). Consequently, a learner with dyslexia can become confused when he/she is given several instructions at the same time; have difficulties with directional orientation (telling right from left, map reading, etc.), and might have a poor short-term memory. In conversation, they might use inappropriate words that sound or look similar, such as "where" instead of "were" or "there" instead of "their". Also, they may confuse syllables in words or place them in the wrong order when writing and talking, especially in long words such as "preliminary" or "elephant" (Reid, 2006).

Jucovičová and Žáčková (2008) add that children might also have problems with reproduction of a reading text. A learner either does not remember what was read, the reproduction is incorrect in view of him/her being focused more on reading itself, or the reproduction is poor and fragmentary. In the best case, the child is able to produce the text quite correctly, but only with the help of instructive questions, which could be the result of a poor short-term memory (children recall the beginning and the end of a text, but not the middle). This could cause substitution of words with similar meaning when reading aloud, otherwise called semantic confusion. For learners with dyslexia, it may be difficult to distinguish between words like "bus" and "car", because they focus more on understanding the meaning of the text than accuracy. (Jucovičová and Žáčková, 2008)

Similar problems can arise when the learner uses wrong reading technique, such as double or silent reading, in which case it is crucial to guide them to the correct technique as soon as possible. Usually, learners with dyslexia have a visual, right-brained global processing style. It is thus important to acknowledge the difficulties and strengths of this style, which is vital when choosing the appropriate method and programme for teaching reading (Reid, 2006). Among strong features may belong, for instance, good visual skills, excellent expressive vocabulary, active participation in team games and good understanding of language.  These strengths can be used to increase interest in a topic, as well as to expand skills in the weaker areas. As weak features, on the other hand, may be considered difficulties in remembering spelling rules ("f" for "ph"), difficulty in reading aloud, slow reading speed

or difficulty in organizing work. As regard the spelling errors, it is quite typical for dyslexic learners to have problems with word endings ("ie" for "y"), confusion or omission of vowels, difficulties with words with double consonants ("commission"), or letters are out of sequence or there is an inconsistent use of capital and small letters. The particular problem with spelling is that once a child learns how to spell a word, it is difficult to unlearn the error (Nicolson, 2008).

When working with children with dyslexia, Fořtová (2013) recommends respecting the current level of the reading ability (slow speed, shorter texts), but not the wrong reading techniques. Also, teachers should not insist on loud reading and should not compare him/her with other children. Multiple strategies and sensitive correcting is helpful, too. Moreover, teachers should appreciate not only the actual performance but also the effort put into tasks, and always control their written outputs. Naturally, parents should be informed about the strategies and help they could provide to their child. (Fořtová, 2013)

To conclude, dyslexia has several key points – it is individual and it relates to how information is processed. Children with dyslexia then have difficulties with displaying knowledge in written work, with learning through listening, with remembering and organizing information, and they need more time to process information. It is essential to acknowledge that, if revealed on time and with a proper method, dyslexic learners may overcome these difficulties.[8]

## 2.2. Dysgraphia

In is not unusual, that dyslexia is accompanied by another learning disability – dysgraphia. Unlike reading, which is considered the receptive form of a graphic symbol system, writing is considered the expressive form of that system involving the integration of eye-hand, linguistic and conceptual abilities, muscles, and part of the brain. There is no wonder that the number of children with writing problems is increasing. (Zelinková, 2013)

The learning disability that affects writing of words and letters, which requires a complex set of motor and information processing skills, is called dysgraphia (Paquette, 2003). The condition for the purpose of referring to students as having dysgraphia is that they have no physical impairment and, despite their average intelligence, their writing ability falls

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[8] Examples of exercises suitable for learners with dyslexia can be found in Appendix 1.

significantly below expectations. In other words, just having bad handwriting does not indicate that a child has dysgraphia. The underlying problem of dysgraphia is most frequently a motor skill disorder, especially of fine motor skills, but sometimes also in combination with disorder of gross motor skills. In addition, the movement automation disorder, and motor and sensor-motor disorder can be involved, which cause troubles coordinating the small muscles of the fingers to manipulate writing instruments, such as a pen, pencil, but also compasses (Jucovičová and Žáčková, 2008).

Apart from heredity, International Dyslexia Association (2018) claims that one of the possible causes of dysgraphia may be disruption of orthographic coding, which refers to the ability to store written words in working memory while the letters in a word are analysed, or to the ability to create lasting memory of written words connected with their meaning and pronunciation (IDA, 2018). Another possible cause is difficulty planning sequential finger movement, which means, for instance, touching of the thumb to other fingers successfully without any visual feedback (dyslexiaida.org, 2018).

According to Šimková (2015), dysgraphia can lead to problems with spelling, poor handwriting (which is usually illegible, spacing is inconsistent, problems keeping writing on the line), poor special planning on paper, or difficulties with thinking and writing at the same time (taking notes). Dysgraphic children may confuse letters that are similar, need excessive amount of time to write something, they suffer easily from pain in hand, words written by them are unfinished or missing some letters and sentences are missing some words. Moreover, students with dysgraphia may have problems with syntax and grammar of a language and many other problems (Šimková, 2015). Giuliani (2008) adds that students with writing difficulty often feel overwhelmed already by the idea of getting started. This struggle makes them preoccupied, which results in inability to let their thoughts and ideas flow on the page. Furthermore, they struggle to organize their thoughts, use the mechanics of writing, and to develop their fluency, or they submit a written work that is too brief (Guliani, 2008).

Apart from writing difficulties, students with dysgraphia often have problems with other forms of graphic performance. These difficulties have a negative impact especially on drawing, which worsens the geometry performance, and generally, leading to students being then badly evaluated in mathematics. It is thus evident, that dyslexia has an impact on every aspect of life where are necessary written expressions, fast speed of writing and exact drawing. (Jucovičová and Žáčková, 2008)

It is therefore crucial to develop gross motor skills as well as fine motor skills, together with other cognitive functions, such as visual and auditory perception, spatial orientation, phonemic awareness, kinetic and visual attention and memory, and overall motor coordination (Zelinková, 2013). Šimková (2015) suggests that children with writing malfunction should play especially motion games, colour pictures, or play with cubes and toys. As these students learn better through listening and speaking, listening to songs, watching TV serials and films, picture based presentation, and matching exercises should be used to support the learning process. Using of special activities is time-consuming and therefore it is advisable for dysgraphic students to have extra studying time to cope with exercises without stress and anxiety. Similarly with dyslexia, students with dysgraphia may be unfairly recognized as lazy, careless, and without any interest in school work. This attitude of teachers may cause emotional stress, anxiety, or even disgust to learn. Considering all these factors, teachers should be aware of warning signs of dysgraphia mentioned above, as they play an irreplaceable role during the learning process. With teachers´ help, and with cooperation of parents, students can move forward fast and with ease. Every teacher should therefore create relaxed, comfortable and motivating atmosphere during the lessons (Šimková, 2015).

To help dysgraphic students with everyday school activities, Fořtová (2013) suggests the following strategies for teachers. Teachers should not make students write long or extra texts, and should not lower the grade based on the illegible handwriting. On the contrary, they should use multisensory approach while teaching fixing of letters, allow students to do relaxing hand exercises before writing, orally check the grammatical mistakes before evaluating, respect student´s speed of writing and not pressure him/her with deadlines (Fořtová, 2013). Furthermore, for students with dysgraphia, Paquette (2003) advises to use writing maps or graphic organizers to organize their thoughts, keep a list of possibly misspelled words near a computer or a desk, and learn keyboarding skills (Paquette, 2003).

As dysgraphia is often combined by another learning disability, the definition and analysis of causes of this disability are provided in the next subchapter.


## 2.3. Dysorthographia

Dysorthographia is a learning disability that interferes with the learner´s ability to spell, which is the ability to construct words in accordance with accepted usage, and/or write

correctly. It is important to mention that poor spelling does not automatically indicate dysorthographia. On the other hand, when difficulties with spelling occur together with reading or writing problems, the possibility of spelling disorder has to be considered. Spelling problems originate with learning language weaknesses. It does not affect a general visual memory, but the problem with awareness of and memory for language structure, including the letters in words. (study.com, 2018)

According to Jucovičová and Žáčková (2008), dysorthographia is caused by phonemic auditory disorder, when the hearing perception, auditory memory, analysis and synthesis are disturbed, resulting in misspelling of words when dictated. Learners with dysorthographia tend to write words "as they hear them", for instance escape as xkayp or exhibition as esbtnn. Apart from poor spelling, other grammatical errors such as issues with tenses, punctuation, contradictions, and correct word usage might occur. For example, a sentence "I went to school." might be written as "Eye gode two skul." (Jucovičová and Žáčková, 2008)

An early revelation of dysorthographia is rather difficult as these students do not necessarily have any issues with verbal or reading skills, thus the indication of possible learning disability is noticeable only after submitting of spelling test or written assignment. (Fořtová, 2013)

Nevertheless, Pierangelo (2008) presents the following signs of the spelling disorder: addition of unneeded letters, omission of needed letters, words, even sentences, reversals of vowels and/or syllables, phonemic spelling of nonphonemic words, difficulty in understanding the association between sounds and letters, not respecting of the words boundaries, and significantly longer time needed for completing tests. The grammatical and spelling errors are so severe that it is almost impossible to follow dysorthographic students´ thoughts in their writing (Pierangelo, 2008). To help these students overcome their difficulties, Fořtová (2013) suggests a number of methods for teachers to follow. Teachers should provide time necessary for adoption of grammatical rules and submitting written tests, prefer oral form of testing and not include specific errors into evaluation, use multiple choice tests, and possibly practice a dictate beforehand (Fořtová, 2013).

In conclusion, dysgraphia, which is a writing disorder, is often accompanied by dysorthographia, the spelling disorder. Both disabilities have similar symptoms such as bad spelling, poor handwriting, or troubles in organizing of thoughts. These disorders are

noticeable only after submitting of a written work and should be then thoroughly analysed in a special facility. [9]

The learning disabilities mentioned so far in this thesis are sometimes accompanied by another disability that could be confused with a behavioural disorder. The specifications are described in the following subchapter.

## 2.4. Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder

As there are more and more children who have organizational problems, concentrating problems, frequent daydreaming, are unable to sit still in a class or control their behaviour, and who are unstoppable thrill seekers, the researches concerning ADD and ADHD have become more crucial to conduct. According to National Institutes of Health (2018), there is between three and five per cent of school-age children having ADHD, and there is an overlap of ten to twenty-five per cent ADHD and other learning disabilities. Unfortunately, a new trend has occurred and children having troubles with concentrating are automatically recognized as having ADD/ADHD without any complex examination, leading to this disorder becoming just an excuse for behavioural problems. It is therefore vital for all teachers to have at least basic knowledge of symptoms typical for ADD/ADHD, so that they could be sent for the purpose of further examination. Recognizing of these disorders can be difficult, especially for novice teachers as they are still developing their experiences and their teaching methods are not stabilized yet. (NIH, 2018)

ADHD is an acronym for Attention Deficit Hyperactivity Disorder. As the name suggests, it is a neurobiological disorder apparent already in pre-school, which entails inattention, hyperactive and impulsive behaviour developmentally inappropriate and severe to impact function at school and home. Even though ADHD is classified as a behavioural disorder, in view that it affects the learning process, it is considered a learning disability as well. The causes of ADHD are still under investigation. (Anderson, 2005)

However, Paquette (2003) states that one of possible causes is that portions of the brain of children with ADHD are smaller than those of a typical learner. To be clear, smaller

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[9] Examples of exercises suitable for learners with dysgraphia and dysorthographia can be found in Appendix 2.

portions of brain do not indicate lower intelligence. Other causes include heritage, premature birth, maternal alcohol use, and brain injuries in early age. (Paquette, 2003)

In contrast, ADD is Attention Deficit Disorder. It is evident, that children with this syndrome have concentration problems, but are not hyperactive. However, since 1990s a child with ADD is diagnosed as having ADHD, so that these two terms have become synonymous (Anderson, 2005). Therefore, the term ADHD contains ADD as well in this chapter.

There are three types of ADHD: the predominantly hyperactive-impulsive type, the predominantly inattentive type, and the combination of both. Students with the hyperactive-impulsive type of ADHD are extremely restless (walk around, jump, tap their fingers, etc.), impatient, and have problems with waiting for their turn in games and conversations. This can cause problems especially in foreign language lessons, when the learning process is realized through pair and group work, communicative activities and cooperative activities. On the other hand, children with the inattentive type have troubles concentrating on some education tasks, listening to teacher´s instructions, completing tests, and are very easily distracted. Lastly, children with the combined type have problems in all these areas at the same time. (Babocká, 2015)

Consequently, there are three types of symptoms as well. According to Paquette (2003), a child diagnosed with ADHD must have at least six of these symptoms in each category for at least six months. For signs of inattention are considered organizational problems, frequent loosing of things, avoidance of tasks requiring sustained mental effort, troubles following instructions and conversations, problems to pay attention during activities or tasks, and not paying attention to details (Paquette, 2003). The attention problems are, according to Pierangelo (2008), characterized as 'short attention spans', which is an inability to focus the attention on a single task for more than few seconds or minutes. When behaving hyperactively, students are fidget, often feel restless, they are always in motion, talk a lot, leave seat when they are not supposed to, or have troubles engaging in leisure activities quietly. Lastly, for impulsive behaviour is typical that students speak or act without taking the time to think, interrupt others when speaking, have troubles waiting, and are generally impatient (Pierangelo, 2008).

Furthermore, Anderson (2005) claims that children with ADHD often have an underlying sensory component, which may have an impact on their ability to pay attention and learn. The strength of symptoms is influenced by age, meaning that the younger the child,

the stronger the symptoms. It is vital to realize that these symptoms are only manifestations of the dysfunction of neurobiological and cognitive systems (Anderson, 2005). This means that people with ADHD experience difficulties not only at school, but also in their social, emotional, and other behavioural aspects of life as they tend to be selfish and aggressive, which leads to problems with maintaining relationships (Babocká, 2015).

Unfortunately, many teachers see sufferers of ADHD as troublemakers, who intentionally disrupt lessons. Understanding the features of this disorder may help the teacher to understand the world and behaviour of these learners, and realize that these students need their patience, positive attitude and possibly an individual approach (Pierangelo, 2008). Fořtová (2013) suggests following general recommendations for the purpose of work with ADHD learners: situate the learner near the teacher or in the back of the classroom with enough space for relaxing, have a well prepared plan for critical situations, learn how to properly interfere and solve conflicts, communicate clearly, set boundaries, listen to child´s feelings, balance individual and group work, support those activities in which the student excels, allow alternative activities such as relaxing exercises or diverse tasks, teach the learner to finish his/her assignments, provide more time for complying the tasks, divide the task into shorter tasks, and support him/her in social interactions with his/her classmates. Keeping these suggestions in mind, the teacher can significantly facilitate children´s learning process as well as social interactions (Fořtová, 2013).

The following subchapter explores the educational need of a group of learners that are usually assumed to not have any learning difficulties, meaning those of high intellectual ability and of a specific talent. This group of special needs should not be neglected.


## 2.5. Gifted and talented learners


There is approximately one child in every 100 000 with IQ over 180 (Westwood, 2010). Montgomery (2003) claims that these children are noticeable since the early years as it is likely that they start to speak in full sentences at six to nine months, learn to spell and read by the age of two and half years, are able to self study, and are ready for formal learning at the age of three. However, if not fully paid attention to, they become bored and difficult to manage (Montgomery, 2003).

Even though the terms gift and talent may seem synonymous, it is necessary to distinguish between them. Children, who excel academically in almost all school subjects, are recognized as *gifted*. On the other hand, children who excel in practical performances such as sport, music, art, or leadership, are described as *talented*. Despite the fact that talented and gifted children may excel at the same competencies within intellectual, physical, creative, social, and sensory-motor domains, gift is regarded as an exceptional innate ability that child is born with, while talent will develop only through constant effort and commitment of the individual. The level of development of a particular talent is influenced by educational opportunities, environmental factors, and intrapersonal factors. In order to reach the full potential, it is necessary for these children that the teacher pays special attention to them and provides additional resources in school. Unfortunately, giftedness and talent of these exceptional students are not always recognized by the mainstream teachers and their particular needs are not met, leading to apathy or, in a better case, home-schooling. (Westwood, 2010)

Some gifted and talented students are identified by their parents already in the pre-school years. In terms of intellectual giftedness, the signs of exceptionality include advance language skills, exceptional memory, the ability to concentrate for longer periods of time, tendency to ask many questions, and the ability to learn new information and skills rapidly without many repetitions. Generally, these students are recognized fairly easily by the quality of their work. Once recognized, there are three ways of educating these exceptional children (Montgomery, 2003). Britannica.com (2018) suggests that these students should be allowed to learn material at a more fast pace or to be promoted more rapidly through grades. The second way is that the curriculum is enriched by a variety of cultural activities, but the student is evaluated with usual grades and works in usual pace. And lastly, a gifted child is accelerated or enriched within the mainstream classroom (Britannica, 2018).

Keeping these suggestions for the purpose of work with learners with learning disabilities in minds enables teachers to establish appropriate atmosphere, choose methods suitable for these learners, and develop fitting activities. Teacher´s positive attitude help the learner to overcome his/her difficulties and make the school work enjoyable, and not something to be scare of (Westwood, 2010).

Before proceeding to the practical part of this thesis, it is necessary to describe methods and approaches generally agreed to be the most appropriate for learners with special educational needs.

# 3. Methods and Approaches

The following chapter describes methods and approaches suitable for learners with special educational needs in mainstream classes, such as multi-sensory techniques, Communicative Approach, and Total Physical Response. It also questions forms of assessment of these students and provides generally tips for teachers collected from several authors.

## 3.1. Overview

According to Pokřivčáková (2015), teaching foreign languages to learners with SEN is one of the top challenges of contemporary foreign language education and its methodology. Interestingly, English is a subject that can be enjoyed by learners with some learning disabilities, even though the difficulties with reading, structure, spelling, and grammar can sometimes make English a subject to dread. (Pokřivčáková, 2015)

Teaching English to students with special educational needs can also be a challenge for the teachers as they are responsible for the accommodation that can help to ensure that the potential difficulties are for these children minimised. By accommodation, a set of enabling arrangements that are put in place to ensure that the learner with a learning disability can demonstrate his/her strengths and abilities, and experiences an achievement, is meant. Among the challenges is included the ability to empower and embrace these learners in the classroom by showing their abilities rather than their lacking skills. Even if the child is never able to produce perfect foreign language (when he/she has problems producing correctly his/her own mother language), confidence in listening, understanding and speaking the language must be the aims of teaching learners with SEN. The teacher should also make the learning process meaningful and motivating for the learner. However, in terms of the foreign language, the success may depend on the complexity, grammar, spelling, pronunciation rules, etc. of the target language. (Farrell, 2006)

When analysing what causes problems in learning a foreign language, Schneider and Crombie (2004) suggest that learners with learning disabilities may not see the similarities and differences between print symbols and their pronunciation, grammatical and syntactical

structures, and vocabulary and word formation patterns in the target language in comparison to their mother tongue. (Schneider and Crombie, 2004)

It is important to mention that the difficulties usually associated with specific learning disabilities should not dictate the classroom approaches or curriculum content. The key is to be co-active, to foresee the type of difficulties that can be experienced, and to ensure that through considerate use of resources and differentiation of learning styles, the curriculum can be accessed by all disabled children. To achieve that, it is vital to understand that learning is a shared responsibility between the school management, the teacher, the child and parents (Farell, 2006). Zelinková (2015) claims, that a particular method has a successful impact only if the teacher believes in its usefulness. The method itself becomes effective only in hands of the teacher who uses it, complements it, enlivens it with his/her own experiences and individual features, and modifies it, so that the method is helpful for the learner in need (Zelinková, 2015).

Westwood (2008) argues that learners with learning disabilities respond best to methods that are direct, explicit, well structured, and are a combination of direct instructions with strategy training. Among these methods belong Communicative Approach and learner-centred approaches such as Natural Approach or Total Physical Response (henceforth TPR). In contrast, the learning process is not as significant with methods that are unstructured, open-ended, and rely on learning through activity and discovery, especially at the beginning stages (Westwood, 2008). Swanson (2000) drew the conclusion that the most effective method of foreign language teaching combines carefully controlled and sequenced curriculum content, provision of abundant opportunities for the purpose of application and practice of newly acquired information and skills, high levels of students´ participation and responding, frequent feedback from the teacher as well as from the students, interactive group learning, appropriate use of technology and provision of additional assistance (Swanson, 2000).

In addition, Sideridis and Greenwood (1998) add elements such as brisk pacing of lessons, positive student-to-student (pair work, group work) and student-to-teacher interactions (asking, answering of question), and reinforcement, with students being praised and encouraged. (Sideridis and Greenwood, 1998)

Concluding, the aim of this chapter is to highlight how the needs of students with dyslexia, dysgraphia (dysorthographia), ADD/ADHD and gifted children can be met within the curriculum and within the mainstream classroom, especially in English language lessons.

It is crucial for every teacher to find his/her own way in the unlimited field of methods and approaches, so that the teaching process would be built on the most sensible and practical foundations.

## 3.2. Multi-sensory techniques

It has been suggested that the aim of a multi-sensory techniques is to aid communication with a child. In order to compensate or supplement learning difficulties, it is advisable to use learning activities that stimulate multiple senses at the same time as it compels learners to actively use stronger sensory channels to bring on the weaker sensory channels as they see, hear, taste, act out, and move their body parts. It is important to stimulate the multiple senses as learners with learning disabilities have most frequently problems with receiving information through auditory modality hence it is vital to ensure that they receive information through their stronger modalities, usually visual and kinaesthetic modalities. When learning, children can use each sensory system (vision, auditory, gustatory, olfaction, somatic sensation) in order to receive and memorise information. (Farrell, 2006)

Multi-sensory techniques have been particularly useful in relationships between symbol and sound, word recognition, and in the use of tactile methods such as tracing on soft and rough surfaces. Teachers found multi-sensory techniques, especially those involving kinaesthetic-tactile activities, valuable, because they help children to make sense of information through experiencing learning, which can be through drama, poetry, field trips or excursions. However, it is important that the experience is evident and the child needs to be participatory and active throughout the whole experience. There are evidences that involving of multiple senses during learning makes the learning process more effective than traditional verbal-only activities. Resources of a multi-sensory nature help the learner to focus on a particular sense and contribute to the development of a wider vocabulary. (Schneider and Crombie, 2004)

Nicolson (2008) offers the following guidance on what constitutes good design: Words and pictures work better than only words, words and pictures have to be integrated, so that they work together, learners respond better to an informal style rather than to a formal style, unrelated materials should be removed, and care should be taken not to overload children´s visual channel, for example, with rapidly changing graphics. for the purpose of stimulating

visual reasoning and learning, he suggests usage of text/pictures on posters, models, or projection screens, films/videos, augmentative picture communication cards, finger spelling, and use of colours for highlighting and organizing information. Techniques that stimulate verbal reasoning include books on tape, peer-assisted reading, songs, speaking, rhymes, and language games. In terms of tactile teaching methods, he recommends use of sand trays, raised line paper, and finger-paints or puzzles to develop fine motor skills. Lastly, in terms of kinaesthetic methods involving fine and gross motor movements, all tactile activities mentioned above and any activities involving dancing, rhythmic recall, flashcard races, and other learning games are suggested. (Nicolson, 2008)

Furthermore, Cimermanová (2015) suggests usage of project work as it is one of the most effective methods for the purpose of acquiring and expanding vocabulary, role-play activities which leads to deeper and longer lasting fixing of information, and using of mimics, gestures and movements in a playful way. She also emphasizes that the importance in teaching a learner with learning disabilities lies in the explicit teaching of linguistic structures, slower pace of progress and frequent revision. (Cimermanová, 2015)

Multi-sensory techniques are thus suitable for learners with learning disabilities as they combine more senses at the same time, so that the learner can compensate any of his/her difficulties.

## 3.3. Communicative Approach

One of the learner-centred approaches for foreign language teaching is the Communicative Approach. It emerged during 1970s and 1980s as a reaction to the need to use the second language in situation such as complaining, asking for information, advising, arguing, persuading, promising, etc. The term "communicate" meant to express and convey ideas and thoughts verbally or non-verbally. There are two versions of the Communicative Approach – weak and strong. The weak form emphasizes the importance of providing learners with opportunities to use English for the purpose of communicative purposes. On the other hand, the strong version of the Communicative Approach advances the claim that language is acquired through communication, so that language learning is a question of stimulating the development of a language system itself. It is evident that communication

skills are vital to students´ success within and beyond school (Richards, 1986). Freire (2000) therefore claims that *"without communication, there can be no real education."*

As mentioned previously in the chapter concerning dyslexia, speaking is more natural than reading or writing. Since most learning difficulties are accompanied by reading and writing problems, the Communicative Approach is for children with SEN, without any doubts, highly appropriate. Apart from grammatical competence, the main aim of this approach is improving the social skill, meaning teaching learners what to say, how to say it, when and where (different social situations) to say it in order to satisfy their daily social needs. Unlike in other methods, the priority is given to learners interests and needs rather than focusing mostly on grammar during lessons. Apart from evaluating accuracy, the teacher evaluates fluency as well. In the Communicative Approach, being fluent is more important than being accurate. (Patel, 2008)

In accordance with the class accommodation needed by students with learning disabilities, the teacher using the Communicative Approach is more of a co-operator and facilitator rather than an authoritarian master. These learners need help and advices during the learning process, which is possible as the teacher provides all the resources essential for the purpose of communication to be effective. The usual activities include pair and group work, information sharing, or problem-solving tasks. The teacher then walks around the class giving advices, answering students´ questions, monitoring their performances and helping students when necessary in order to motivate them to work with the language. This process makes the class atmosphere relaxed, friendly and without any pressure on students, who could feel anxious about making mistakes. All four skills are being taught from the very beginning. The main aim of communication skills is to be understood, not to speak as a native speaker. (Richards, 1986)

### 3.3.1. Communicative strategies

Nevertheless, El-Koumy (2016) states that many learners with learning disabilities avoid speaking aloud in foreign language lessons and experience difficulties with oral communication in areas such as expressing opinions and ideas, telling a story or talking about an incidence in chronological order, using turn-taking appropriately or using appropriate eye contact. He assumes that these difficulties may be caused by the teacher, who views these learners as passive recipients of information, leading to lack of interaction between the

teacher and the student or the teacher does not provide enough opportunities for these learners to interact with their peers. (El-Koumy, 2016)

In order to help these students overcome their difficulties, many educators recommend using communicative strategies as an instructional intervention for them to develop their communication skills. There are many definitions of communicative strategies. However, all of them express the same idea that communicative strategies are techniques used by both speakers and listeners to solve a problem that may interrupt the conversation. If not taught the right strategies, students with learning disabilities may rely on strategies that not work well, for instance borrowing from their native language or avoidance strategies. (Bialystok, 1990)

El-Koumy (2016) provides following model for the purpose of teaching communicative strategies that proceeds through these four steps: (a) direct instruction of communicative strategies, (b) application of communicative strategies in teacher-student interaction, (c) application of communicative strategies in student-student interaction, and (d) self-assessment. To be more specific, in the first step, the teacher raises student´s awareness of the particular strategy and provides necessary vocabulary and a video of an authentic conversation. In the second step, the teacher supports students to develop their strategic competence through questions, speech modification, and the way of reaction to students´ responses and mistakes. Moreover, this step contributes to the development of communicative strategies through student´s observation of the teacher´s verbal behaviour. The important part of this step is when the teacher diminishes his/her scaffolding assistance as the student begins to assume full control of the communication strategy, which leads to the next step. The third step plays a crucial role in the development as students are responsible for choosing and implementing the most appropriate strategies for performing assigned task. The teacher´s role is then to facilitate and monitor the communication. In the final step, the teacher involves each student in identifying their strengths and weaknesses, documenting their progress, identifying affective language learning strategies and materials, becoming aware of the learning context that works best for them, and establishing goals for future independent learning. In order to facilitate students´ self-assessment of their performance in the relation to the communicative strategies, the teacher should provide an assessment tool, such as a self-assessment table or a questionnaire with yes/no options. (El-Koumy, 2016)[10]

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[10] The assessment tool is provided in Appendix 3

## 3.4. Total Physical Response

As a respond to the outstanding phenomenon that human beings master the ability to understand and use their mother language (sometimes even several languages in the case of children growing up in a multilingual environment) during the first few years, James Asher developed the Total Physical Response (henceforth TPR) method, which has had a significant influence on second language teaching. (Richards and Rogers, 1986)

Morretta (2014), as well as Cimermanová (2015), views this method to be suitable for learners with learning difficulties. Therefore, this subchapter focuses on this language learning method based on the coordination of speech and action (learning language through physical activity) and looks at activities that are suitable for learners with learning disabilities. (Morretta, 2014)

Firstly though, it is important to mention that the Natural Approach as well as TPR is known as a general comprehension approach, in which the aim is to communicate in the target language. Due to limited number of classroom hours, it is unreal to focus on more than one skill. Therefore, initial language learning should be focus on only one skill. Based on Asher´s theory that foreign language should be similar to a child´s mother tongue acquisition, this skill should be just listening (Cimermanová, 2015). According to Richards and Rodgers (1986) the basic idea behind Total Physical Response is that the stronger the memory associations are, the more likely they will be recalled. This can be gained by the combination of verbal and motor activities or by the combination of coordination, speech and action. In the TPR lesson, learners do not produce target language until they are ready for verbal production. In fact, Total Physical Response was developed to eliminate the stress children feel when learning foreign languages. Teachers using this method believe that the learner should enjoy his/her experience in learning to communicate in a target language and encourage students to persist in their study beyond a beginning level of proficiency. During the initial period, the teacher is the director of all students´ behaviour. When presenting, the teacher should be prepared to mime, and use gestures and real objects to interpret the meaning (Richards and Rodgers, 1986). According to Brown (1994), for the purpose of language behaviour and comprehension to be effective, it is necessary that learners respond correctly to the given stimuli (teacher´s command) as the response becomes habitual when it is reinforced (Brown, 1994).

The process follows these three steps: hear-understand-react. In more detail, the first step is one of modelling. The teacher issues commands to a few students, then performs the

action with them. In the second step, in order to demonstrate students´ understanding, they perform the command on their own. Other students, who are just observing, have the possibility to demonstrate their understanding as well. The teacher then slightly changes the command, so that the students develop flexibility in understanding unfamiliar utterances. In order to ensure that students will enjoy the lesson, these commands are often humorous. After learning to respond physically to these commands, students learn how to write and read them, and only after that, students become the ones issuing the command. However, in a case of learners with learning disabilities, it is advisable to swipe the last two steps and let the students issue the command first and then learn how to read and write them. These activities include role reversal, role playing, and more importantly, TPR Storytelling. (Morretta, 2014)

### 3.4.1. TPR Storytelling

TPR Storyteling or Teaching Proficiency through Reading and Storytelling (TPRS) is a method developed in 1980s and 1990s by Prof. Blaine Ray, which combines mime and narrating of a story in order to help to make the target language more understandable to students. It uses realistic language and includes a careful limitation of vocabulary, a constant request for questions, frequent comprehension checks, and very brief explanations of grammar known as "pop-up grammar". The teacher that uses this method always tries to make the learner feel comfortable in narration and in conversations, being certain that the children learn a language best when enjoying themselves. (Morretta, 2014)

According to Davidheiser (2002), TPRS is successful, because it consists of active learning, it helps learners to take ownership of the language learning when they physically recreate the story they listen to, which allows them to feel included and validated, it provides learners with more comprehensible input, and lastly, it is fun. Moreover, this method can be personalised, so that the reading and writing are mastered at later stages, and for students with learning disabilities these comprehensions can be reduced to minimum. (Davidheiser, 2002)

When working with children with learning disabilities, Linse (2007) suggests that it is important to choose stories with repetitive patterns, such as the following example: *The scene in which Little Red Riding Hood (LRRH) talks with the wolf thinking that he is her grandmother. LRRH: "What big eyes you have, grandma!" Wolf: "All the better to see you with, my dear." LRRH: What big ears you have, grandma!" Wolf: "All the better to hear to with, my dear." LRRH: "What big teeth you have, grandma!" Wolf: "All the better to eat you*

*with!"* Also the use of storytelling pictures of characters that learners manipulate or move around as the story is told is possible. In both events, learners are physically active and their comprehension is easily verifiable through simple observation. (Linse, 2007)

In conclusion, the key factor of success of this method is the provision of comprehensible input and reduction of stress in second language acquisition. However, this method typically deals with the beginning stages of learning and should be preferably used in association with other methods. In the contrast with the Communicative Approach, TPR is questioned for the purpose of its relevance to real-world learner needs. (Davidheiser, 2002)

## 3.5. Assessment

In education generally, and especially in the area of special educational needs and disabilities, there is a variety of different frames of reference for conceptualising how a student´s learning, behaviour and difficulties that are experienced should be evaluated. And therefore, it is important to state the possible starting point for developing appropriate ways to meet that student´s learning and behavioural needs. For instance, deciding whether a student´s need is *special* by definition means using of a form of assessment (often very formal), summative by nature and standardised against national norms, that enables comparison with the learning achievements and behaviour patterns of his/her peers, or norms for hearing, sight, and movement. (Wearmouth, 2016)

After all, a student is recognised as having special educational needs if he/she has a learning disability which calls for the purpose of special educational provisions to be made for him/her and this educational provision is special.[11] This definition raises some obvious questions, such as how to compare one student to the majority, how to judge the contexts in which what is already provided is unsatisfactory, so that appropriate provision is therefore special, and how to ensure that a student whose attainment levels are considered to be very poor in comparison with his/her peers does not feel so demotivated that he/she will not try anymore. There are evidences indicating that assessment itself can serve to reinforce or undermine the motivation to strive for the purpose of future learning achievements. (Murphy, 2002)

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[11] See chapter 1 Inclusive education, subchapter 1. 1. 1. Law issues

However, teachers do not always wish to compare one student with others. It is always essential to have a cognizance of children´s ongoing learning progress through continuous formative assessment that can provide teachers opportunities to notice what is happening during learning activities, recognise the level and direction of the learners and see how they can help to take that learning further. Obviously, teachers also need to know whether a student has reached a particular threshold or level of his/her learning. For comparison of student´s achievements with clearly stated criteria for learning outcomes and clear descriptors of particular levels of performance within them is used so-called criterion referencing. The purpose of setting out criteria for an assessment is not only to clarify what is required of students, but also to assist teachers in deciding what they need to teach. Furthermore, criterion referencing serves to improve the feedback to learners as well as to teachers. (Wearmouth, 2016)

Even though evaluation of students with learning disabilities might be challenging, it is very important to do so as it provides the student opportunity to demonstrate skills, knowledge and understanding, and stimulates an interest in further learning. For most learners, paper-and-pencil tasks are at the bottom of the list of evaluating strategies. However, the teacher can provide accommodations that support and enhance assessment of disabled children. The first suggestions of many authors are changes in timing or scheduling of testing, such as extending given time for completing tasks or tests and allowing breaks during testing, especially when the test/task involves significant demands on writing and reading skills. (Douglas et al., 2012)

On the other hand, Barton (2003) argues that there is a little difference between the performance of learners with and without disabilities under extended time conditions. Furthermore, even if the extended time has an impact, there is no general knowledge how much extra time is appropriate (Barton, 2003). Cimermanová (2015) recommends considering usage of technical devices and supplementary materials, such as dictionaries or additional paper for the purpose of experimentations with spelling and ideas. Douglas et al. (2012) mentions that some students could even request that examination questions are read to them or they could prefer to dictate the answers to a scribe. Teachers can also use multiple choice questions, short answers, charts, diagrams, fill-in-blanks and other graphic organizers to have students answer questions. (Douglas et al., 2012)

It is also important to teach different strategies effective with different types of tasks. For instance, start with elimination of definitely incorrect options in multiple choice tasks,

using of highlighters to mark the key words in short paragraphs, or considering which part of speech is missing in gap-filling exercises (Cimermanová, 2015). Other accommodation can be changes to the presentation of the test, such as large print versions, sign language translation, Braille versions, or reading aloud. Among other possibilities of testing is presentation, which is a verbal presentation of knowledge, one-on-one conference between the teacher and the student, interview, informal observation in the learning environment, or self-assessment allowing students to assess their own learning and reflect on the progress they are making (Douglas et al., 2012).

It is crucial to realize, that the teacher plays a vital role during evaluation as he/she chooses the most appropriate strategies for testing. All of these accommodations help the student with learning disabilities stay motivated and interested in their own learning. (Cimermanová, 2015)

## 3.6. Tips for teachers

The concluding part of this chapter is dedicated to some general tips for teachers with students with special educational needs in their classrooms. The following recommendations are an overview of suggestions of several authors, specifically Turner (2004), Reid (2011), Pierangelo (2008), Brown (2013) and Frazier (2013).

1. *Create a welcoming environment and get to know your student.* Without any doubts, all teachers should assure themselves that they are familiar with correct pronunciation of students´ names. Children with learning disabilities wish to be view in the same way as their peers, not thought of only as student with differences. Learning students´ hobbies and interests (films, books, music, games, etc.) and including them in the lesson activities and lesson themes could make them feel as a part of the class.

2. *Respect the learners´ pace.* Many children with learning disabilities have difficulties in submitting their works in the deadline or they need more time before starting to use a foreign language. Refusing to provide these students with extra time could cause stress and anxiety. With the respect to learners´ slower pace, the teacher eases this pressure and students´ are more enthusiastic for the purpose of further study.

3. *Utilize audiovisual materials.* This is especially important for students with hearing disabilities. Labelling everyday object in the classrooms that the child can refer to as needed

for support, and usage of cards and pictures help students learn vocabulary correctly from the very beginning.

4. *Simplify tasks into smaller units.* Divide extensive assignments into less complex units. For instance, allow students to read one paragraph at time and complete particular tasks or lead him/her to focus on important parts of the text.

5. *Introduce and practice new language using a multi-sensory approach.* As mentioned before, students with learning disabilities need to have visual, auditory and kinaesthetic inputs to learn a foreign language effectively.[12]

In conclusion, the most effective manner in which the teacher can help students with learning disabilities is careful understanding and evaluating of learners´ needs, weaknesses and strengths. With a sufficient support and motivation, these students can learn English as well as typical learners. (Turner (2004), Reid (2011), Pierangelo (2008), Brown (2013), Frazier (2013))

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[12] See chapter 3.2 Multi-sensory techniques

## Practical Part

Over the last few years, the Czech Educational System went through many changes triggered by the effort to make the educational process manageable and successful for every single child, regardless of his/her individual learning abilities and styles. In order to achieve this goal, the aim of every teacher should be to ensure that all students can learn to their highest potential and secure a positive atmosphere in the classroom that supports all kinds of learners. Nowadays, diversity is a typical feature of schools, resulting in the presence of students with a variety of learning difficulties and disabilities, such as dyslexia, dysgraphia, and ADHD, which are described in the theoretical part of this thesis, and learning styles. Apart from children with learning disabilities, gifted and talented students should not be neglected and should be offered a special approach to fully develop their gifts and talents. However, the question arising from this change is whether the situation is beneficial for everyone – students, teachers, parents. Children with SEN might struggle to fit in the environment, where they have to make substantial effort to learn something. Typical students, on the other hand, might feel that they do not learn as much as they could and are overlooked on behalf of SEN classmates. Moreover, teachers might feel frustrated, in view of experiencing the curriculum pressure and lack of skill and knowledge to teach foreign languages to students who do not even master their mother language. (Pokřivčáková et al., 2015)

Based on the information mentioned in the theoretical part of the thesis, the practical part focuses on the actual situation in Czech schools with respect to relationships between typical students and students with SEN, the attitude of children with SEN in relation to English language, and points of view of teachers, especially of English language teachers, on inclusion and presence of the students with SEN in mainstream classes. Furthermore, it assesses the level of application of the methods and approaches, suggested in the theoretical part, for the purpose of work in integrated classes. In order to keep the reliability of the study, students with and without SEN and teachers were asked to participate. The whole research is divided into two steps – the observations during the first teaching practice and the questionnaire survey (see Appendix 4) conducted two years later in the same school.

In the following chapters, aims of the study, methods applied and general characteristics of the school, which is involved, with focus on English lessons, are described. Later, the

chapters offer detailed information about the research groups, especially about the students with SEN in observed classes. It also provides the description of the conditions under which the research was conducted, including the obstacles and advantages experienced during the observations and collecting of data. Then, it describes the results of the survey, which are displayed in figures 6.1 to 6.18 (see Appendix 5). Lastly, the analyses of the results in the context of the findings stated in the theoretical part and further discussion are provided.

Because of the personal experience during the first teaching practice, which included observations performed in the classes with SEN children, the primary school in Hulín was chosen also for the questionnaire survey, thus for the whole research.

# 4. General information

The opening chapter of the practical part deals with the general information concerning the research. It also provides the main and partial aims of the study, states the hypothesis and research questions, describes used methods and characterizes the school, which agreed to participate in the survey.

## 4.1. Aims of the research

The main aim of the research is to analyse the situation of students with special educational needs at primary and lower secondary school in Hulín in the English language lessons, meaning whether the English teachers use methods and approaches recommended for work with these learners. To achieve the aim, the students with and without SEN and the teachers of the school in question are questioned in a questionnaire survey. For the research, three types of the questionnaire were designed, each is determined for a different type of the representative sample – the teachers, the typical students, and the students with SEN. Each of these questionnaires is concerned with a slightly different issue, thus has a different aim. The study is conducted on 21 teachers, 74 typical students and 21 students with SEN visiting four classes at primary and lower secondary school in Hulín.

**Aims of the questionnaire for teachers**

The questionnaire designed for the teachers at primary and lower secondary school is aimed on the analysis of their points of view on usefulness of inclusion and on integrating of children with special educational needs into mainstream classroom without holding back the rest of the students in the class. The second aim of this survey is to ascertain whether and how the English teachers with children with SEN in their classrooms respect the recommendations for work, based on the assumption that they are acquainted with them, with these learners.

**Aim of the questionnaire for mainstream children**

The aim of the questionnaire determined for typical students in both primary and lower secondary school is to analyse their knowledge, provided they are familiar with the term, of who the students with SEN are. The second aim of this survey is to ascertain whether the typical students are aware of the fact that there are children with SEN present in their classroom, and if so, whether they observe any changes in behaviour of their teachers in

relation to these classmates during lessons. The third aim is to explore the attitude of the typical students about cooperating with their classmates with SEN during activities in English lessons, based on the assumption that they familiar with their identity.

**Aims of the questionnaire for children with SEN**

The main aim of the questionnaire situated for the students with special educational needs is to explore how these children view the atmosphere in their classroom and if they acknowledge any changes in behaviour of their teachers in relation to them. The second aim is to analyse students´ feeling about studying English, what they consider to be the most difficult part and which learning style they prefer – in small groups or within the whole class.

## 4.2. Research questions

The main hypothesis of this research is that the process of inclusion is successful, so that all students regardless their learning abilities and styles are able to learn English appropriately. To achieve the aims stated in the previous subchapter, the whole research tries to answer one main question together with three partial questions.

**Main question**

What is the overall situation of the learners with SEN in the English language lessons, with respect to relationships with their classmates and the teachers´ attitude, who are integrated in mainstream classes?

**Sub-questions**

SQ1: How do the students with SEN feel in their classes and what is their attitude in relation to learning English language?

SQ2: How do the typical students view the students with SEN and how do they feel about cooperating with them during activities in English lessons?

SQ3: What is the teachers´ opinion about inclusion and how do the English teachers adjust their methods and approaches, so that the learning process is suitable for all students?

## 4.3. Methods and general characteristics of the school

### 4.3.1. Methods

The research was triggered by the personal observation during the first teaching practice at primary and lower secondary school in Hulín, when the different methods and approaches of the teachers, not only of the English ones, and the large number of children with a variety of learning disabilities, of which dyslexia and dysgraphia were the most common, in the classes engaged the interest in this topic.

During the teaching practice, a great diversity in every single class was observed. Apart from obvious differences in age, gender, and interest in various subjects, the diversity in levels of English of students in each class within each grade was easily noticeable. There are students, who have no difficulties in learning English, and there are also students to whom English is rather difficult to learn – and not only the children with SEN. As observed, local teachers use different methods and approaches for the purpose of teaching in classes with these students. There are 39 teachers, of which five teach English language at primary and lower secondary school. For many years, English language is taught since the third grade, if possible, in smaller groups. However, because of the financial situation, students of some grades are taught English within a whole class (20-28 pupils). Naturally, in such a high number of students, it is very difficult to apply individual approach that is suitable for children with learning disabilities. This could be the possible cause of such a significant discrepancy in levels of English. Apart from the observations, the discussion with the teachers in the topic of inclusion took place during the teaching practice. The findings from these discussions, mentioned later in the text (see below), helped to interpret the data from the research and perform further analysis.

Based on the observations, a questionnaire survey answered by the teachers of primary school and lower secondary school in Hulín and two questionnaires, completed by students with special educational needs and by the rest of the students in the class, were designed. The classes, where was the study conducted, were chosen based on the number of students with SEN. In this way, the quantitative data to carry out the research were gathered.

The time line of the study is thus divided into two periods. The observations performed during the first teaching practice took place in the turn of February and March 2016, and the collecting of data from questionnaires was conducted in May 2018. In order to obtain the

highest possible number of respondents, the questionnaires are designed to be easy to fulfil being rather short consisted of yes/no questions only, few of which are complemented by multiple option answers. For the questions with multiple options, the respondents were allowed to choose more than one answer. After the collecting of data from the questionnaires from a satisfactory number of respondents, combined with the notes taken during the time of observation, analysis and discussion on the results are made. The results together with analysis and discussion can be found in chapter 7 Research results.

### 4.3.2. General characteristics of the school

The primary (learners of 6 to 11 years of age) and lower secondary (learners of 12 to 15 years of age) school in Hulín has a strong position as it is the only school in the city. Together with children from Hulín, the school is attended by children from near villages Pravčice and Záhlinice. The school is situated near natural park, playground and swimming pool, which makes high possibilities for the purpose of extra activities. The facility is divided into three buildings – for primary school, lower secondary school with gym included, and for after school programme together with the school canteen. Altogether, there are 59 employees, of which there are 32 teachers, five assistants of the teacher, and also the school psychologist. The approximate number of pupils ranges from 20 to 28 per class. The school is attended by 525 children, distributed into 18 classes, of whom 31 children are integrated, 29 of them have a learning disability, and there are 21 children who need various compensation aids. Students with dyslexia are offered to attend Dysclub. [13]

As regards the English language, it is taught since the third grade with the use of Project course books, usually in classrooms adapted for the purpose of learning foreign languages. There are two English teachers at lower primary school and three English teachers at lower secondary school, all of them participated in the research. All English teachers have a long time experience with teaching English and prefer teaching in smaller groups, where it is possible to include games, speaking activities, so that students have more opportunities to practice the language. Generally speaking, all teachers prefer to use the Communicative Approach. At the beginning of each lesson they try to include a warm-up activity, but as they said, sometimes it is not possible due to curriculum deadlines they have to follow. During the lessons, the teachers usually cover all skills – listening, reading, writing and speaking. They

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[13] ZŠ Hulín, (2017). *Výroční zpráva 2016-2017*. Hulín. p. 2-24

stress the importance of vocabulary and often use the oral examination for the purpose of verification of knowledge, or translation of full sentences. Under these conditions, the goal of lessons is to make each student speak at least once.

Regardless the intention of the teachers, due to high number of students and low number of lessons per week, lessons are mostly teacher-centred with a high portion of teacher speaking time and low portion of students´ speaking time. The focus is on completing of exercises in workbooks and practicing vocabulary items. The overall situation is that the teachers are not satisfied with the number of lessons devoted to English and with the number of students in one classroom. They mentioned that it is difficult to manage the whole class and teach them a foreign language on a satisfactory level. The teachers are aware of the presence of children with language disabilities, thus they try to pay more attention to them and provide them with an individual approach. However, due to the conditions mentioned before, it is not always feasible. When reading aloud, most of the students are confident and have no difficulties. Students with reading problems are usually not asked to perform reading aloud, which eases the stress of failure.

As regards the students, based on the observations, they are mostly excited to learn English language and usually they are very cooperative during the lessons. There is evident high internal motivation as students frequently ask extra questions and are interested in vocabulary concerning on-line games and social networking. In each of the observed classes, it was easy to notice which students have difficulties in learning English as they were usually quiet, they needed more time for completing exercises, and in the most cases, they copied the correct answers to exercises from the blackboard or their neighbours. Student with a gift for learning foreign languages were also easy to notice as they were eager to answer questions, read aloud, and were usually the first ones, who completed assigned tasks.

To conclude, the research was conducted at primary school in Hulín based on the observations during the first teaching practice in 2016 followed by the survey in 2018. There are many integrated children to whom teachers usually try to give an individual approach. All students start to learn English language in the third grade and continue until the ninth. The teachers perform the Communicative Approach. However, due to low number of hours and high number of students, it is impractical, so that the lessons are filled with completing of exercises and practicing vocabulary items.

# 5. The research

The following chapter provides the actual findings of the conducted research. It starts with the presenting of groups that were involved in the study, especially the group that represents the students with SEN. It also describes the learning process in the English lessons and the conditions (during the observations and collecting of data) under which the study was realized. Then, the results of the research performed in each class are stated. Lastly, the analysis and further discussion of the results in the light of the findings mentioned in the theoretical part can be found.

## 5.1. Research groups

The research groups involved in this study consist of the students and the teachers of primary and lower secondary school in Hulín. At the primary school, there are sixteen teachers, eleven of them answered the questionnaire (including the English teachers). All of these teachers have the approbation for teaching at lower primary school and are assigned as the class teachers. Not so surprisingly, the majority of these teachers are women. There is only one man present, who, unfortunately, did not participate in this study. At lower secondary school there are also 16 teachers, but only eleven (including three English teachers and two teacher´s assistants) agreed to be involved in the study. All of these teachers have a Master degree with focus on different subjects. Interestingly, between the teachers of lower secondary school, there is relatively high proportion of men, specifically seven; four of them participated in the study. In total, twenty-two teachers were willing to answer the questionnaire survey, including four men and eighteen women, of different teaching qualifications.

Altogether, there are 525 students divided into twenty-two classes at primary and lower secondary school in Hulín – fourteen at primary and eight at lower secondary – with two or three classes per grade. For the purpose of the research, four classes were chosen as, in the contrary with other classes; there is a high proportion of students with SEN in them. In order to keep personal information in anonymity, these classes are called: Class A (fourth grade), where are twenty-seven students, sixteen girls and eleven boys, of which nine have SEN, Class B (fifth grade), where are twenty-two students, twelve girls and ten boys, of which three have SEN. At lower secondary are then Class C (seventh grade), which attend twenty-six

students, seventeen girls and nine boys, with six students with SEN included, and lastly, Class D (ninth grade), which is attended by twenty-two students, eight girls and fourteen boys, of which only four have SEN. In total, there are 97 children of whom twenty-two have SEN, 53 girls and 44 boys, between nine and fifteen years old involved in the research. As regards the teacher´s assistants, there is one assistant in the Class A and one in the Class C, both being assigned to children with ADHD.

Apart from the high number of students with SEN in these classes, another common feature is that frequent visits of the school psychologist are necessary as the conflicts between the classmates, which have to be solved by the counselling with the psychologist, are not uncommon. Also behavioural problems, which are registered and, in critical situation, handed over to educational counselling facility for the purpose of further study, are often detected.

Concerning students with SEN, generally in all of the chosen classes, there are children with learning disabilities described in the theoretical part of the thesis (dyslexia, dysgraphia, dysorthographia, ADHD). Interestingly though, there are no students recognized as talented or gifted. With the highest frequency appear dyslexic and dysothrographic students. For many of them, Individual Learning Plan was designed[14] and/or they are assigned with compensation aids of the first to the third level. As mentioned previously, two of these students cooperate with the teacher´s assistant. The list of the students with SEN is provided further in the text.

### 5.1.1. Levels of English

As the research is focused on teaching English, it is necessary to mention the English level of the students involved in the study. The students of the Class A are the fourth graders, who are studying English language for two years. They use the course book Project one and are, therefore, familiar with the basic vocabulary items from various topics, such as colours, school objects and subjects, family members, hobbies, animals, etc. Apart from vocabulary, they also studied basic grammar features as structures there is/are, this/that and these/those, or asking elementary questions. The learning process is usually held in a form of games, songs or classroom projects. For the purpose of English lessons, the class is divided into two groups of thirteen and fourteen students each, according to their surnames, which means that the level of English is not taken into consideration yet, resulting in both groups being, broadly

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[14] ILP - a student directed planning and monitoring tool that modifies learning opportunities throughout the school experience, broadens the perspectives and supports attainment of goals. It documents students' interests, supports, needs, and other learning experiences both in and out of school (Gist, 2010).

speaking, on the equal level. In both groups, there are equally placed students with SEN with a variety of learning disabilities. Specifically, in the first group there are four of these students, and five SEN students are placed in the second group.

The Class B represents the fifth graders, who study English for three years. Interestingly, on the grounds of the small number of hours devoted to English in the fourth grade, the fifth graders finish Project one in the first half of the school year, and then start to use Project two, which is, similarly, finished not until the next grade. The learning process continues to be mostly based on games, songs and classroom projects. However, the grammar covered in the fifth grade includes the introduction to present simple and continues tenses, articles, and *be going to* future, which is often practiced in a form of short, picture-based exercises. Vocabulary items cover topics of sports, clocks, months, fruits and vegetables, etc. Similarly, for the purpose of English lessons, they are divided into two groups of eleven students each, according to the students´ surnames. This condition resulted in children with SEN being placed within one group, which caused that the other group proceeds, naturally, slightly faster allowing higher diversity of exercises to be included in the lesson.

In the contrary, students of the Class C, the seventh graders, are not anymore divided into groups according to their surnames, but on the basis of their level of English. In order to assess the students´ progress, they are required to undergo a screening test at the beginning of the sixth grade. On the basis of the results obtained in the test, thirteen of the students are placed in the more advanced group and the less successful half is included into a less advanced group. Consequently, the students with SEN are situated in the "worse" group, which provides them with extended time for understanding grammar rules, completing exercises and support of fellow classmates, whose level of English is not that distant from the one they possess. As regards the course book, the second part of Project three, used in the first half of the school years, offers the grammar features such as definite articles, present perfect tense and modal verbs. The vocabulary items cover topics of places, experiences, problems and emergency services. Afterwards, the students start to use Project four, which covers past simple and continuous tenses, present perfect tense, relative clauses, and vocabulary associated with clothes, parts of the body, problems and treatments. The course of the lessons is not focused on games and songs anymore, rather on presenting of grammar rules, filling of exercises, and testing. Apart from grammar and vocabulary items, the emphasis is put on everyday English discussing various situations experienced in a social life.

The last group involved in the research is the Class D, which represents the ninth graders. Because of the small number of students in the classroom, the English lessons take place within the whole class (22 students). Naturally, the discrepancy of the English level is easily noticeable. The teacher´s approach is thus to provide a bigger amount of exercises to complete for more advanced students, and on the other hand, more time for fewer exercises to less advanced students including those with SEN. The school curriculum demands Project five to be finished in the first period of the school year. Afterward, revision of the curriculum of all seven years of studying English is performed in order to prepare students for admission tests for secondary schools. The grammar features studied in the last grade of primary school include question forms, the passive and reported speech. The word stock is enriched with the vocabulary of topics such as jobs, travelling, protests and politics, but also the differences in British and American English are mentioned. Similarly to the previous grades, a number of the lessons is focused on everyday English. In the contrary with other grades, during the lessons the ninth graders are often asked to perform discussions on various topics or present their findings based on a previously conducted research. [15]

## 5.2. Characteristics of the SEN students

In order to remain the anonymity of the participants in the research, no names are mentioned. All personal information is replaced by a number. The following tables provide the list of learning disabilities diagnosed in specific classes involved in the study and whether the student in question is assigned with the Individual Learning Plan (ILP).

**Class A – nine students with SEN:**

| Student number | Learning disability | ILP |
|---|---|---|
| Student 1 | Dyslexia | No |
| Student 2 | Dyslexia | No |
| Student 3 | Dyslexia + dysorthographia | Yes |
| Student 4 | Dyslexia | No |
| Student 5 | Dysorthographia | No |
| Student 6 | ADHD | Yes + teacher´s assistant |

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[15] All curricular information are provided in Školní vzdělávací program of primary school Hulín, which is available in the head master´s office.

| Student 7 | Dyslexia | No |
|-----------|----------|-----|
| Student 8 | Dyslexia + dysgraphia | Yes |
| Student 9 | Dysorthographia | No |

Table 5.1 – Characteristics of the students with SEN in the Class A

**Class B – three students with SEN**

| Student number | Learning disability | ILP |
|----------------|---------------------|-----|
| Student 10 | Dyslexia | No |
| Student 11 | Dyslexia | No |
| Student 12 | Dysgraphia + dysorthographia | Yes |

Table 5.2 – Characteristics of the students with SEN in the Class B

**Class C – six students with SEN**

| Student number | Learning disability | ILP |
|----------------|---------------------|-----|
| Student 13 | Dysgraphia | Yes |
| Student 14 | ADHD | Yes + teacher´s assistant |
| Student 15 | Dyslexia | No |
| Student 16 | Dyslexia | No |
| Student 17 | Dysorthographia | No |
| Student 18 | Dyslexia + dysorthographia | Yes |

Table 5.3 – Characteristics of the students with SEN in the Class C

**Class D – four students with SEN**

| Student number | Learning Disability | ILP |
|----------------|---------------------|-----|
| Student 19 | Dyslexia | No |
| Student 20 | Dysorthographia | No |
| Student 21 | ADHD | Yes |

| Student 22 | Dyslexia | No |
|---|---|---|

Table 5.4 – Characteristics of the students with SEN in Class D

The tables 5.1 to 5.4 state that out of the twenty-two students with a learning disability, more than a half of the researched students, specifically thirteen, have been diagnosed with just dyslexia, or with dyslexia in a combination with dysorthographia and dysgraphia. The second most frequently occurred learning disability, which was detected, is dysorthographia. Among the researched students, there are seven children with this disability. Furthermore, three students suffer from dysgraphia and three, as well, are diagnosed with ADHD, but only two are assigned with the teacher´s assistant. Interestingly, the Individual Learning Plan was not designed for the only dyslexic students, but was assigned to those children, who are diagnosed with a combination of two learning disabilities or to those students, who suffer from ADHD. Rather alarming is the high number of students with a learning disability in the Class A – nine - which represents a third all students in that classroom. All of these children were examined and diagnosed in the educational counselling facility in Kroměříž between the years 2009 and 2014.[16]

The following subchapter describes the conditions under which was this research conducted. It specifies the problems and obstacles, but it also mentions the advantages and features of interest experienced during the study.

## 5.3. Conditions

As the research took place in a long period of time, specifically within three years since the first teaching practice until the analysis of data gained from the questionnaire survey, it has been accompanied by many interesting, cheerful situations, but also by many unexpected obstacles and problems.

### 5.3.1. Observations

The study was triggered during the first teaching practice at primary school in Hulín, after the discussion with the English teachers about inclusion and how it affects the learning process of the whole class. The remarks of the teacher raised the interest in this topic.

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[16] All information were provided by the guidance counsellors of primary and Loir secondary school

Consequently, different approaches and attitudes of the teachers were noticed during the lessons. Unfortunately, as the teaching practice took place at the end of the third year of Bachelor studies, the knowledge of the terms along the lines of inclusion, integration, students with SEN (what are special educational needs, who are these students, how they can be recognizes, etc.), and learning disability (types, causes, signs, etc.) was insufficient. Furthermore, only basic information about methods and approaches in relation to teaching English was gained. Nevertheless, after the conversation with various teachers, the different methods and approaches used with specific students were easier to observe. It was also marked that not all teachers were willing to discuss the issue of inclusion as they have a negative attitude in relation to it.

Another potential obstacle that during the teaching practice, different classes, than the ones included in the later research, were observed occurred. In more details, students of the then fifth, seventh and ninth grades were observed. Also, during the teaching practice the information of the identity of students with SEN was not provided.

However, after the discussion with the teachers of different teaching qualifications, the possessed information were enriched with valuable notes and interesting remarks on the situation in the classrooms, which includes students with SEN. The consequence of the time variety is that a number of the results proceeding from the observations and discussions during the teaching practice might not be valid as several students observed do not attend the primary school anymore and the teachers involved in the discussions went through a number of changes in their points of view on the topic in question.

### 5.3.2. Collecting data

As regards the part of the research carried out in 2018, new, rather surprising problems occurred. Firstly, the original assumption was that the questionnaire survey is coherent, short, clear, and therefore, easy to fill in. However, after the collecting of the questionnaires designed for students with and without SEN it emerged that the respondents, especially younger children, did not follow the instructions thoroughly, and misunderstood a number of the statements. For instance, when they were supposed to answer the following question, provided that they answered positively in the previous one, many of them answered regardless their answer before. In order to keep the data reliable, it was necessary to verify and alter few of the questionnaires answered by students.

One of the most important conditions of this research is that the typical students were not aware of the fact that students with SEN had received a different type of the questionnaire. It was necessary to keep this information hidden from the typical students in order to preserve the confidentiality of the conditions of SEN students. According to the regulation NO 27/2016 *of education of students with special educational needs and gifted students*, the legal representative, usually on behalf of recommendation of the school, asks the educational counselling facility to examine and diagnose the child in question. The report of the child´s diagnosis goes directly to the legal representative as well as school. The guidance counsellor receives a complete report, while other teachers are provided only with a reduced recommendation for working with this student. The typical students thus should not be familiar with the identity of students with SEN attending their classroom.[17] The questions in the questionnaire for the typical students are based on this deficiency in information about their SEN classmates. The teachers, who were handing over the questionnaires, were thus thoroughly instructed how to proceed – to mix the questionnaires for SEN students into the questionnaires for the typical students according to their sitting position in the classroom and to instruct the children to fill in the questions separately. Further analysis of the results gained from the questionnaire survey is conditioned by the following of these instructions.

As regards the teachers´ participation, unfortunately, the unwillingness of few teachers at lower secondary school to fill in the questionnaire was detected. As the reason for this attitude was stated that the teachers are overwhelmed with the work associated with the process of inclusion (extra paper work, higher requirements for the purpose of preparations for lessons, etc.), so that another extra work is not welcomed. On the other hand, the teachers who agreed to be involved in the research expressed enthusiasm, willingly filled in the questionnaire, provided valuable comments, and were willing to proceed to another discussion on this topic. The enthusiasm was noticeable especially with the teachers at lower primary school, which indicates a positive attitude in relation to inclusion.

The last interesting element of the research is the variety of teaching qualifications of the teachers, who participated in the study. Even though the research is focused on teaching English language, it is important to analyse the situation in lessons of other school subjects as the cross-curricular approach is frequently applied, so that elements from different subjects can be traced in the English lessons.

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[17] Ministerstvo školství, mládeže a tělovýchovy, (2016). Vyhláška o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných. Praha

# 6. Research results

The following chapter provides the interpretation of the results of the research displayed in the figures 7.1 to 7.18 (see Appendix 5). The results are presented for each research group individually. Then, the analysis of the all findings is performed, together with the further discussion of the results in the light of findings in the theoretical part.

## 6.1. Results in the Class A

The Class A represents twenty-seven students of the fourth grade, seventeen girls and eleven boys, including nine children with various types of learning disabilities, mostly dyslexia. There is also a student diagnosed with ADHD present. The answers of these students had to be altered the most for the reasons mentioned previously in the text, which is ascribed to the young age of the respondents.

The figures 6.1 and 6.2 (see Appendix 5) display answers of the students with SEN in the Class A. The figure 6.1 represents the number of chosen answers to the questions one to six and the figure 6.2 shows the frequency of chosen possibilities in questions three and four. Without any doubts, all of the children have a good relationship with their classmates and the majority of them have a positive attitude in relation to English language. Interestingly, almost all students are not convinced that their teacher treats them differently than other classmates. However, when asked to comment on how the teacher behaves during the lessons, seven students mentioned that the teacher provides them with extra time for completing the exercises. The percentage of the answers whether the students find English a subject difficult to learn is nearly equal. Children, who consider themselves as having problems in learning English, state that all aspects of the language are equally demanding. However, slightly higher number of responses receives pronunciation. Majority of the students prefer learning in small groups rather than within the whole class.

The figures 6.3 and 6.4 (see Appendix 5) are the graphic display of the answers of the typical students in the Class A. In the figure 6.3, the number of chosen answers to the questions one to six can be found, and in the figure 6.4 is displayed the frequency of chosen possibilities in questions one and four. The most interesting finding is that all students are aware of the presence of the students with SEN in their classroom. The majority of them is

also familiar with the term students with SEN and consider them the ones who learn in a more slowly pace than others and/or the ones who need a teacher´s assistant. The high number of the latter option can be ascribed to the actual presence of the teacher´s assistant in the classroom. Even though, the vast majority of the respondents is convinced that the teacher treats the students with SEN differently, mostly in a form of less strict evaluation and/or more intense attention paid to these students, they do not consider their presence to disturb the learning process. An interesting result arises from the answers to questions five and six, which indicate that two thirds of the students do not want to learn without the SEN students. This finding is in the contrast to the fact that more than a half of the students wishes to not cooperate with them during activities.

## 6.2. Results in the Class B

The Class B stands for twenty-two children in the fifth grade consisting of twelve girls and ten boys, of which three have special educational needs. Two of these students are diagnosed with dyslexia and one with dysgraphia in a combination with dysorthographia. The teacher´s assistant is not present.

According to the data expressed in the figures 6.5 and 6.6 (see Appendix 5), which display the number of chosen answers to questions one to six and the portion of chosen options in questions three and four of the students with SEN in the Class B, two out of three children are excited in learning the English language and have a positive relationships with their classmates. Interestingly, all three respondents are convinced that the teacher treats them differently than their peers, which is in the contrast with the results of the students with SEN in the Class A. The only option, which was selected, is that the teacher provides them with more time for tasks. Only for one student is the English language difficult to learn, especially grammar. Surprisingly, the other two students, even though they do not view English as a subject to dread, state that apart from pronunciation, they have difficulties with all aspects of the language. Surprisingly, all of the students prefer learning within the whole class rather than in small groups of people.

The figures 6.7 and 6.8 (see Appendix 5) provide the information about the answers of the typical students in the Class B. Except for one boy, all of the children are familiar with the term students with SEN and are convinced that they are the students, who need a teacher´s

assistant and/or they work more slowly than their peers. The option concerning the presence of the teacher´s assistant received a high number of respond, even though there is no teacher´s assistant placed in the classroom. Nevertheless, all of the respondents are aware of the presence of these students in their classroom and claim that the teacher pays them more attention than to others. Surprising findings arise from the answers to questions five and six, which state that one fourth of the students would like to be in a class without SEN children. Furthermore, they do not want to work with them during the activities, which indicate slightly negative attitude in relation to the students with SEN in the Class B.

The results gained from the Class A and the Class B, which represent the students of primary school, indicate highly positive relationship of the students with SEN with learning the English language. On the other hand, the relationship with other classmates can be considered to have a negative nature.

## 6.3. Results in the Class C

In this subchapter, the results of the Class C, which, unlike Class A and B, is situated at lower secondary school and consists of twenty-six seventh graders, seventeen girls and nine boys, with six SEN students is provided. The Class C includes one child recognized as having ADHD, to whom a teacher´s assistant was assigned.

The data expressed in the figures 6.9 and 6.10 (see Appendix 5) shows a considerable decline of fondness of the English language of the students with SEN in the Class C. In the contrast with the Classes A and B, two thirds of the respondents dislike English and consider it demanding to learn, especially grammar and pronunciation. Similarly, two thirds of the students claim that the teachers treat them differently than other classmates, in a manner that they are provided with extra time and/or the teachers use the individual approach. Interestingly, there is a balance in the attitude in relation to learning in a small group, which is enjoyed by the half of the students. Majority of them, however, prefer learning within the whole class. As regards the relationships with the classmates, it is evident that the majority of the respondents view their classmates in a positive light.

The answers of the typical students in the Class C are displayed in the figures 6.11 and 6.12 (see Appendix 5). Similarly to results in other classes, all of the students are familiar with the term students with SEN and are aware of these students being situated in their

classroom. However, a considerable number of the respondents states that, apart from children who are slower, which is the most frequent answer, and/or need a teacher´s assistant, the term also includes students, who receive less or no tasks from the teachers during lessons. Another interesting change is that more than a half of the students view children with SEN as a disturbing factor in the learning process. Similarly, majority of the students notices a different approach of the teachers in relation to these classmates. The highest number of answers received the statement that SEN children are evaluated less strictly than their classmates. Consequently, more than fifty per cent of the respondents wishes to be placed in a classroom without these students. Moreover, sixteen children do not want to cooperate with the students with SEN during activities.

## 6.4. Results in the Class D

The last group of students involved in the research are situated in the Class D, which represents the twenty-two ninth graders, eight girls and fourteen boys, including four students with SEN. In contrast with other classes, even though there is a child with ADHD, he/she is not assigned with a teacher´s assistant.

The data in the figures 6.13 and 6.14 (see Appendix 5) shows interesting collection of answers of the students with SEN in the Class D. Firstly, a very positive relationship with their peers is evident as all respondents state that they are fond of their classmates, they do not find learning in small groups favourable, on the contrary, they prefer learning together within the whole class. Nevertheless, there is not a united attitude in relation to the English language, which is popular only by the half of the students. Half of them find English difficult to learn as well. Similarly with the results arising from the Class C, grammar is the only aspect of the language selected to be the most difficult to learn. Furthermore, half of the students with SEN notices a different approach of the teachers in relation to them and states that they have more time to complete the tasks than their classmates.

Similar situation is displayed in the figures 6.15 and 6.16 (see Appendix 5), which show the responses of the typical students in the Class D. Except for one girl, all children know who students with SEN are and the majority considers them to be the ones, who are slow workers. Similarly, all students are aware of the fact that there are children with SEN situated in their classroom; however, none of them finds their presence disturbing for the learning

process. Majority of the respondents notices that the teachers have a different approach in relation to them, claiming that the classmates with SEN are provided with less strict evaluation. Another positive finding is that more than fifty per cent of the students do not wish to be placed in a classroom without these students; moreover, they are willing to cooperate with them during activities.

The results collected from the students of lower secondary school determine contrast in attitudes in relation to the students with SEN as well as the English language. It is evident that popularity of English is significantly lower than in the Classes A and B. The situation of the students with SEN is, however, different in each group. While they are perceived negatively in the Class C, the relationships in the Class D are of a positive nature.


## 6.5. Teachers

This subchapter analyses the results of a different research group– the teachers of the primary and lower secondary school. The data are interpreted separately for the teachers at primary school and for the teachers at lower secondary school.

The results of the research of the eleven teachers at primary school (all women, two English teachers), who participated in the study, are displayed in the figure 6.17 (see Appendix 5). The results are highly interesting as they are mostly in the contrast with the results of the students with and without SEN. They are also slightly more positive than the results displayed in the figure 6.18 (mentioned later in the text) as more than a half of the teachers, with contrast to the minority of the teachers of lower secondary school, consider inclusion beneficial and would attend a lecture about teaching to the learners with SEN. Nevertheless, all of the respondents agree that these students have an impact on other students in the classroom as they slow down the learning process. Eight teachers state that there are students with SEN in their classrooms, but only fifty per cent mentions that they treat these learners differently. When asked to shortly describe how they change their approach in relation to the children with SEN, the teachers mostly mention providing extended time for work and more frequent verification of the outcomes. They also apply the individual approach and, based on the recommendation of educational counselling facility, work with the compensation aids and closely cooperate with the parents. Moreover, one of the teacher´s

assistants (in the Class A) describes the use of dyslexia reading-books[18] and necessity to explain specific words

The figure 6.18 (see Appendix 5) displays the answers of the teachers at lower secondary school, including four men and seven women. Three of the respondents teach the English language and two are the teacher´s assistants. Other teachers represent a wide range of teaching qualifications. Unfortunately, they indicate a strongly negative attitude in relation to inclusion as the majority of the teachers does not consider it beneficial for the students nor the teachers. Those teachers, who approve integration of children with learning disabilities, note that it is beneficial only if it does not include children with mental and physical disabilities. Furthermore, all of the teachers are convinced that the students with SEN slow down the learning process, which affects their classmates. Interestingly, only half of the respondents would attend a lecture concerning teaching to these children. Majority of the teachers have a student with SEN in their classroom. Consequently, the majority of the teachers admit that they treat these children differently than other students. In contrast with the former results, the teachers´ approach is to prefer oral examination and/or shorter notations to students´ notebooks. One of the teachers even mentions copying of the notations for the student with dysgraphia. The second teacher´s assistant situated in the Class C, who works with the student with ADHD, mentions the necessity to place the child into a calming space, when he/she refuses to cooperate.

The data collected from the teacher at primary and lower secondary school suggest that there is a divergence in the attitudes in relation to inclusion and methods for teaching English language. While the teacher at primary school show interest in these students, the teacher at lower secondary school seem to be not excited about the extra work that working with the students with SEN demands. Nevertheless, almost all teachers, regardless their teaching qualification, express an effort to include these students in the learning process as effectively as possible.

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[18] Reading books designed especially for children with dyslexia. They contain stories relevant to the age of the child, not their reading ability. The pages are tinted, it uses a special font, special spacing, there is a special editing, and it is printed on a thick paper (barringtonstoke.co.uk, 2018). The most famous authors are Michalová and Tobiáš.

# 7. Analysis, interpretation

The concluding chapter of this thesis provides the interpretation of the results acquired from the questionnaire survey handed to the students with and without SEN and the teachers of primary and lower secondary school in Hulín. It compares the answers of the typical students with the SEN students, the teachers of primary school with the teachers of lower secondary school in the context of the observations performed during the first teaching practice and further discussions with the teachers.

## 7.1. Analysis of answers of the students

### 7.1.1. Primary school

The answers acquired from children in the Class A indicate a positive atmosphere in the classroom. An overwhelming majority of the students answered that they have a good relationship with their classmates, regardless their learning disabilities. Moreover, the typical students do not consider the presence of the classmates with SEN disturbing during the lessons. It is evident, that the class teacher familiarised all children with the nature of these students´ difficulties, without naming the actual disability, and encouraged the typical students to be supportive and help their classmates overcome these problems, which is the foundation for successful integration of these children (see chapter 1 Inclusive education). However, a difference can be seen in the answers of the typical students to the question whether they would like to cooperate with these classmates during activities, when most of the children chose the negative option. The possible cause of this result is that even though the typical students tolerate other children, they are aware that the learning pace of the students with SEN is slower. According to the class teacher, the students in this classroom are highly competitive, so that the deceleration caused by the students with learning disabilities is not welcomed by the typical children.

An interesting result has occurred in the answers to the question whether the students with SEN observe any change in behaviour of their teachers in relation to them. In comparison with the answers of the typical students who, in most cases, notice an alteration of the teachers´ behaviour, most of the students with SEN do not mention any of these changes. The discrepancy in the answers indicates that these students are not aware of the change of

behaviour of their teacher, even though they realize that they have more time for completing tasks than their classmates. This phenomenon is assessed as the successful result of the inclusion of these students as the teacher adapts his/her approach, so that all children are properly involved in the learning process without any interruptions.

As regard the English language lessons, answers of all students clearly state that they all enjoy learning English, especially in small groups. According to the English teachers, it is possible to apply the multi-sensory techniques and TPR (see chapter 3 Methods and Approaches), which is enjoyed by the absolute majority of children, during lessons due to low demands on the outcomes. Children usually work in small groups, play vocabulary games, watch videos and learn with songs when they are asked to perform motions according to lyrics. These statements are consistent with the survey results and suggest thoroughly planned lessons appropriate for students with any type of learning disabilities. Due to these methods, children with learning disabilities are allowed to demonstrate their stronger abilities, which reduce the possibility of failure and/or low self-esteem, but motivate them for further study (see chapter 2 Learning disabilities and their causes).

A similar situation occurs in the Class B. The overall atmosphere in the classroom seems to be friendly as all of the children answered positively to the questions concerning their relationships with their classmates. Moreover, the typical students do not find their classmates with SEN disturbing in any manner and only a small portion of them do not wish to cooperate with these children during activities. For these reasons, the majority of the children with SEN prefer learning within the whole classroom rather than learning in small groups. Unlike in the Class A, the typical students seem to be more tolerant and supportive in relation to their SEN classmates, even though all students, with and without SEN, are aware of the changes in the teachers´ behaviour. During the discussion, the class teacher mentioned leading of class discussions on the topics of cooperation, helping to slower classmates and tolerance, which encourages sense of belonging necessary on the path to full inclusion (see chapter 1 Inclusive Education).

In terms of English language lessons, the vast majority of the students with SEN in the Class B show fondness of this subject. Most of the students state that English is not difficult to learn as they are provided with extra time for completing exercises, which is noticed by the typical students as well. During the observations in the fifth grade, it was noted that the learning process is complemented, as well as in the Class A, mostly with vocabulary games, such as hangman or pantomime, singing and performing of songs. Pantomime and motions

according to lyrics of songs enables children to experience the target with language multiple senses (see chapters 3.2 Multi-sensory Approach and 3.4 Total Physical Response). One of the most interesting activities observed during the teaching practice was the use of tangible materials. When presenting food vocabulary, the teacher brought several examples of food, so that the students could see, touch and even taste the target items. Apart from multi-sensory Approach and TPR, unlike in the Class A, students are asked to fill in written exercises. According to the English teachers, students diagnosed with dysgraphia or dysorthographia are freed of tasks requiring more extend writing and dyslexic children are usually not asked to read their answers aloud, instead they are verified by the teacher personally, which prevent these children to feel embarrassed and reduce anxiety and/or fear of failure. These measures are in line with the recommendation for work with students with learning disabilities (see chapter 2 Learning disabilities and their causes).

### 7.1.2. Lower secondary school

In contrast with the researched classes at primary school, the results in the Class C indicate a negative atmosphere in the classroom. Even though the students with SEN mostly answered that they have a positive relationship with their classmates, more than a half of the typical students wishes to attend a classroom without any students with SEN and to not cooperate with them during activities. Moreover, they find their presence disturbing the learning process. This discrepancy of opinions can be caused by the teachers´ approach in relation to the SEN students as an absolute majority of the typical students, as well as the students with SEN, notices changes in behaviour. Apart from providing extra time for exercises and individual approach, the typical students notice that the teachers evaluate the students with SEN less strictly than the others. Naturally, if the class teacher does not explain the nature of the learning difficulties of these classmates and does not encourage the typical students to be tolerant, helpful and supportive, the difference in strictness of evaluation might be perceived as unfair. For this reason, it is important to thoroughly plan the evaluation of the students with SEN as it was stated in the theoretical part of this thesis (see chapter 3.5 Assessment). It is evident that the process of inclusion is not successful in this case.

Other possible causes of failure of integration of the students with SEN in the Class C are the high number of them (specifically six) in the classroom and the diversity of the learning disabilities. As twenty-five per cent of the students require individual approach or other form of support (see chapter 2 Learning disabilities and their causes), it is not surprising

that the typical students find them slowing down the learning process, which might lead to irritation that the teacher is not paying enough attention to other students and to lack of motivation of all students. The most distracting element might be considered the ADHD student, who needs the teacher´s assistant. During the discussion, the teacher´s assistant mentioned that this particular child has difficulties to stay focused and sit in one position for a whole lesson. He/ She then moves around the classroom, talks to other children and sometimes has to be admonished by the teacher and/or placed to the calming space in the corner of the classroom (see chapter 2.3 Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder). There is no wonder that less understanding students perceive this behaviour as disturbing, unwelcoming and even irritating.

Another factor influencing the classroom atmosphere is the system of secondary schools in the Czech Republic. It is common that students of lower secondary school are taught by a different teacher for each subject. The methods and approaches thus change from teacher to teacher causing incoherent environment in each lesson. Not all teachers are tolerant to the needs of these students, which may cause a feel of failure, low self-esteem and other difficulties described in chapter 1.4 Learning difficulties and Learning disabilities.

As regards the English language lessons, there is a clear decline of the popularity of the English language as two thirds of the students with SEN chose the negative option on the issue of popularity of the language in question. The noticeable rise of the number of students, who find English language difficult to learn, could be caused by the more demanding grammar features, that are being studied, and also by the change of the methods and approaches in which English is taught. The most difficult part to learn is considered, by the majority of SEN students, grammar. This finding is not surprising as the grammar features studied in the seventh grade contain more complex phrases than in lower grades (see chapter 5.1.1 Levels of English). Thus the methods and approaches used in English lessons require more demanding tasks than playing games and singing songs as experienced in earlier years. Moreover, the high number of students per group (specifically 13) does not allow the teacher to use the Communicative Approach suitable for the SEN students (see chapter 3.3 Communicative Approach). Additionally, the ascribed number of hours per week and curriculum content assigned for the seventh grade (see chapter 5.1.1 Levels of English) forces teachers to plan the lessons to be more teacher-centred. Students are usually asked to fill in written or listening exercises in their work books and are not provided with an appropriate time for speaking activities. It is no wonder, that the students are not motivated to study the

English language and consider it, especially the students with SEN, as another subject difficult to learn, considering that they have troubles learning even their own mother language appropriately. According to the teachers interviewed, this issue could be handled by a smaller number of students in groups (establishing five to six groups per grade) and lowering the demands for their evaluation.

As the students are divided into two groups based on their performance in the screening test, it is not surprising that all six students with learning disabilities are situated in the less advanced group. Due to this division, the students with SEN are places into more supporting environment with other classmates, who might also have difficulties with learning English even though they are not diagnosed with any type of a learning disability. This environment allows them to proceed more slowly than in the other, more advanced group. However, the curriculum and number of hour is identical, so the time determined for learning is limited as well. During the teaching practice it was observed that the change of approaches is in the number of completed exercises. The emphasis is thus put on understanding of the rules rather than practicing. However, children with SEN still feel motivated as the discrepancy of students´ knowledge is not that evident as when learning within the whole class. Surprisingly, in the survey, majority of the students with SEN said that they prefer learning within the whole class rather than in small groups. It is therefore possible, that these children prefer to hide among other classmates and not to be paid attention to. Situations, in which they are supposed to express themselves, might force them to feel uncertain or even embarrassed for their lack of abilities (see chapter 1.4 Learning difficulties and Learning disabilities). The approach of the English teacher in the less advanced group is to moderate the evaluation of the students with SEN rather than approach them individually (see chapter 2 Learning disabilities and their causes), which sends a negative signal to other students, who have difficulties as well. It is evident, that the recommendations for teaching English to learners with SEN are not followed in this case.

In term of the Class D, which is the only class that was observed during the teaching practice, the results are significantly more positive. The overall atmosphere is friendly and welcoming to all students regardless their abilities. According to the class teacher, all students are involved in monthly discussions concerning the relationship issues within the classroom. During these discussions, the situation of the students with SEN is debated as well. The typical students are familiar with the difficulties these classmates are endowed with, without naming the actual learning disability so the real conditions state hidden. It is evident that

when sensitively explained, the typical students are more understanding, supporting and tolerant to others, which is the main goal of inclusive education (see chapter 1.2.2 Inclusion). Although noticing changes in behaviour of the teachers in relation to the students with learning disabilities, the typical students do not find their presence disturbing to the learning process. Interesting is the finding that while the students with SEN notices extra time provided to them for tasks, the typical students find the difference in the strictness of evaluation. In contrast with the Class C, this change of attitude is not perceived as a problem.

As regards the English language, the decline of the popularity is detected as well as in the Class C. English lessons are enjoyed only by a half of the students with SEN. The other half of these students finds English difficult to learn, especially grammar. Due to the grammar features that are studied in the ninth grade and to the fact that English is taught within the whole class, this finding is not surprising (see chapter 5.1.1 Levels of English). However, according to the English teachers, the curriculum content, demanding the revision of all the knowledge students acquired during the six years of studying English during the second half of the school year (see chapter 5.1.1 Levels of English), allows to apply multi-sensory techniques and the Communicative Approach (see chapters 3.2 Multi-sensory techniques and 3.3 Communicative Approach). Apart from the revision in form of written exercises, the lessons are filled with group works, discussions and presenting of students own projects. Students often watch videos and even practice short sketches (see chapter 3.4.1 TPR Storytelling), which enable them to associate the English language with everyday situations and allow less successful students to express themselves in the areas they excel. Dyslexic and dysgraphic students are then relieved from performing widen writings or reading aloud, which lessens the stress of failure and embarrassment. Without any doubts, integration of the students with SEN is successful in the Class D and the English teachers chooses methods and approaches suitable for teaching children with learning disabilities without limiting of other students.

To conclude, all students in the researched classes are familiarised with the fact that there are students with SEN present in their classrooms. Moreover, they mostly consider these students to be slow workers and/or in need for the teacher´s assistant. The situation of these students is, except for the SEN students in the Class C, positive and they are accepted by the majority of the typical classmates, who do not think their presence affects the learning process. As regards the English lessons, with the increasing age, the popularity of English has fallen. The most difficult part of the language is considered grammar by the majority of the

SEN students. Interestingly, all students are aware of changes in attitude of the teachers in relation to these children. Generally, they are supplied with extra time to complete tasks and are provided with an individual approach.

## 7.2. Analysis of answers of the teachers

### 7.2.1. Primary school teachers

As the results indicate, the teachers at primary school show more interest in the issue concerning inclusion and integration of the students with learning disabilities than the teachers at lower secondary school (see Appendix 5). Even during the discussions, the teachers seem to have a positive, understanding and kind relation to these children. They endeavour to integrate them in the classroom collective, increase the sense of tolerance of the typical students and generally work on the friendly atmosphere in the classroom. Even though they are aware of the deceleration of the learning process, they try to include this fact in the development of the students´ social skills.

As regards the English language, the English teachers use the methods and approached recommended for work with learners with SEN as often as possible (see chapter 3 Methods and Approaches). The aim of the lessons is to build positive attitude in relation to the English language of the students, so that they consider English as a subject to enjoy and not to be scared of. The English teachers mention use of a variety of materials involving all aspects of the language – listening, reading, speaking, and even writing – in a relaxed and lightweight manner. Students are usually asked to perform commands of the teacher (see chapter 3.4 TPR), play vocabulary games, and do motions based on the lyrics of songs played with a video (see 3.2 Multi-sensory techniques). In order to follow the instructions of the educational counselling facility, dyslexic students are provided with the special reading books (see chapter 6.5 Teachers); moreover, they are not asked to read aloud, which lessens the fear of bad performance in front of their classmates. Dysgraphic and dysorthographic students, on the other hand, are provided with different types of tasks. Usually they are asked to match pictures with words, reorder letters in order to form words, etc. (see Appendix 2). Furthermore, the student with ADHD is provided with a wide range of exercises in order to avoid boredom and has more time to relax between the tasks. Generally, all children with SEN are supplied with extra time to complete tasks.

### 7.2.2. Lower secondary school teachers

The situation at lower secondary school is significantly less positive than at primary school. Most of the teachers do not consider inclusion to be beneficial and show no interest in further study of teaching to learners with SEN. After the discussion with several teachers, it is deduced that this decline in acceptance of inclusion is caused by the amount of work associated with teaching to these learners. As majority of the teachers mentioned that there are students with learning disabilities in their classes, the differentiation in teaching approaches and methods is wide. Nevertheless, the teachers follow the instructions of the educational counselling facility and adjust the learning process to be appropriate for all students regardless their abilities

In terms of the English language, the teachers are not satisfied with the situation as they considered the number of hours insufficient and the number of students per group too high to apply the Communicative Approach (see chapter 3.4 Communicative Approach) and other methods (see chapter 3 Methods and Approaches) suitable for SEN students. The worst situation is observed in the seventh grade (Class C) as displayed in figures 6.9 and 6.10 (see Appendix 5). According to the teachers, the deterioration in English is due to the fact that students have not been able to adapt to the style of lower secondary education. English lessons are not filled with games anymore and are focused especially on practicing grammar features and vocabulary items. The pace of work is faster and the teachers do not apply an individual approach as much as at primary school. All students are thus expected to be more independent, which is especially difficult for the SEN students, who require compensation aids or, at least, more time for completing tasks and occasionally repeated explanation. When not provided with this approach, SEN students might feel despair, frustration and reluctance to further study (see chapter 2 Learning difficulties and Learning disabilities).

Nevertheless, the English teachers are aware of this situation and therefore ease the pressure on students with less strict evaluation, rather than applying more demanding individual approach or changing the teaching methods, which is then reflected on the relationships with other classmates as is displayed in the figure 6.11 (see Appendix 5). When asked to shortly comment on the changes in attitudes in relation to the SEN students in their classroom, all English teachers mention supplying students with extra time. More specifically, one dysgraphic student is provided with the copy of the transcript of lessons. The teachers also mention that they prefer oral examination of these students and tolerate specific mistakes

in their writings (bad spelling, appearance of letters, etc.). As regards the ADHD students, the teacher´s assistant states, that the student usually refuses to cooperate with the teacher and is then placed to special calming are in the back corner of the classroom.

Improved situation is observed in the English lessons in the ninth grade (Class D), where the curriculum enables the English teacher to often ask students to work in pairs/groups and discuss certain topics, or to present their group projects (see chapter 3.4 Communicative Approach). When discussed with the English teacher, it was evident that he/she is more satisfied with the learning process and is thus more enthusiastic to plan the lessons to be suitable for all students regardless their learning abilities. As observed during the teaching practice, the lessons are often filled with interesting authentic videos followed by further discussion on the topical issue, which engages a number of senses as vision, audition, and also triggers further communication (see chapter 3.2 Multi-sensory techniques). Additionally, students are provided with simplified texts of a play or a fairytale and then are asked to perform it (3.4.1 TPR Storytelling). In terms of dysgraphic students, they are allowed to write shorter notations into their notebooks and specific mistakes are tolerated. When acting the play, the dyslexic students are provided with a picture template for easier understanding of the story. Due to a mild form of ADHD, the student is not assigned with the teacher´s assistant. His/ Her condition is thus compensated by a wide range of exercises to keep his/her attention and occasionally is released from participation in activities. For these students, the English teacher prefers oral examination.

To summarise, the teachers at primary school have more positive attitude in relation to inclusion than the teachers at lower secondary school. Their behaviour to the SEN students is more understanding, kind and supportive. However, all teachers follow the instructions of the educational counselling facility and put an effort to provide them with the individual approach. The methods and approaches of the primary school English teachers are more frequently adapted for all students including those with learning disabilities. The lower secondary English teachers are usually not provided with sufficient time to modify their lessons to be based on methods and approaches appropriate for work with SEN students (see chapter 3 Methods and Approaches), apart from the English teacher in the Class D. Nevertheless, the effort put in successful integration of these students is evident at both school levels

# Conclusion

After the exploration of information concerning inclusive education, learning disabilities and methods suitable for SEN students necessary for conducting further research, interesting results were achieved. The main aim of the research was to analyse the situation of learners with SEN in English lessons, with respect to the relationships with their classmates and possible adjustment of the methods and approaches for teaching English to these students. In order to achieve this aim, students and teachers at primary and lower secondary school in Hulín were questioned.

The results, interpreted from the data collected in the questionnaire survey, observations and discussions, show a different situation in each research classroom. Generally, the situation of SEN learners in the classrooms is positive as the majority of all questioned students have friendly and supporting relationships with these classmates. Interesting differentiation in the results of answers of the teachers at primary and lower secondary school is observed. While the primary school teachers are open to integration of SEN students, the lower secondary school teachers are rather sceptical. These attitudes are then reflected on the answers of the students with and without SEN. While all typical students at primary school seem to be tolerant and helpful to these children, the situation at lower secondary school is not united. Rather disturbing results are acquired from the students in the Class C, where the SEN students are not accepted well. In the contrast, the atmosphere in the Class D is friendly, supporting and tolerant to all students regardless their abilities. This contrast in the results suggests improving situation as the students at lower grades are well prepared for cooperation with a variety of children with different abilities.

Nevertheless, the research was focused especially on the learning process in English lessons. The results, concerning attitudes of SEN students in relation to English and effort of the English teachers to plan their lessons to be suitable for all students, reflect the previously stated results. At primary school, all English teachers follow the recommendations for teaching students with SEN, plan their lessons to be diversified, and enjoyed by all learners They mostly use multi-sensory techniques and TPR, which are the methods chosen to be the most appropriate for learners with learning disabilities. However, at lower secondary school the situation is different. The English teachers in the Class C state that even though they follow the instructions of the educational counselling facility, they are not provided with enough time to plan their lessons in communicative style, which is highly recommended for

SEN learners. On the other hand, the English teacher in the Class D uses variety of methods and approaches appropriate for teaching English to learners with SEN. The efficiency of the usage of these methods is reflected in the attitude of SEN learners in relation to the English language, which is mostly positive.

It is, therefore, legitimate to claim that the process of inclusion is successful and that, with the methods and approaches agreed to be suitable for teaching English to SEN learners, it is possible to teach the English language to all students regardless their abilities in mainstream classrooms. However, it is advisable to continue in the further research of the situation of these learners and search for other methods and approaches appropriate for SEN students. The most possible obstacle in the path to full inclusion is motivation and further education of, not only, English teachers, who are, as stated previously, the foundation of successful learning process and reaching of all students´ full potential.

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# Appendix 1: *aids for students with dyslexia*



Mnemonics: an ISLAND is a LAND with a see around it
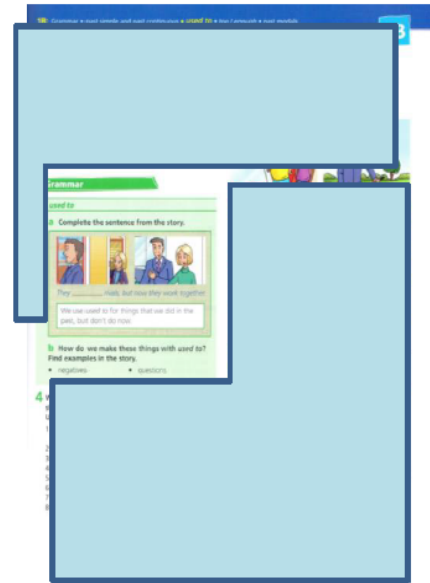


Two pieces of paper help learners to focus on what should be read

# Appendix 2: *aids for students with dysgraphia*
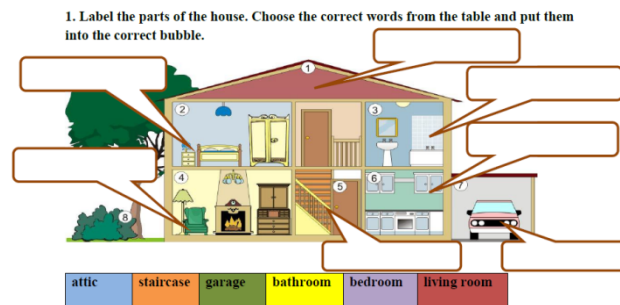


(Šimková, 2015



(Šimkov, 2015)

## Appendix 3: *Self-assessment table*

Name: ………………………………  Date: …………………………………….

Topic of conversation: …………………………………………………………………….

I used a variety of strategies to communicate with my classmates.

☐ YES  ☐ NO

The strategies I used helped me to communicate with my classmates more easily and thoughtfully.

☐ YES  ☐ NO

The communication strategies I found the most useful were:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

The communication strategies I found difficult were:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

## Appendix 4: *Questionnaires*

**Students with SEN**

Class: ………………….. Sex: boy/girl

1. I like English Yes No

2. I like my classmates Yes No

3. The teacher treats me differently than others Yes No

If you answered yes, please choose which of the following statements describes the behaviour the best

a) I have more time for completing tasks

b) I do not have to do some exercises

c) The teacher speaks more slowly to me

d) The teacher comes near me and explains me the task personally

4. English is difficult to learn Yes No

If you answered yes, please choose which of the following parts in the most difficult to learn

a) Vocabulary

b) Grammar

c) Pronunciation

d) Spelling

5. I like to learn in small groups Yes No

6. I like to learn with the whole class Yes No

**Typical students**

Class: …………………… Sex: boy/girl

1. I know who students with SEN are Yes No

If you answered yes, please choose which of the following statements characterizes students with SEN the best:

a) A student who receives less or no tasks

b) A student who needs an assistant

c) A student who learners more slowly than others

d) A student who learners more quickly than others

2. Students with SEN disturb the lesson Yes No

3. There is a student with SEN in my class Yes No

If you answered yes, then:

4. The teachers treat him/her differently than others Yes No

If you answered yes, please choose which of the following statements characterizes teachers´ behaviour the best

a) He/She receives less homework

b) He/She does not have to work in the lessons

c) He/She is has a less strict evaluation

d) The teachers pay more attention to him/her

5. I want to learn in a class without a student with SEN Yes No

6. I want to cooperate with a student with SEN during activities Yes No

**Teachers**

Majors: ……………………..                          Sex: man/woman

1.  I consider inclusion to be beneficial                              Yes    No

2.  I would attend a lecture about teaching students with SEN          Yes    No

3.  The pace of the lesson is slower because of students with SEN      Yes    No

4.  Other students are affected by students with SEN                   Yes    No

5.  There is a student with SEN in my class                            Yes    No

If you answered yes, then:

6.  I treat him/her differently than other students                    Yes    No

If you answered yes, please write a short comment

# Appendix 5: *Figures*
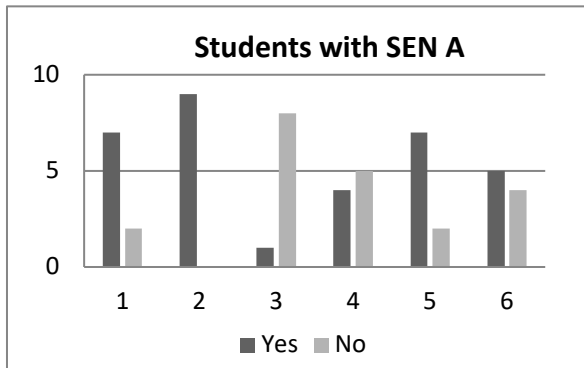


Figure 6.1 Answers of the students with SEN in the Class A
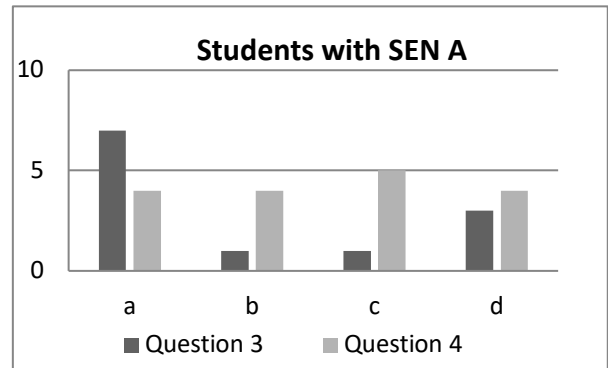
Figure 6.2 Answers of the students with SEN in the Class A to questions 3 and 4
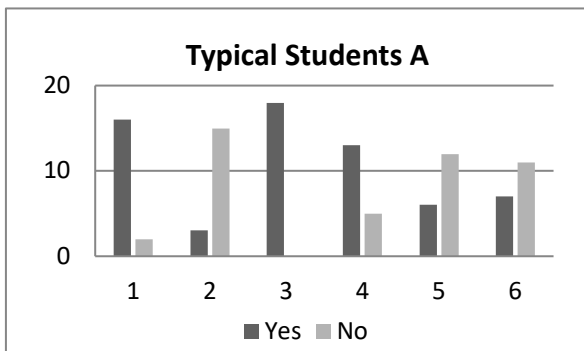


Figure 6.3 Answers of the typical students in the Class A
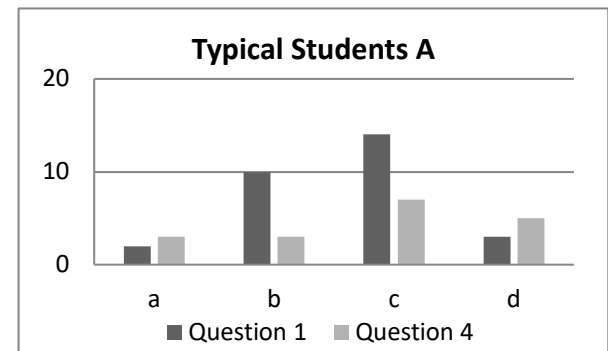
Figure 6.4 Answers of the typical students in the Class A to questions 1 and 4
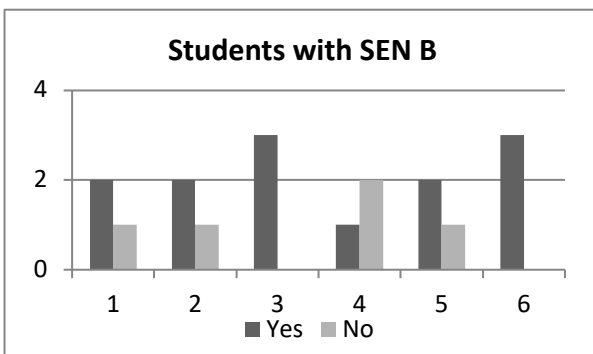


Figure 6.5 Answers of the students with SEN in the Class B
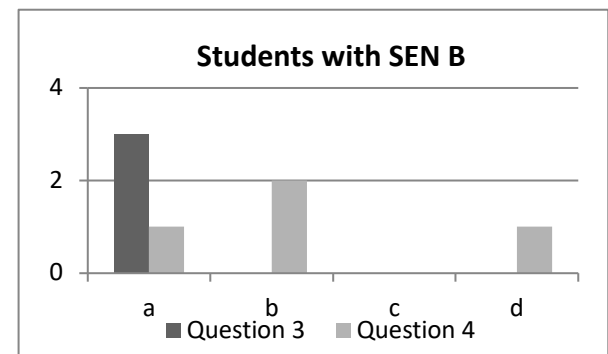
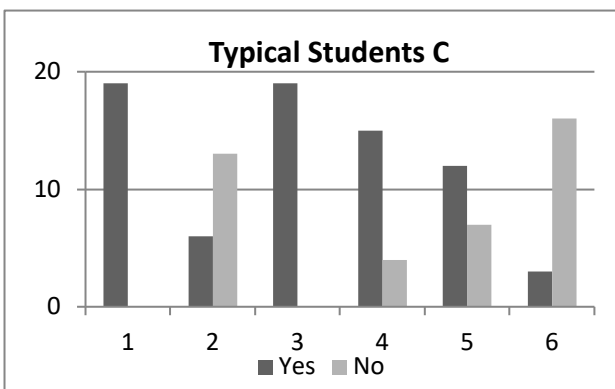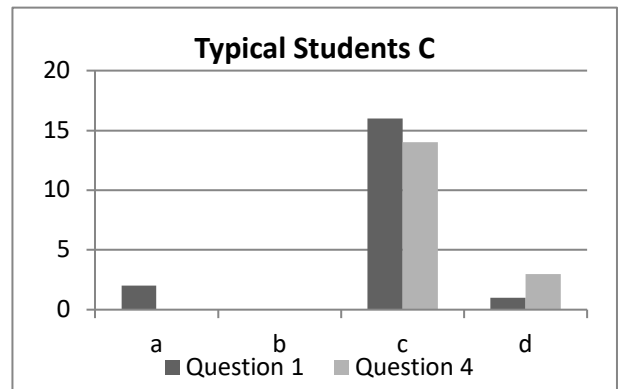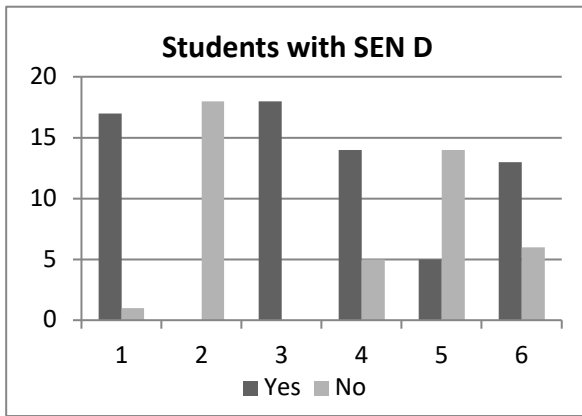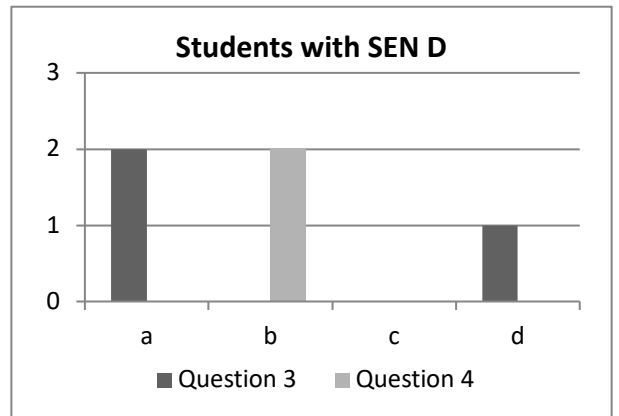Figure 6.6 Answers of the students with SEN in the Class B to questions 3 and 4
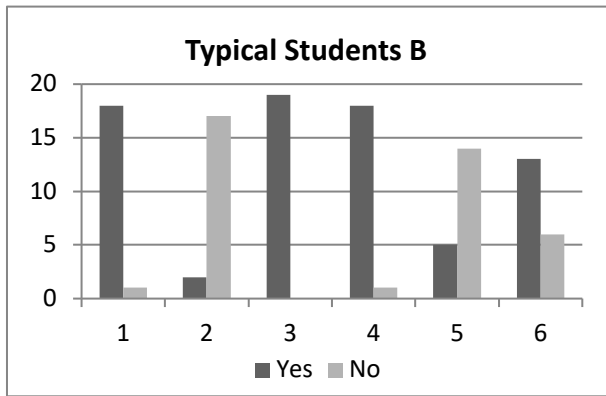
Figure 6.7 Answers of the typical students in the Class B
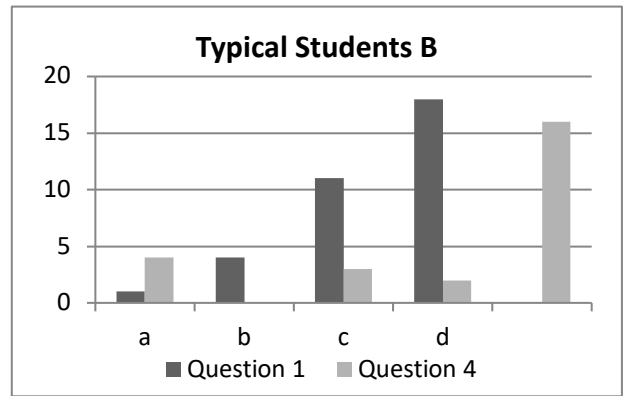


Figure 6.8 Answers of the typical students in the Class B to questions 1 and 4
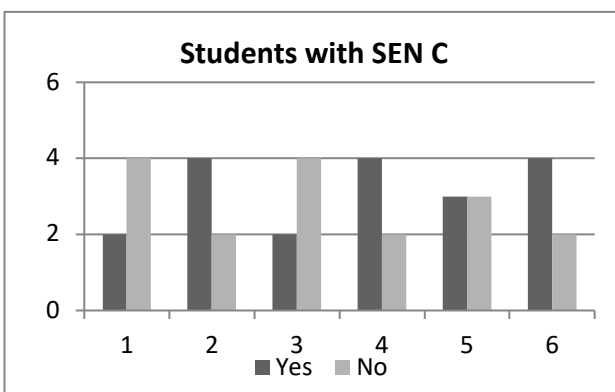


Figure 6.9 Answers of the students with SEN in the Class C
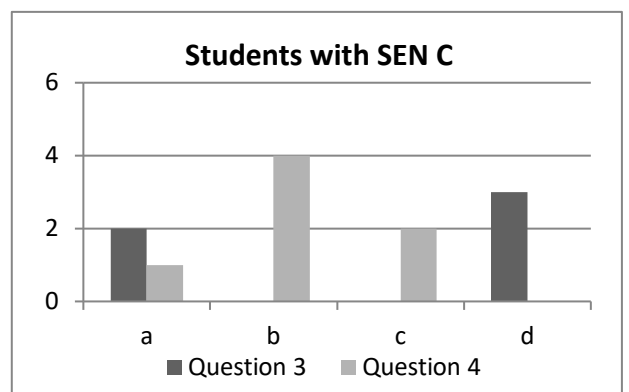


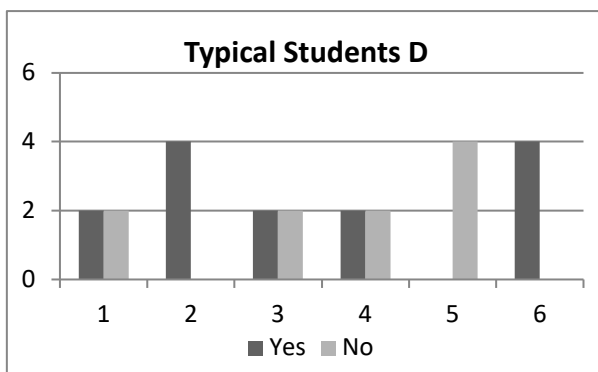Figure 6.10 Answers of the students with SEN in the Class C to questions 3 and 4



Figure 6.11 Answers of the typical students in the Class C



Figure 6.12 Answers of the typical students in the class C to questions 1 and 4

Figure 6.13 Answers of the students with SEN in the Class D



Figure 6.14 Answers of the students with SEN in the Class D to questions 3 and 4



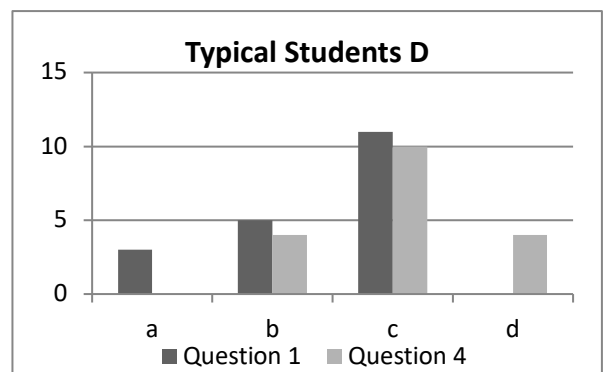Figure 6.15 Answers of the typical students in the Class D



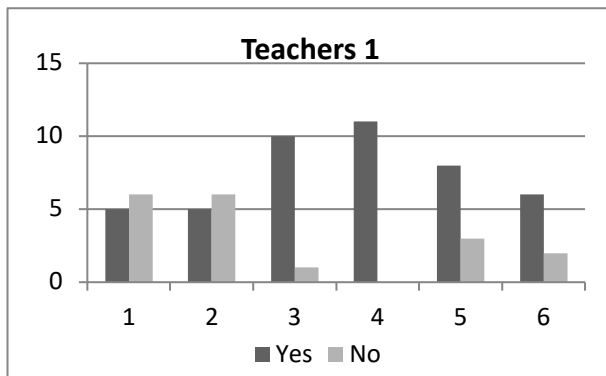Figure 6.16 Answers of the typical students in the Class D to questions 1 and 4


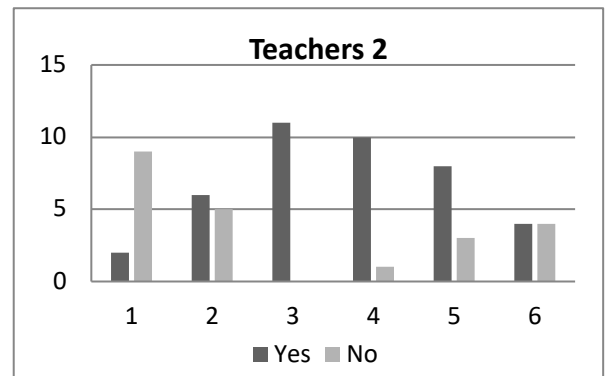
Figure 6.17 Answers of the teachers at primary school



Figure 6.18 Answers of the teachers at lower secondary school

# Annotation

| | |
|---|---|
| **Jméno a příjmení** | Bc. Michaela Chudějová |
| **Katedra** | Ústav cizích jazyků |
| **Vedoucí práce** | Mgr. Josef Nevařil, PhD. |
| **Rok obhajoby** | 2018 |
| **Název práce** | Výuka Anglického jazyka žáky se speciálními vzdělávacími potřebami |
| **Název v angličtině** | Teaching English to learners with special needs |
| **Anotace práce** | Tato diplomová práce se zabývá stylem výuky Anglického jazyka integrovaných žáků se speciálními vzdělávacími potřebami na základní škole. V teoretické části jsou poskytnuty informace o inklusivním vzdělávání, jsou definovány specifické poruchy učení a metody výuky vhodné pro žáky s těmito poruchami. Praktická část potom analyzuje výsledky výzkumu uskutečněného na základní škole v Hulíně a interpretuje poznatky vycházejících z těchto výsledků. |
| **Klíčová slova** | Inkluze, integrace, speciální vzdělávací potřeby, specifické poruchy učení, dyslexie, dysgrafie, dysortografie, ADHD, žáci nadaní, multisenzoriální přístup, úplná fyzická odpověď, komunikační přístup |
| **Anotace v angličtině** | This master thesis deals with the methods for teaching English to learners with special educational needs at primary and lower secondary school. In the theoretical part, information about inclusive education are provided, learning disabilities and the methods suitable for the learners with these disabilities are defined. The practical part then analyses the results of the researched conducted at primary and lower secondary school in Hulín and interprets the finding leading from these results. |

| | |
|---|---|
| **Klíčová slova v angličtině** | Inclusion, integration, special needs, learning disabilities, dyslexia, dysgraphia, dysorthographia, ADHD, gifted and talented learners, multi-sensory techniques, Total Physical Response, Communicative Approach |
| **Přílohy vázané v práci** | Appendix 1: aids for students with dyslexia<br><br>Appendix 2: aids for students with dysgraphia<br><br>Appendix 3: self-assessment table<br><br>Appendix 4: questionnaires<br><br>Appendix 5: figures |
| **Rozsah práce** | 90 |
| **Jazyk práce** | Anglický |

# Résumé

Závěrečná práce se zabývá výukou Anglického jazyka žáků se speciálními vzdělávacími potřebami na prvním a druhém stupni základních škol. Výzkum byl proveden ve dvou částech – v první části proběhla pozorování během učitelské praxe na základní škole v Hulíně, v druhé pak výzkum prostřednictvím dotazníků a rozhovorů s tamními učiteli. Po analýze výsledků z výzkumu bylo zjištěno, že ve většině případů jsou žáci se speciálními vzdělávacími potřebami přijati do kolektivu třídy bez problémů a většina učitelů aplikuje doporučené postupy pro práci s těmito žáky.