



Teaching English as a Foreign Language to Learners with Dyslexia at Lower Secondary Schools

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Zadání diplomové práce

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Tato diplomová práce se zabývá analýzou práce s dětmi se specifickou poruchou učení, konkrétně s dyslexií, ve výuce anglického jazyka na druhém stupni základních škol. Cílem práce je zmapovat práci vyučujících na vybraných základních školách a na základě výzkumu zjistit, co dětem s touto specifickou poruchou pomáhá při upevňování konkrétních gramatických jevů. Součástí práce bude studium odborné literatury, pozorování hodin anglického jazyka, dotazníková šetření určena pro učitele i žáky. Na základě zjištěných dat budou vytvořeny ukázkové plány vyučovacích hodin, které budou následně ověřeny v praxi. Za účelem naplnění cíle této práce budou porovnány pozorované a ukázkové hodiny a následně bude zhodnocena míra jejich efektivity na práci žáků.

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Anotace

Tato diplomová práce se zabývá analýzou práce s dětmi se specifickou poruchou učení, konkrétně s dyslexií, ve výuce anglického jazyka na druhém stupni základních škol. Cílem práce je zmapovat práci vyučujících na vybraných základních školách a na základě výzkumu zjistit, co dětem s touto specifickou poruchou pomáhá při upevňování konkrétních gramatických jevů.

Součástí práce bude studium odborné literatury, pozorování hodin anglického jazyka, dotazníková šetření určena pro učitele i žáky. Na základě zjištěných dat budou vytvořeny ukázkové plány vyučovacích hodin, které budou následně ověřeny v praxi. Za účelem naplnění cíle této práce budou porovnány pozorované a ukázkové hodiny a následně bude zhodnocena míra jejich efektivity na práci žáků.

Klíčová slova

angličtina jako cizí jazyk, angličtina, dyslexie, speciální vzdělávací potřeby, plán hodin

Abstract

This diploma thesis analyses children with a specific learning disorder, namely dyslexia, during English lessons at lower secondary schools. This paper aims to monitor English teachers' teaching strategies, techniques and approaches at some specific elementary schools and ascertain what benefits these children by consolidating some specific grammar structures based on the research.

This thesis provides the study of expert literature, observation of English lessons, and questionnaires for both teachers and pupils. Based on the collected data, some sample lesson plans will be created and run. To accomplish the goal of this thesis, the sample lesson plans will be compared with the observations of English lessons, and their effectiveness will be assessed.

Keywords

EFL, English, dyslexia, learning difficulties, lesson plan

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List of abbreviations

- BDA – British Dyslexia Association
- EFL – English as a Foreign Language
- IDA – International Dyslexia Association
- MEYS – Ministry of Education, Youth and Sports
- SEN – Special educational needs
- SLD – Specific learning difficulties

Introduction

In the Czech educational environment, learning at least two foreign languages at the lower secondary school is required. That involves learning to read, write and speak in a non-native language. When a learner struggles with these areas in his mother tongue, it can be assumed that learning a foreign language will also be accompanied by specific learning difficulties.

Specific learning difficulties are currently an unavoidable aspect in the area of teaching. It does not concern just English lessons, but all other school subjects. As a student of two foreign languages and a novice lower secondary school English teacher, I have a growing interest in mastering skills to work with dyslexic children in mainstream schools. During my studies at university, many seminars and lectures have been dedicated to this particular topic. However, it is crucial to learn about specific difficulties and methodology and then attempt to put the findings into practical effect.

This thesis focuses on a common learning difficulty – dyslexia. In the theoretical part, the key terminology connected with dyslexia has been examined. The practical part presents observations of EFL classes, and questionnaires for ELT teachers and dyslexic pupils. Finally, sample lesson plans have been created and taught in the sixth-grade class based on studied literature and the data gathered from the empirical research.

Research questions

This thesis aims to answer the following research questions:

RQ1 Do physical activities used while practising grammatical structures help children with dyslexia?

RQ2 Does visual support used while practising grammatical structures help children with dyslexia?

RQ3 How do the lesson plans for a class with and without children with dyslexia differ?

1 LITERATURE REVIEW

1.1 Definitions of Dyslexia

The term dyslexia derives from the Greek words *dys-* (difficult) and *lexis* (words), which refer to obstacles connected with working with words in general (Pollock, Waller 1997, xiv).

Defining dyslexia is not an easy task since it concerns many factors. The International Dyslexia Association (IDA) published the following definition of dyslexia in 2002.

“Dyslexia is a specific learning disability that is neurobiological in its 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 the growth of vocabulary and background knowledge.” (IDA, 2000)

Similarly, the British Dyslexia Association defines dyslexia as

“...a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.” (BDA, 2010)

IDA provides a more detailed definition which clarifies the cause of dyslexia. It is connected with a person’s genetics, so it is present at birth. Both definitions describe that dyslexia causes difficulties in the area of literacy. It is complicated for a dyslexic person to transfer their thoughts into written work; dyslexia affects the reading and spelling of words and the way the words are written and pronounced. Specific causes and symptoms of dyslexia will be discussed in the following chapters.

Importantly, there is a significant difference between “disability” and “difficulty”. Pollock and Waller (1997, xiv) point out that “Dyslexia should be seen as a different learning ability rather than as a disability.” Internet websites such as readingrockets.org, respectability.org, nolo.com use the term “disability”, but it could be misleading since it implies that dyslexic people are not able to learn something.

Education System in the Czech Republic is based on the foreign countries' research. The first consensus definition of dyslexia, which occurred at the first meeting of the World Neurology Federation in Dallas in 1968, belongs to the most frequent definitions (Kocurová 2009, 30):

“Specific developmental dyslexia is a disorder manifested by an inability in learning to read despite conventional teaching guidance, adequate intelligence, and socio-cultural opportunity.¹” (Zelinková 2003, 16)

The above points illustrate that the definitions of dyslexia remain inconsistent among various publications. Tønnessen (1995, 80) deals with the complexity of such definitions in his article *On Defining 'Dyslexia'*, where he explains that the definitions differ based on the principle they follow. For this thesis, the definitions taking causes and symptoms into account of dyslexia will be offered.

1 Specifická vývojová dyslexie je porucha projevující se neschopností naučit se číst, přestože se dítěti dostává běžného výukového vedení, má přiměřenou inteligenci a sociokulturní příležitost. (English translation by the researcher)

1.2 Dyslexia and Special Educational Needs (SEN)

The definition of special educational needs is not identical for all countries. Since this thesis examines the conditions in education at lower secondary schools in the Czech Republic, the most relevant definition of SEN is taken from the Ministry of Education, Youth and Sport of the Czech Republic (further referred to as MEYS).

MEYS ('Žáci se speciálně vzdělávacími potřebami', 1) defines a pupil with SEN as follows:

“A pupil who, to fulfil his or her educational potential or to apply his or her rights on an equal basis with other pupils, needs specific support which emerges from his or her individual needs based on his or her state of health, different culture environment or different living conditions.”²

SEN involve pupils with various learning differences. These learning differences may be connected with developmental co-ordination difficulties or speech, attention and behaviour disorders. In addition, extraordinarily talented pupils and pupils from different cultural and living conditions or with another mother tongue than Czech are also classified as pupils with SEN (MEYS, 'Žáci se speciálně vzdělávacími potřebami', 1-3).

Daloiso (2017, 189) offers a narrower definition of SEN: “It is a term used to refer to students who need specific teaching support due to a disability or a learning difference.” Dyslexia is closely connected with specific learning differences/difficulties (further referred to as SLDs), related to difficulties acquiring elementary learning skills. SLDs include dyslexia together with a whole range of difficulties, for example, with writing,

² Žák, který k naplnění svých vzdělávacích možností nebo k uplatnění a užívání svých práv na rovnoprávném základě s ostatními, potřebuje poskytnutí podpůrných opatření vyplývajících z jeho individuálních potřeb na základě jeho zdravotního stavu, odlišného kulturního prostředí nebo jiných životních podmínek. (English translation by the researcher)

understanding the meaning of numbers (dyscalculia) or with co-ordination and movement (dyspraxia) (Zelinková 2005, 4).

Not only is dyslexia one of the specific learning difficulties which might have some similar characteristics, but it also co-occurs frequently with other learning difficulties, such as earlier mentioned dyspraxia or dyscalculia (Zelinková 2005, 40).

As it was mentioned above, definitions of dyslexia vary. The definition provided by the BDA suggests that dyslexia impacts writing and reading. Zelinková (2020, 12) characterises dyslexia as a specific reading difficulty in the Czech educational environment and separates dyslexia from other learning difficulties such as dysgraphia and dysortographia. According to her, the learner's reading is slow, with many mistakes, and the learner has problems comprehending the text.

Moreover, she emphasises that the manifestations of dyslexia change depending on the age of learners (Zelinková 2020, 13). Dysgraphia is characterised by illegible writing that might be too big or too small; dysortographia causes difficulties in distinguishing sounds and spelling Zelinková (ibid., 15).

The definitions of dyslexia show that the division of SLDs might differ according to the cultural environment. Since dyslexia occurs in most cases with more than one learning difficulty, this thesis allows for the fact that dyslexia impacts both reading and writing.

1.3 Common Stereotypes about Dyslexia

Definitions are important for teachers and the general public to increase awareness of this particular learning difficulty. However, an inappropriate definition might cause the formation of stereotypes.

Daloiso (2017, 16) discusses some stereotypes which occur in connection with dyslexic pupils and should be avoided by teachers since researchers disproved them. One of the stereotypes is that dyslexic learners are considered less intelligent. The National Institute of Health³ rebuts this stereotype by stating that learners with and without dyslexia show similar brain activity patterns (NIH, 2011).

The teacher should not assume that pupils with dyslexia have difficulty getting good results in what could be perceived as laziness. Worse school results can be caused, for instance, by inappropriate materials or classroom activities offered by the teacher. It has also been proven that dyslexic learners face difficulties throughout their entire life, and thus dyslexia is not a temporary issue (Daloiso 2017, 17).

Another common fallacy about dyslexia is that it defines success. Many famous actors and scientists who dealt (or still deal) with dyslexia have achieved great merits in their lives; among them are Thomas Edison, Albert Einstein, and Jennifer Aniston (ibid.).

³ Státní zdravotní ústav

1.4 Causes of Dyslexia

Not one definite factor causes dyslexia but a group of them. Reid (2016, 3) supports the complexity of dyslexia by claiming, “Dyslexia is not represented by a single entity (or caused by a single gene). Dyslexia is multifaceted, which can explain why a single, universally definition has not yet been achieved.” Almost 50 % of dyslexia cases are caused by heredity. It is highly probable that a child will suffer from dyslexia if at least one of the parents has dyslexia. Notably, the probability of inheriting difficulties is higher in girls (Zelinková 2020, 10).

Daloiso (2017, 19) discusses studies that focus on possible causes of dyslexia. The studies point to the fact that the leading causes of dyslexia are biological, cognitive and behavioural aspects. Geschwind and Galaburda state that there are some symmetrical differences in the brains of people with dyslexia (Geschwind and Galaburda 1985⁴, in Daloiso 2017, 19). Zelinková (2020, 10) supports these findings and adds that structural changes in the brain and its functioning can be detected. She points out that since the brain of dyslexic people works differently, the learning and teaching of people with dyslexia should be different too. And therefore, the teacher should apply appropriate teaching methods and provide additional support in order to help students with dyslexia master suitable learning strategies.

Cognitive aspects are connected with difficulties in phonological processing, where dividing words into individual syllables or rapid naming of objects can be a significant problem. Affected cognitive functions include the process of automatisisation, memory and concentration, sequencing, orientation in time and space, and self-organisation (Zelinková 2020, 24). On top of that, dyslexia often overlaps with other learning difficulties

⁴ Geschwind, Norman, and Galaburda, Albert. 1985. *Cerebral lateralization. Biological mechanism, associations, and pathology: A hypothesis and a program for research*. Archives of neurology, 42(5), 428-459.

such as dyscalculia, ADHD or coordination difficulties known as dyspraxia (Reid 2016, 335).

These problems are caused by insufficient phonological awareness. Layton (2002, xii) explains phonological awareness as "...[set] of skills which enables us to analyse the sounds in words we say and hear." Apart from phonological processing, Daloiso (2017, 15) also describes two other areas that can be affected by dyslexia. They are working memory and processing speed. Processing speed is connected with the term "automaticity" which refers to performing more than one skill simultaneously. It affects language and also motor coordination skills, including some issues with visual orientation.

Furthermore, dyslexia might evince some signs in students' behaviour in preschool and primary school (Daloiso 2017, 23). For example, learners with dyslexia might have difficulties paying attention, memorising or reciting the alphabet.

It can be summarised that dyslexia has a significant impact on reading and writing since both skills require all three levels mentioned above: phonological processing, processing speed and working memory. However, dyslexia does not cause difficulties only in reading and writing. It has been shown that poor development of cognitive processes contributes to poor learning in general.

1.5 Dyslexia and Foreign Languages

Learning a foreign language, namely English, may be an immensely demanding task for all learners. The learner faces a new pronunciation system, spelling, tenses, and vocabulary, which can be very challenging to master. Regarding spelling, learners might find it troublesome since the phonemes do not correspond with the individual letters of the alphabet. Nijakowska (2010, 91) lists some examples of spelling errors in English made by learners with dyslexia. For instance, the learners might omit letters or even parts of words such as “sudly” instead of “suddenly”; they confuse letters that look similar, such as “p” and “b”, etc. Zelinková (2005, 26) draws on these and adds that other letters, such as “m” and “n” or “n” and “u” can also be problematic. As for pronunciation, one example can be a problem with correctly pronouncing letter groups “ei”, “ie”.

Additionally, Daloiso (2017, 42) enumerates the following tasks that are generally demanding for learners with dyslexia when learning English as a foreign language: reading aloud, taking dictation, copying from the board, taking notes, reading and summarising, answering an oral question promptly, improvising dialogues and conversation, performing monologues, and memorising a list of words out of context.

All these tasks share some common features. When learners should perform one of the listed tasks, time pressure is exerted on them, and a higher level of automatisisation is needed. It means that more than one skill should be activated to perform the task. It is essential to realise that cognitive skills are not at the same level as they are by the learners without learning difficulties.

The signs of dyslexia manifest themselves differently for each individual. The obstacles might appear in diverse combinations and seriousness. On this account, Reid (2005, 22) suggests that the individual learning style should be contemplated when designing the learning environment. According to Reid (2016, 370) learners with dyslexia are mostly

visual or kinaesthetic learners since they are usually endowed with a right-hemisphere processing style. Therefore, it is beneficial for them to process information visually and in a more organised way, which means that it should be structured and clarified (Reid 2005, 23).

In the context of reading exercises, the learners need some general context of the story or an overview of the main characters, etc. Reid further recommends avoiding multitasking, on the contrary, only one task should be assigned as then it is easier to ensure that learners understand the task. In addition, the teacher should offer some extra time to complete the assignment and help the learners to improve long-term memory strategies through a visual teaching approach (ibid.).

Pfotenhauer (2015, 2) views the visual approach as “...appropriate for both young and adult students alike, so the flexibility of using visuals can encourage teachers to choose varied illustrations, which can facilitate grammar learning.” Visual aids include pictures, stick figures or photographs, etc. (Widodo 2012,⁵ in Pfotenhauer 2015, 2).

On top of that, the teacher should make metacognitive skills more accessible for learners with dyslexia (Reid 2005, 23). The term metacognition refers to how the learner is aware of learning and thinking. Metacognitive skills have shown to be poorly developed by learners with dyslexia which can lead to acquiring inappropriate learning techniques in different areas, such as spelling and reading (Reid 2016, 370-371).

Furthermore, the more areas are affected in the learner’s native language; the more changes should be made in foreign language teaching. In order to be successful when learning a foreign language, the teacher should make some changes in the following areas of their teaching: curriculum content, the attitude to learners, principles of teaching and learning and the methods of acquiring knowledge and skills (Zelinková 2005, 77).

⁵ Widodo, Handoyo Puji, and Cirocki, Andrzej. 2012. *Innovation and Creativity in ELT Methodology*.

1.5.1 Curriculum content

A significant aspect of language teaching is the realisation that the coursebooks do not determine the curriculum content (Zelinková 2005, 78). It has been anchored in the Framework Education Programme for Elementary Education (FEP EE), which determines the primary goal of learning foreign languages in the Czech Republic. According to the expected outcomes, the learners should achieve a specific level of communicative competence, and thus the curriculum content has been designed with respect to the communicative competence (ibid., 77).

The curriculum content concerning grammar for lower secondary schools involves, for example, the development of using grammatical structures and sentence types, in which case some elementary mistakes are being tolerated if they do not affect comprehension (FEP EE 2007, 24). Similarly, Zelinková (2005, 77-78) points out that aiming for flawlessly performed tasks is pointless. It is more important to incorporate the learner's intellect and personal characteristics when designing the teaching goals. However, it is necessary to involve an intensive drill to make the knowledge automatic and consider that many exercises in the language coursebooks are hardly manageable for learners with dyslexia and other learning difficulties (Zelinková 2005, 78).

1.5.2 Multisensory approach

A multisensory learning approach has been emphasised as a fundamental strategy when working with learners with special educational needs (Schneider 2009, 16). This way of teaching enables learners to use more than one modality such as visual, auditory, kinaesthetic and tactile channels simultaneously. Thus, in other words, the essential principle of the multisensory approach is to see, hear, pronounce, write

and show (Zelinková 2005, 78-79). Moreover, thanks to integrating different senses, it can help learners to discover their learning styles.

The visual stimuli might be represented by pictures and real objects or situations that should be matched with written words. Since the learners with dyslexia find recognising letters troublesome, it is recommended to distinguish the parts of words with colours (Zelinková 2005, 79). Using visual maps can also be helpful as a visual technique because it supports recalling information. Reid (2016, 247) recommends using visual support even for the non-visual type of learner because it can still enhance their memory.

Zelinková (2005, 78) further highlights the importance of using voice recorders. Learners can listen to sample recordings made by the teacher, or they can create their recordings. On the one hand, it could be uncomfortable for learners to hear their voices. On the other hand, it has some disadvantages. They have as much time for preparation as they need, and this technique might help them identify errors, correct them and hence practise and develop their speaking and listening skills. It might also be a chance to recognise their strengths and support the learner's confidence to speak in front of his or her peers in class.

The tactile pathway can be incorporated by miming; it means that the learners use movements of their body and facial expressions without speech to represent the meaning of words or phrases. Another way of engaging the tactile channel might be writing and pronouncing words all at once (Zelinková 2005, 79).

1.5.3 Grammar sequencing

English lessons should also follow the principle of grammar sequencing, which is essential for the automatization of knowledge. The teacher should design activities logically

based on the learner's previous knowledge; otherwise, the pupils would learn new things without mastering the previous activities. As a result, acquiring will become highly demanding (Zelinková 2005, 81). For instance, it is important to proceed from easier to more complex sentence patterns when teaching the present continuous tense. It means that the learner should firstly understand the formation of affirmative sentences, and then they can focus on forming questions and negative sentences. In addition to that, the learners also need to understand the function and meaning of the particular tense and it is not possible to learn all these aspects at a time. It needs to be logically divided into segments achievable for learners (Zelinková 2020, 79).

1.5.4 The attitude to learners

Zelinková (2005, 96) encourages considering SEN learners' feelings because emotional factors can negatively impact their learning. In today's inclusive education environment, learners with some learning difficulties are a minority in classes. As a result, the rest of the class may perceive some adjustments as advantageous. Thus, it is vital to familiarise other learners in the class with the nature of learning difficulties. It can support mutual relationships within the class and prevent intolerance when it is enabled for learners with SEN to use some aids, such as grammar overviews during a test.

Reid (2016, 317) maintains that parents should also be familiarised with the difficulties the learners with dyslexia might be struggling with. Communication between the school and parents helps in better cooperation. The teacher can help parents understand dyslexia and support the learner's learning and development effectively. Moreover, it can be beneficial for the learner's motivation when parents are aware of his or her weaknesses and can focus on positives and appreciate any kind of progress (Reid 2016, 318).

1.6 Teaching Grammar to Learners with Dyslexia

As mentioned before, learners with dyslexia might share some similar features; however, they are all individuals who learn in different ways. Each individual reaches a different level of language acquisition. Nevertheless, when learners struggle with the grammar of their mother tongue, they will most likely find it challenging to learn a foreign language (Zelinková 2005, 89). This chapter will discuss the difficulties while learning grammar and some recommended techniques for helping dyslexic learners learn better grammar concepts.

Grammar is an inevitable part of every language that must be learnt in order to master the language. There are several ways of thinking about grammar, such as a set of rules or different exercises (Scrivener, 2011, 156). One way or the other, grammar is a term that most terrifies the learner since it represents very often memorising and a lot of studying. This chapter will describe and contrast different approaches to teaching grammar.

Gower and Phillips (1995, 128) introduce aspects that should be considered when deciding what approach to choose. What the authors also point out is the importance of the learner's language-learning style. It means that the teacher should have some information about the group of learners from the previous language teacher or devote some time to getting to know the learners.

Regarding learning grammatical structures in a foreign language, it is recommended to "...use a personal set of laminated coloured-coded or white cards to review and practise grammatical and syntactical concepts learned in class." (Schneider 2009, 59).

Learners with dyslexia encounter word order difficulties. It means that they struggle with arranging individual words in sentences. Another problem is related to learning and remembering grammar rules as well as understanding grammar concepts, for instance, the difference between the present tenses (Nijakowska et al. 2010, 149).

Kormos (2012, 134) refers to the previously mentioned grammar sequencing: “The teaching of grammar also needs to proceed in small steps from simple to complex structures, and should build on learners’ existing knowledge. New grammatical structures should not be introduced until previously taught ones are sufficiently automatised.” She further recommends presenting grammar in context and avoiding complicated abstract terminology. Instead of using terminology, learners can use colours to distinguish different sentence elements, such as subject, object, etc. Generally, colour-coding is used to support learners’ understanding of abstract concepts connected with grammar. Various learning aids such as Cuisenaire wooden rods of different colours or even Lego blocks can also be helpful in visually representing sentence elements. Last but not least, it is important to involve activities on the interactive whiteboard, for example, those where students form sentences from individual words (ibid.).

Nijakowska et al. (2013, 94-95) offer the following interesting ideas about creating tense cards and using colour-coding.



Figure 1-2 Colourcoding (Nijakowska et al. 2013, 94)

In this example, the red colour represents personal pronouns, the green colour stands for auxiliary verbs, and the blue colour is used for verbs. It should be noted that the colour-coding should correspond with the system used in learners’ native language if the teacher also uses colour-coding in his lessons (ibid.).

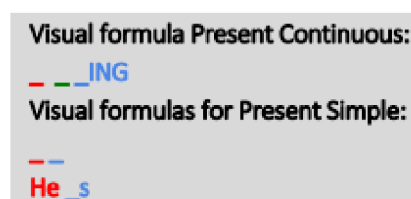


Figure 3 Visual formulas (Nijakowska et al. 2013, 94)

‘Visual formulas’ are based on the same principle as the previous colour-coding. Learners must understand what the particular colours represent. The ending -ing, which must be added to the base form to make the present continuous tense (as well as the ending -s in the third person singular in present simple) is highlighted to stress the most problematic part.

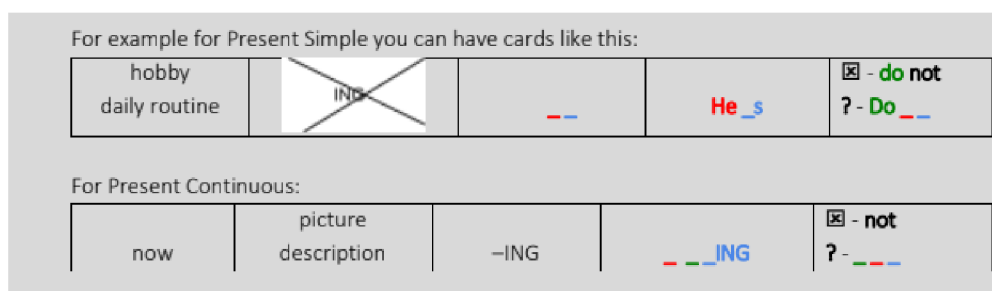


Figure 4 Tense cards (Nijakowska et al. 2013, 95)

Another type of visual adaptation is a tense card for a particular grammatical concept. Nijakowska (ibid.) suggests that the students receive these cards, and they should determine which tense card refers to the present continuous or present simple tense.

In addition to using mind maps, songs, word cards and voice recorders, it is also recommended to apply mnemonic devices or cards which encourage the learner’s self-correction (Nijakowska 2013, 96). The following games are also believed to be dyslexia-friendly when teaching grammar: charades, bingo, taboo, Pictionary, pelmanism, sudoku or magnetic letters (Nijakowska 2013, 99).

Even though communicative competence is at the forefront of FEP EE, learning grammar is of huge importance. Learners encounter grammatical tenses in lower secondary school for the first time. To be more specific, the difference between the present simple and the present continuous is taught in the sixth grade. The learners are confronted

with the terminology as well as different grammar structures. Crombie and McColl (2001,⁶ in Reid 2016, 292) mention some suggestions for enhancing foreign language learning:

- Use charts and diagrams to highlight the bigger picture; add mime and gesture to words.
- Add pictures to text.
- Use colour to highlight gender and accents.
- Use games to consolidate vocabulary; make packs of pocket-sized cards; use different cards for different purposes.
- Combine listening and reading by providing text and tape.
- Use Mind Maps and spidergrams.
- Allow the student to produce his or her own tape.
- Present in small amounts, using a variety of means, giving frequent opportunities for repetition and revision.

In comparison to that, Zelinková (2020, 80) states some similar strategies that might be useful when teaching and learning English grammar structures. She recommends using colour-coding to distinguish adverbs and other parts of speech or sentence elements that function as signal words of the particular tense. For instance, the adverb *yesterday* signals the past simple tense. It can help the learner better to understand the word order in different sentence types. She also recommends implementing pictures, diagrams, timelines, and recordings of sample sentences (ibid.).

⁶ Crombie, Margaret, and McColl, Hilary. 2001. *Dyslexia and the Teaching of modern foreign languages*.

1.7 Defining Young Learners

Age is a significant factor that must be considered when designing activities because different age groups of students do not learn and acquire a foreign language in the same way. The following chapter deals with the characteristics of learners of the sixth grade since they are the target age group of the research.

Learners of the sixth grade are not easy to categorise because this age group borders closely with teenagers. Philips (2000, 3) classes learners at the age of eleven or twelve to the group of young learners. At the same time, she highlights that age is not the only factor the teacher should consider when choosing an activity for a class of learners. The most important aspect is the level of the learner's maturity which differs for each individual.

Young learners distinguish from other age groups in several respects. The main difference between young learners and older students, who are characterised as teenagers or adolescents (Harmer 2007, 14), is that "... older children have developed a greater capacity for abstract thought as they have grown up." (Harmer 2007, 15). It means that older learners are endowed with more advanced competency in their own language. They have a different level of language processing, so they can analyse the language as a system. It is crucial since grammar usually requires abstract thinking and metalinguistic skills (Daloiso 2017, 19). He also states that the way grammar structures are usually presented in coursebooks is not very convenient for learners with dyslexia.

On the other hand, young learners prefer activities connected with their lives and personal experiences. However, the amount of time they can stay focused on an activity or a task is much shorter, and they get distracted more easily than adolescents. Nevertheless, the age boundary is not firmly set since it also depends on the individual emotional and physical development (ibid.).

2 RESEARCH PART

2.1 Introduction

The theoretical part presents several obstacles which can arise for dyslexic pupils during the EFL classes based on selected literature. The research part investigates what is particularly difficult for the sixth-grade dyslexic pupils in EFL lessons in mainstream schools, monitor and combine English teachers' teaching strategies, techniques and approaches and develop more effective lesson plans. The individual steps of the research will be described in detail in the following chapters.

2.2 Research methods

The original intention was to research in at least four different lower secondary schools in the Liberec region. However, the Covid-19 pandemic has affected the proposed research because the observation part was performed in 2020. For this reason, the observation of EFL lessons was carried out at only one lower secondary school in Liberec, namely ZŠ Aloisina výšina.

The data gathered from the observation served as a starting point for the teachers' and pupils' questionnaire formation. Consequently, questionnaires were distributed among English teachers and pupils at four lower secondary schools to gain more specific information and ideas. Finally, sample lesson plans were created and put into effect.

2.3 Observation of English lessons

Observation research was chosen as the first research technique because "...observation as a research process offers an investigator the opportunity to gather 'live' data from naturally occurring social situations" (Cohen 2007, 396). Thanks to the observation, it was

possible to collect information about pupils in their natural environment, and the main focus was on classroom events, the behaviour and interaction between the teacher and pupils. This observation aimed to detect problems and identify learning barriers that dyslexic children face during EFL classes. During the research process, no systematic structure was followed. According to information from the theoretical part, I created a list of common areas that might cause difficulties for dyslexic pupils. I observed the EFL classes taking notes whenever I noticed some situations that appeared to be problematic for dyslexic pupils. I further recognised the situations as problematic based on my subjective opinion.

Three sixth-grade classes at a lower elementary school were observed wherein there were ten dyslexic pupils altogether. Before entering the classes, I was informed which pupils had been diagnosed with dyslexia. It is essential to mention that these pupils also deal with other learning difficulties, such as dysgraphia. Nevertheless, dyslexia is the prevalent learning difficulty in their diagnosis.

The barriers appeared mainly during reading and writing exercises. The reading ability they showed seemed to be slower and inaccurate, and probably, therefore, the pupils feared reading aloud in class. Due to these experiences, the learner's self-esteem decreased⁷.

When dyslexic pupils were asked to spell a word in English, some consonants and vowels were omitted or added to words. Moreover, the words were spelt phonetically in the way the pupils heard those words pronounced, and they created illegible notes while copying from the board or taking dictations. Similar looking letters were confused in words, for example, *d* and *b*, *m* and *n* in the following words: dad, drink, my, mum.

Dyslexic learners had problems with decoding written texts and the conversation with other pupils in a class. In most cases, they could not react or respond to the other pupils' questions. Similarly, copying and following spoken instructions appeared to be demanding.

⁷ The pupils mentioned this information in the questionnaires.

When the teacher gave the pupils instructions to look at the exercise in their books on page X in the upper right corner, they could not orientate easily⁸. The concentration of the learners also seemed to be affected. Their concentration span was poor, and they were very easily distracted from their work⁹.

The observation showed that the difficulties occurred mainly in reading, spelling and writing as described in the literature review. The observation findings prove that the teacher should closely follow the literature to be familiar with the barriers that dyslexic learners face during the lessons and help minimise learners' difficulties during the learning process.

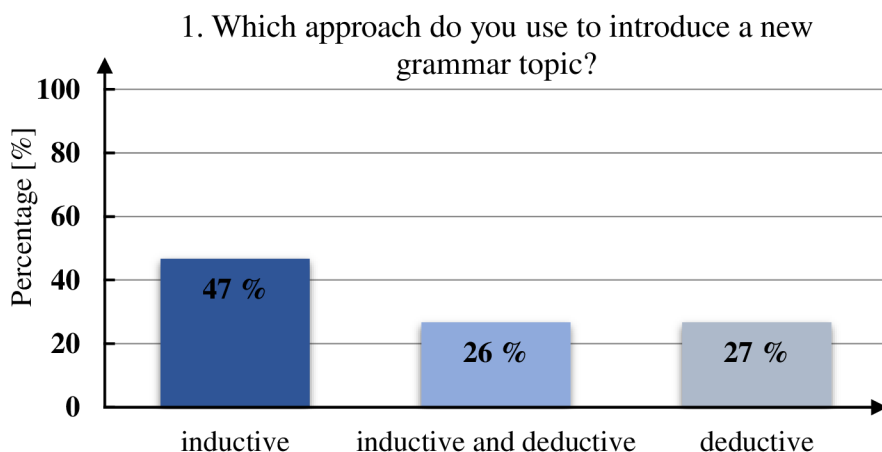
2.4 Questionnaires for English teachers

The first questionnaire was created for English teachers. It comprises thirteen questions about teaching sixth graders English as a foreign language. Except for the first two questions, where the respondents could choose only one option, the questionnaire consisted of a series of multiple-choice questions. The questionnaire also included open questions to make the answers more specific. The responses were collected from twenty-five lower-secondary-school-English teachers. The questionnaire aimed to determine precisely what methods and aids the teacher uses when teaching English to children who have been diagnosed with dyslexia.

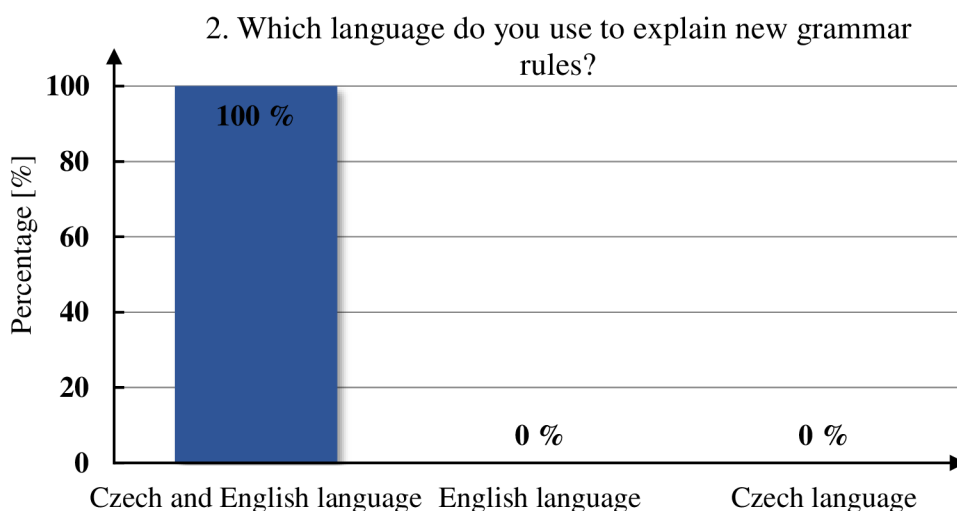
This chapter is devoted to the summary of the outcome of the questionnaires. The original questionnaire is enclosed in Appendix A.

⁸ Although the teacher indicated where the exercise was with her hand, she did it quickly and did not wait for the pupils to get oriented on the page.

⁹ I noticed that the pupils looked out of the window and ignored the teacher's instructions during the observation.



Graph 1¹⁰ Teaching approach used for presenting grammar



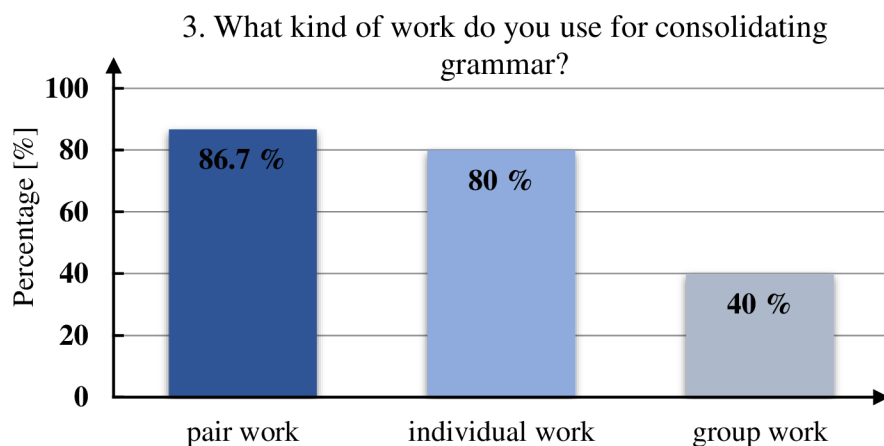
Graph 2¹¹ Language used to explain new grammar rules

Graph 1 and Graph 2 focus on presenting new grammar topics. Graph 1 shows that the inductive approach is the most popular in the teaching of the respondents. The result is not surprising since the commonly used coursebooks, such as Project or Bloggers, apply some context in presenting new grammar structures. Nevertheless, Graph 1 also shows that some respondents combine different ways of presenting grammar, which can be more enjoyable for the learners.

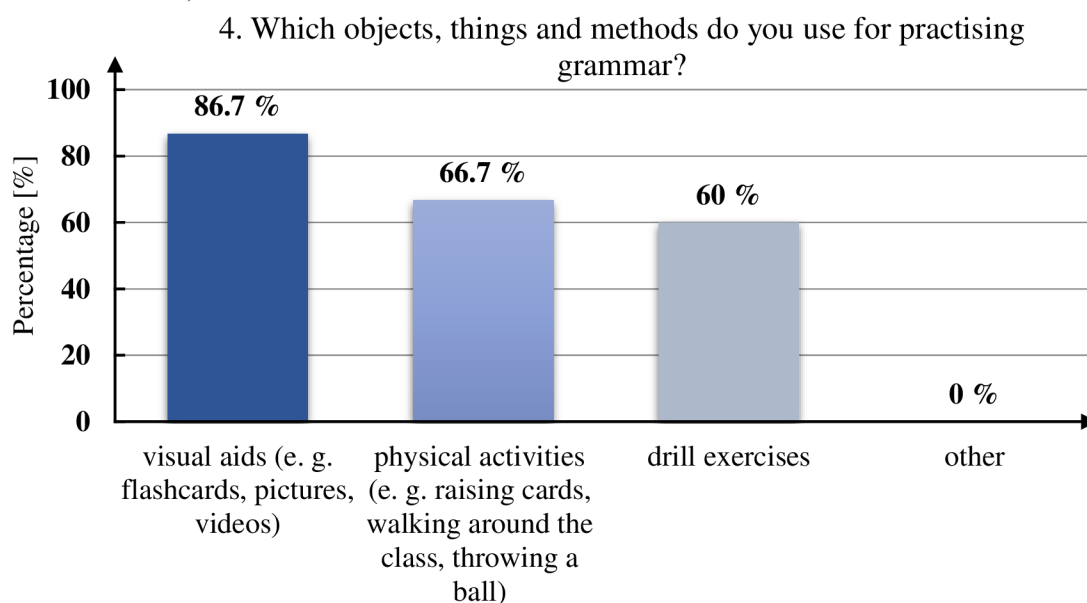
¹⁰ Jaký způsob využíváte k představení nového gramatického jevu? (English translation by the researcher)

¹¹ V jakém jazyce vysvětlujete gramatická pravidla? (English translation by the researcher)

Graph 2 indicates that all the respondents explain new grammatical rules in a foreign language and their mother tongue. The stronger learners work with the target language, and the rest of the class has the opportunity to follow the explanations in the Czech language. Multiple graphs will be presented and commented on further in the text in the following part.



Graph 3¹² Kind of work used for consolidating grammar (a multiple-choice question with more possible answers)

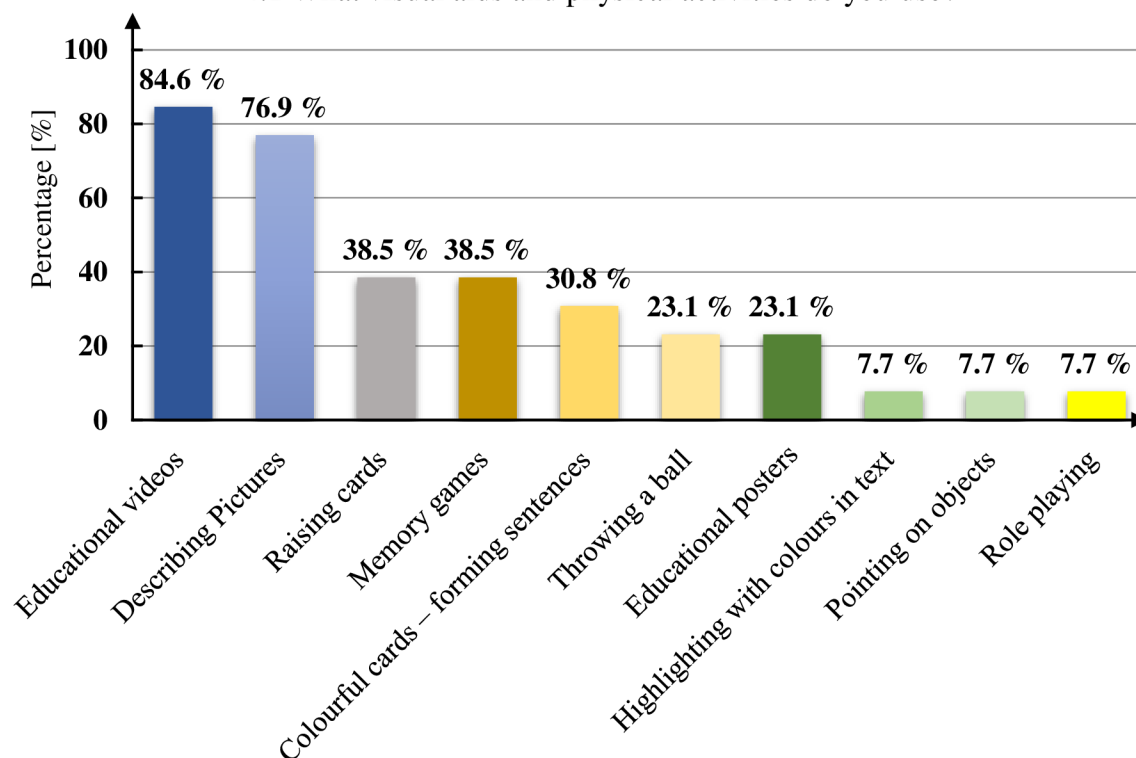


Graph 4¹³ Methods used for practising grammar (a multiple-choice question with more possible answers)

¹² Které metody práce využíváte ve výuce při upevňování gramatických jevů? (English translation by the researcher)

¹³ Jaké metody používáte při procvičování gramatiky? (English translation by the researcher)

4.1 What visual aids and physical activities do you use?



Graph 5¹⁴ Types of activities (visual and physical) used for practising grammar (a multiple-choice question with more possible answers)

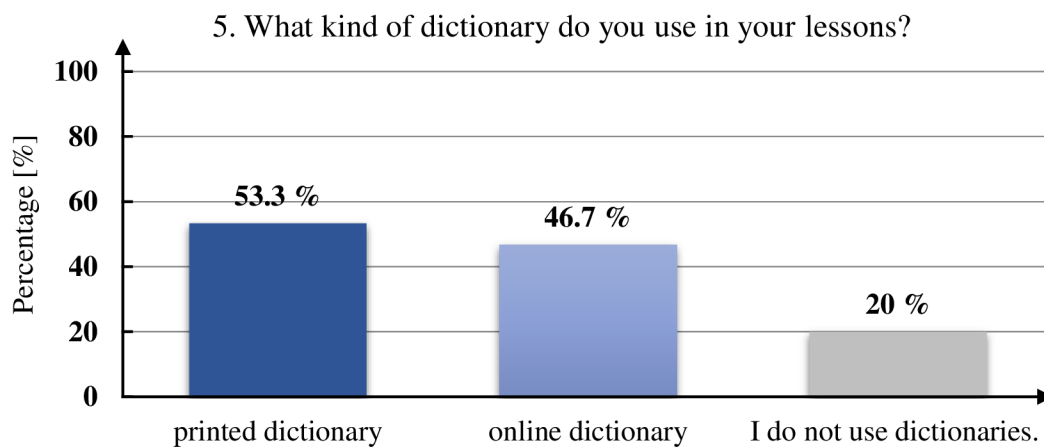
Graphs 3, 4, and 5 represent practice and consolidation of grammar structures. Graph 3 represents different kinds of work used in EFL classes, and the respondents were able to choose more than one option. From all of the respondents, 86.7% chose pair work. Therefore, most of them create pairs during the lessons when practising grammar.

At the same time, a very similar percentage of the respondents also emphasised individual work, so the lessons seemed well-balanced, according to the graphs. Similarly, it was possible to choose more options in Graph 4, and it shows that the respondents combine drill exercises with physical activities and different kinds of visual aids, where visual aids have shown to be the most frequent.

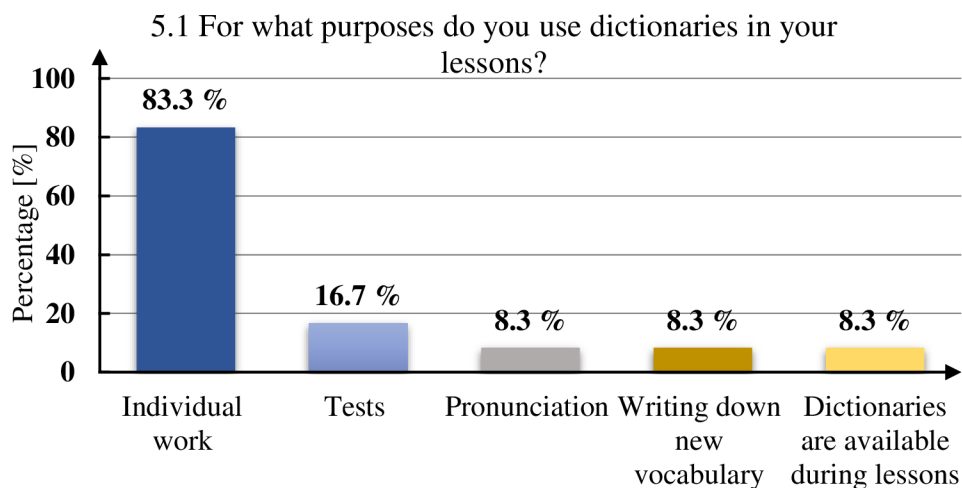
¹⁴ Jaké vizuální pomůcky a fyzické aktivity používáte? (English translation by the researcher)

Graph 5 displays an open question where the respondents were asked to describe the visual aids and physical activities in more detail. Visual aids are used very often in the form of educational videos, pictures, and memory games. The respondents also stated that they use some kinds of physical activities, such as raising cards and throwing a ball while forming sentences according to a grammar rule.

The following graphs illustrate the usage of dictionaries in EFL lessons.



Graph 6¹⁵ Kinds of dictionaries used in English lessons (a multiple-choice question with more possible answers)

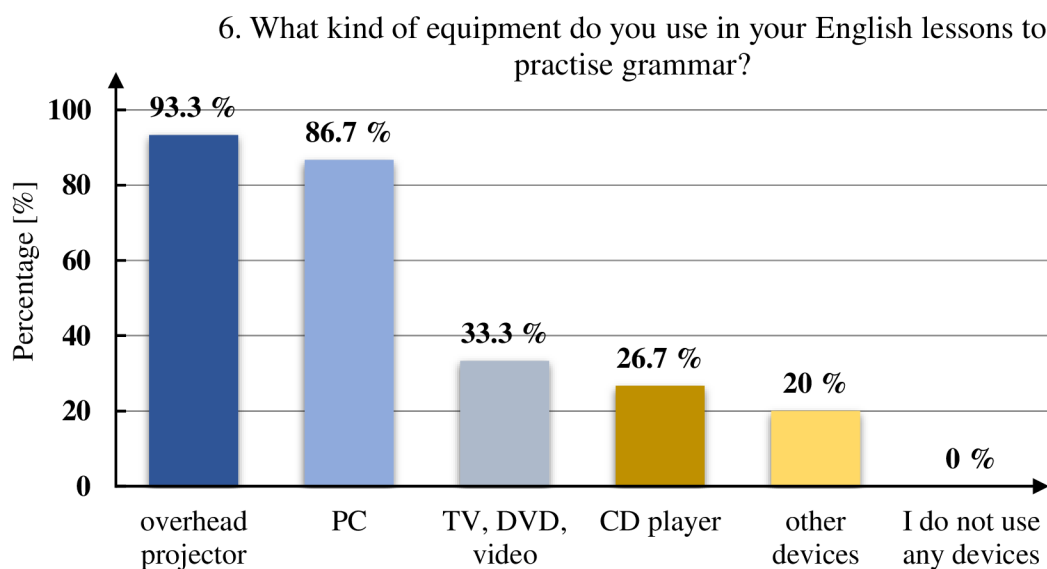


Graph 7¹⁶ Purposes for using dictionaries in English lessons

¹⁵ Jaký typ slovníku při hodinách využíváte? (English translation by the researcher)

¹⁶ Při jakých aktivitách využíváte v hodinách slovníky? (English translation by the researcher)

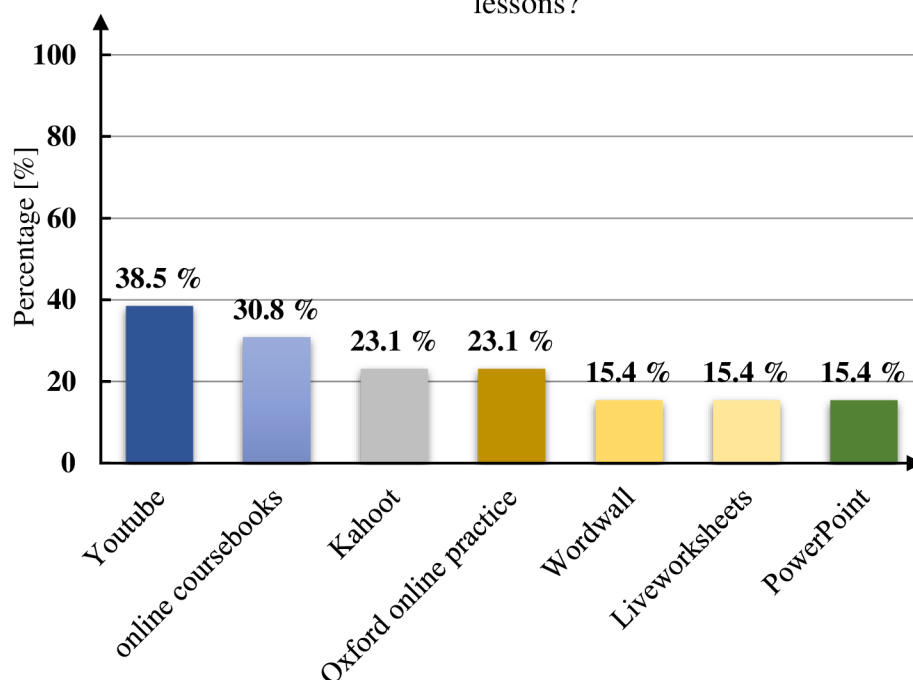
Graphs 6 and 7 focus on using dictionaries during lessons. It is evident from Graph 6 that 20% of the respondents do not use dictionaries at all. The rest of the respondents mainly chose printed as well as online dictionaries. In Graph 7, the respondents wrote down what they used dictionaries for. Printed dictionaries are used by 83.3% of the respondents for individual work, such as reading exercises or working on projects. Thus, the pupils can look the words up themselves, which could be a more effective way of remembering new vocabulary. Online dictionaries are used for checking the pronunciation of new words, or some teachers have them available during the whole lesson for the learners to look up unknown words anytime during the lesson.



Graph 8¹⁷ Equipment used in English lessons (a multiple-choice question with more possible answers)

¹⁷ Jaká zařízení v hodinách používáte k procvičování gramatiky? (English translation by the researcher)

6.1 What programmes, platforms do you use in your lessons?

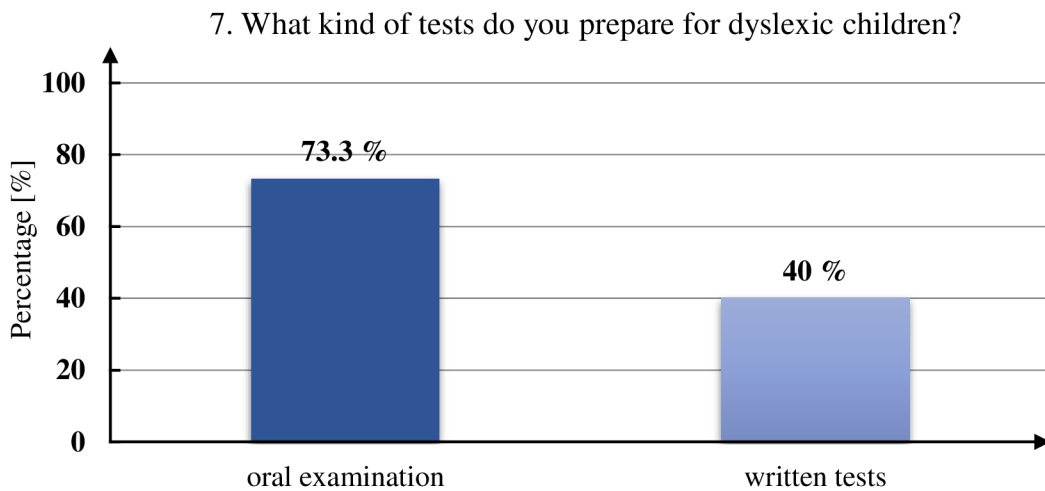


Graph 9¹⁸ Programmes and platforms used in ELT

Graph 8 represents the usage of technological devices in ELF classes. The respondents use mainly an overhead projector and a computer. The respondents could specify for what purposes they use a particular device in the following question displayed by Graph 9. The respondents mentioned several websites and online applications for practising a new grammar unit, such as Youtube, Kahoot, Wordwall, Liveworksheets and online coursebooks with additional material. Some respondents also use the PowerPoint programme with presentations as a valuable tool for visualising grammar structures. Graph 9 does not include the following websites because they were mentioned only once: agendaweb.org, aj.cz, anglomaniacy.pl, gamestolearnenglish.com, helpforenglish.cz, duolingo.com, lyricstraining.com, quizlet.com, en.islcollective.com, listenaminute.com,

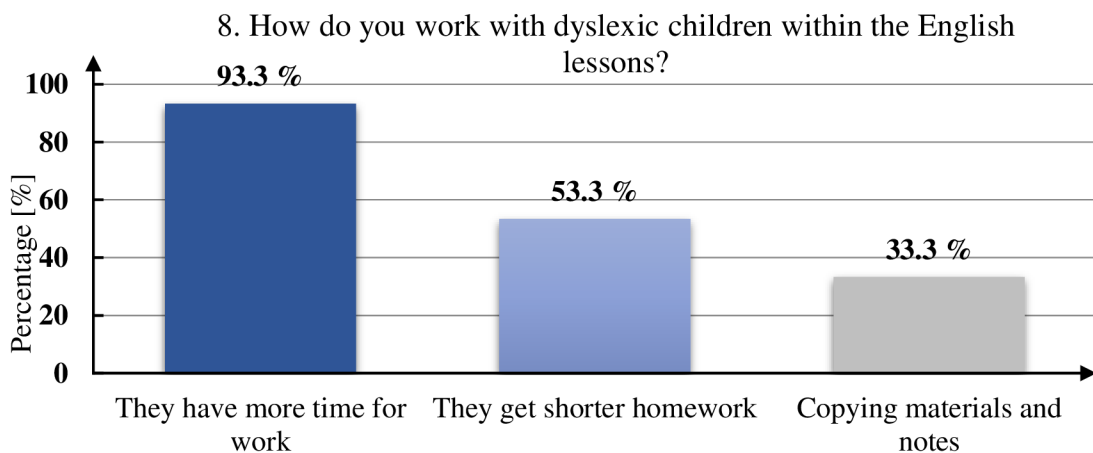
¹⁸ Jaké programy používáte v hodinách anglického jazyka? (English translation by the researcher)

flippity.net, breakingnewsenglish.com. All the websites enable the teacher to practise grammar in a more interesting and exciting way.



Graph 10¹⁹ Testing of dyslexic children (a multiple-choice question with more possible answers)

It is evident from Graph 10 that the respondents prefer oral examinations to written tests. However, they could choose both options, and 40% of the respondents stated that they test dyslexic pupils also by means of written tests.

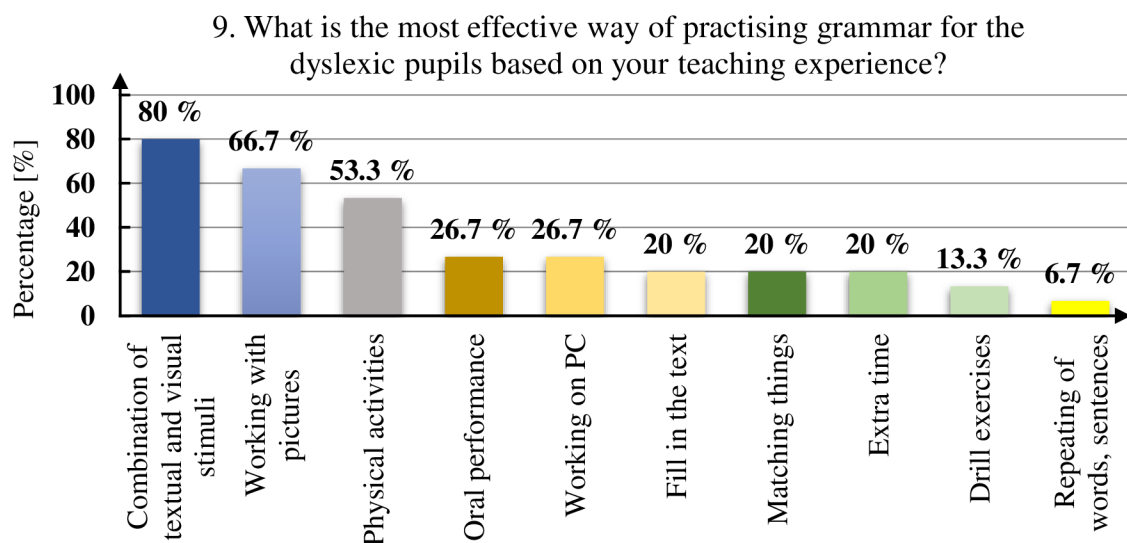


Graph 11²⁰ Ways of working with dyslexic children (multiple choice question with more possible answers)

¹⁹ Jaké používáte formy zkoušení dyslektických žáků? (English translation by the researcher)

²⁰ Jak přistupujete k dyslektickým žákům během vyučovacích hodin? (English translation by the researcher)

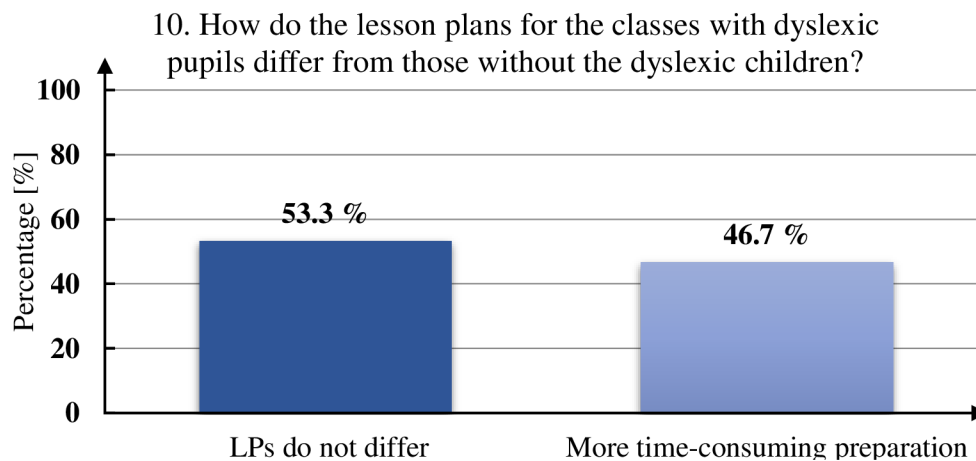
The respondents were further asked to describe their work with dyslexic children during EFL classes. The answers are summarised in Graph 11. Frequently, the teacher allows dyslexic pupils to work for a longer period of time and assign them shorter homework. The respondents also copy materials and notes for dyslexic children so that they do not have to copy the notes from the board. As written in chapter 1.5, taking notes from the board is not suitable for dyslexic pupils.



Graph 12²¹ Effective practice of grammar for dyslexic pupils

Combining textual and visual information, for instance, supporting texts with pictures, together with working with pictures and physical activities, appear to be the most effective ways of practising grammar, as displayed in Graph 12. The respondents formulated their answers, which are shown in Graph 12.

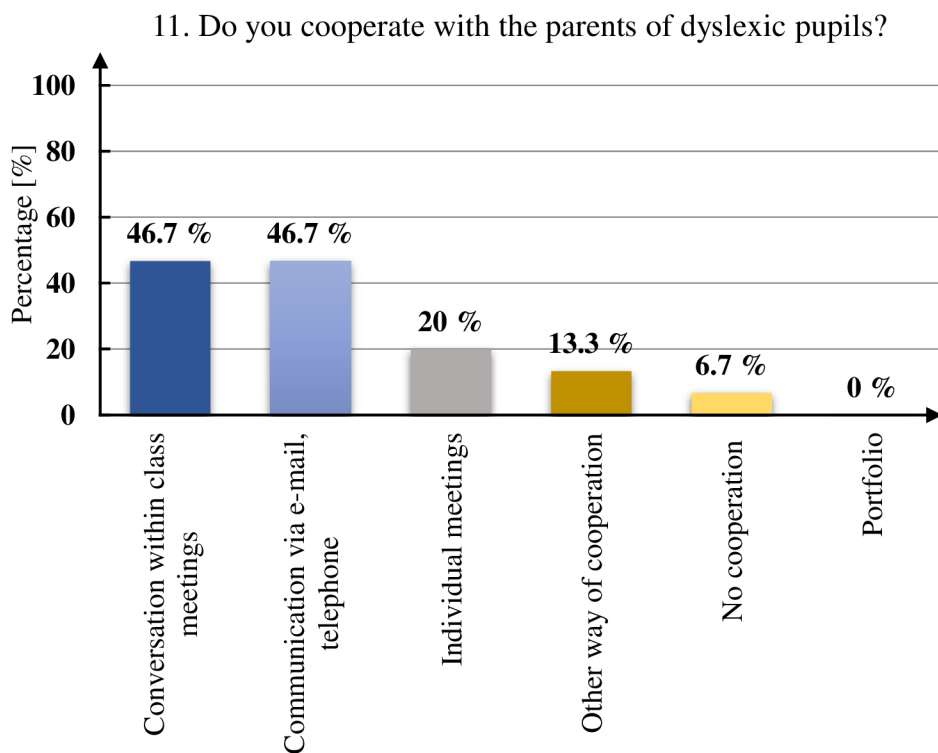
²¹ Které aktivity jsou na základě Vašich zkušeností nejvíce efektivní pro dyslektické žáky? (English translation by the researcher)



Graph 13²² Differentiation of the lesson plans

Graph 13 shows the main difference between the lesson plans for classes with dyslexic pupils and the classes without them. The results show that 53.3% of the respondents do not create specific lesson plans for dyslexic pupils. The rest of the respondents write that they spend more time creating the lesson plans because they need to prepare more visual aids and activities, discuss the activities with the teaching assistants, or pay more attention to the formulation of instructions and explanations.

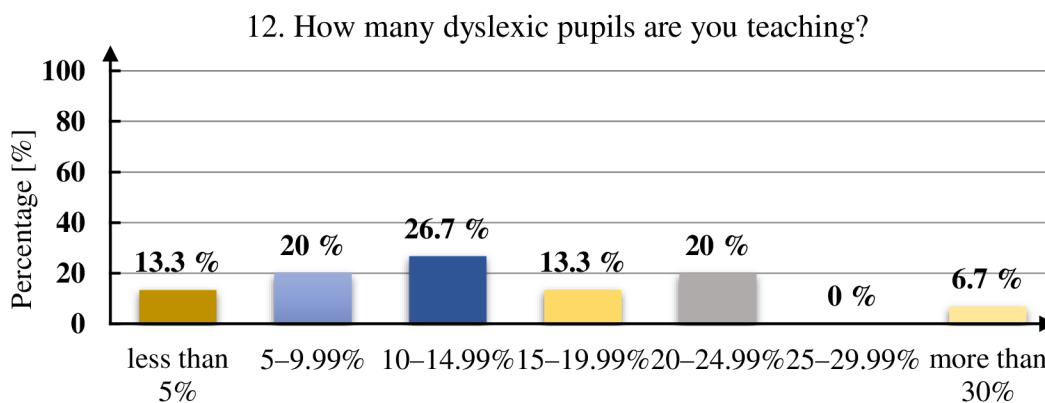
²² Jak se liší Vaše přípravy hodin pro skupiny s dyslektickými dětmi a pro skupiny bez nich? (English translation by the researcher)



Graph 14²³ Cooperation with the parents of the dyslexic pupils (a multiple-choice question with more possible answers)

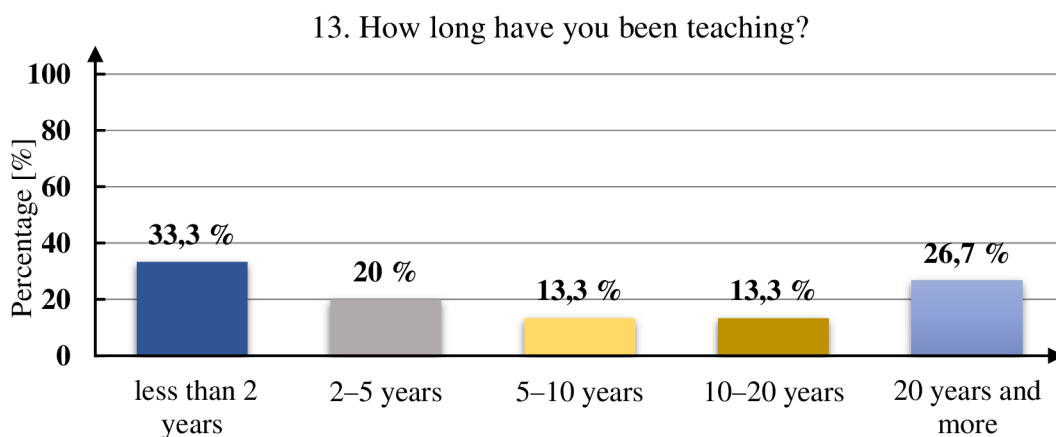
As mentioned in chapter 1.5.4, communication with parents is essential. Due to better cooperation, parents gain specific information about the learning difficulty, which might be helpful for further support of dyslexic learners. That is why the respondents were asked this particular question represented by Graph 14. Only 6.7% of the respondents do not cooperate with the parents of dyslexic pupils at all. The rest of the respondents chose different kinds of cooperation with the parents, such as conversation within class meetings, cooperation over the telephone or e-mails, 20% of the respondents arrange individual meetings and the rest of the respondents use other ways of cooperation with the parents but they did not mention how. No teacher works within a special portfolio for students with dyslexia or other learning difficulties.

²³ Spolupracujete s rodiči dyslektických žáků? (English translation by the researcher)



Graph 15²⁴ Proportion of the dyslexic pupils

The results arising from Graph 15 might be surprising. It shows that the respondents are teaching a higher number of dyslexic pupils. Almost 7% of the respondents exceed the boundary of 30% of the dyslexic pupils. In addition, 20% of the teachers have over 20% of the dyslexic children in their ELT classes. Only 13.3% of the respondents teach less than 5% of the dyslexic children. Hence, it is crucial to understand dyslexia and other learning difficulties.



Graph 16²⁵ Teaching experience of the respondents

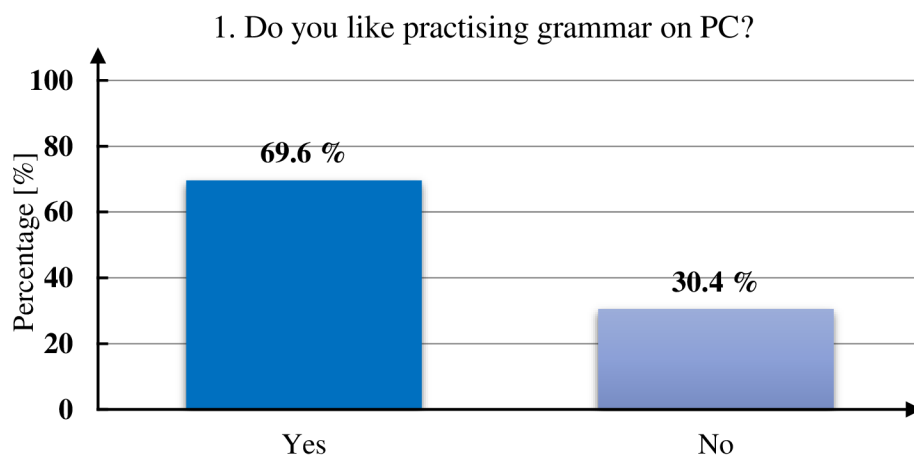
²⁴ Uved'te počet dětí v jednotlivých skupinách, které vyučujete AJ a do závorky uved'te počet dyslektických dětí v dané skupině. (English translation by the researcher)

²⁵ Jaká je délka Vaší pedagogické praxe? (English translation by the researcher)

The final Graph 16 displays the teaching experience of all the respondents. It can be concluded that the range of the respondents' teaching experience is broad, so the answers were collected not only from younger teachers at the beginning of their careers but also from older and more experienced ones.

2.5 Questionnaires for pupils

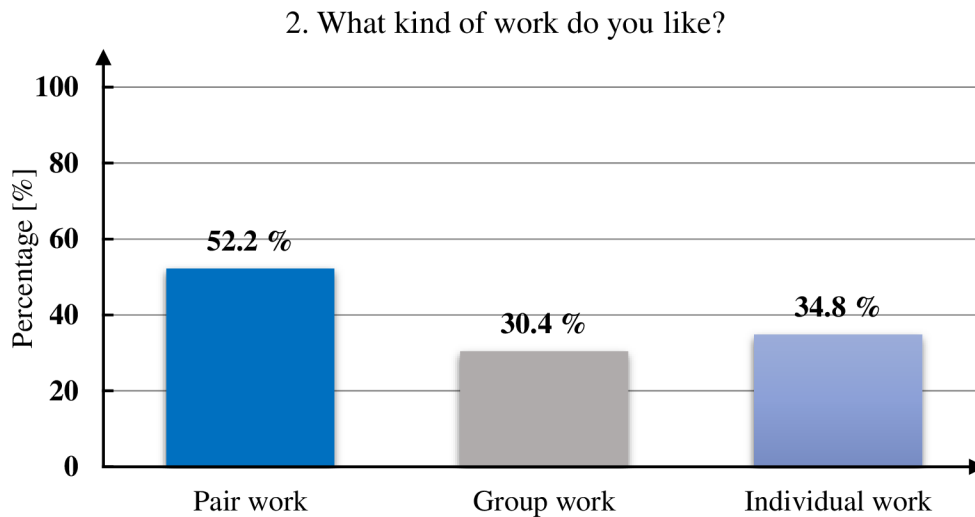
In the following chapter, the answers of the pupils will be analysed. The questionnaire's goal was to examine how dyslexic pupils perceive the materials and activities used by their teachers during the EFL classes. The data were gathered with the help of EFL teachers from 23 pupils who struggle with dyslexia. All the pupils attend the sixth grade at different lower secondary schools in the Liberec region, and the teacher distributed the questionnaires to the pupils either in the printed or online version. The questionnaire consists of twelve questions in Czech, and they were translated into English together with the responses only for the purpose of this thesis. The pupils also had an opportunity to add additional comments to each answer. The original questionnaire is enclosed in Appendix B.



Graph 17²⁶ Practising grammar on PC

²⁶ Procvičuješ rád/a gramatická pravidla* na počítači? (English translation by the researcher)

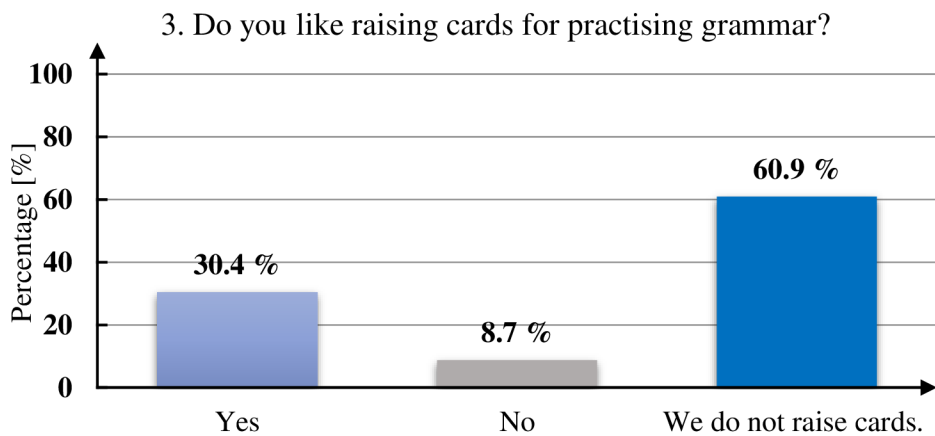
Graph 17 shows that 69.6% of the respondents enjoy practising grammar on PC, explicitly playing Kahoot, Wordwall, and doing other online exercises. The rest of the pupils prefer printed materials since they can keep the worksheets, write notes and highlight important words.



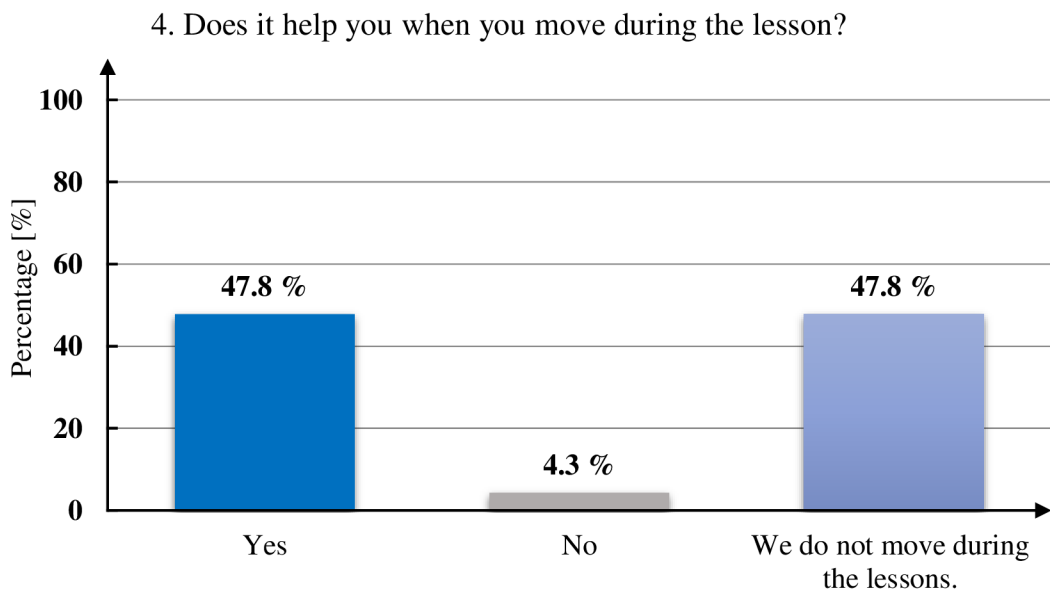
Graph 18²⁷ Preferred classroom management

The results following from the Graph 18 indicate that the learners are fond of different classroom management. Pair work was chosen by 52.2% of the respondents; group work (30.4%) and individual work (34.8%) were similarly represented. It seems that cooperating with schoolmates is beneficial for the pupils.

²⁷ Jaký typ práce máš rád/a? (English translation by the researcher)



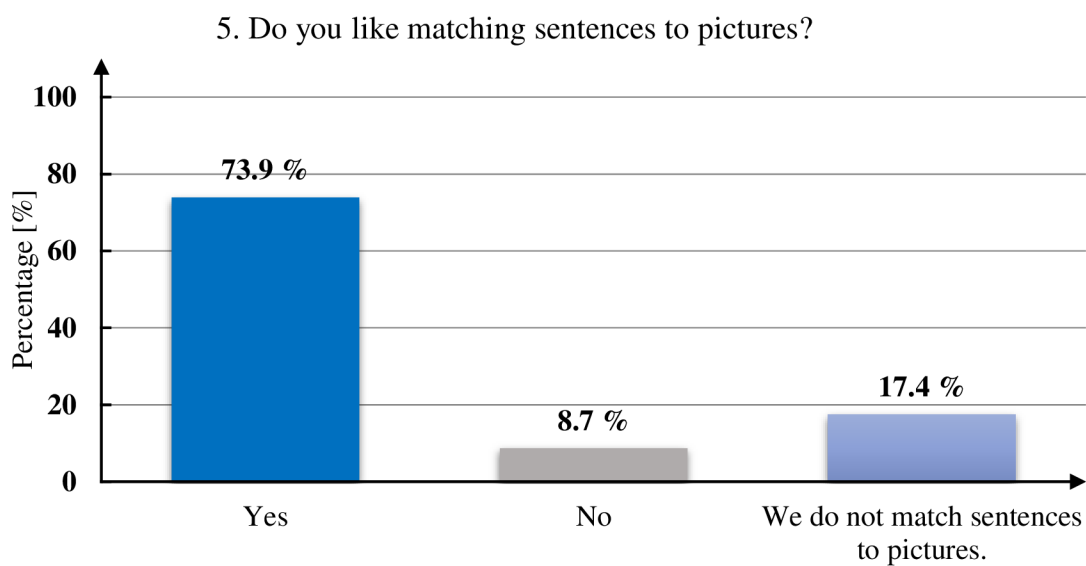
Graph 19²⁸ Raising cards



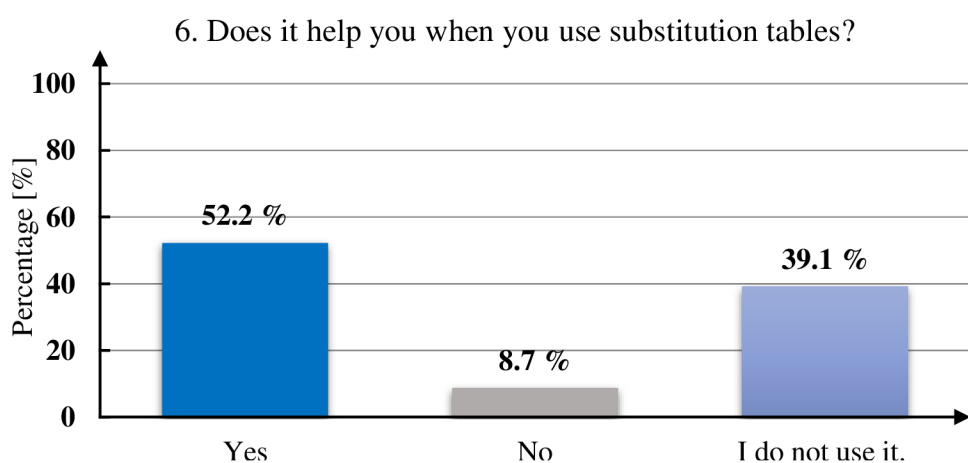
Graph 20²⁹ Moving during EFL classes

²⁸ Zvedáš rád/a kartičky při procvičování gramatiky? (English translation by the researcher)

²⁹ Pomáhá ti, když se při procvičování gramatiky v hodinách pohybuješ? (English translation by the researcher)



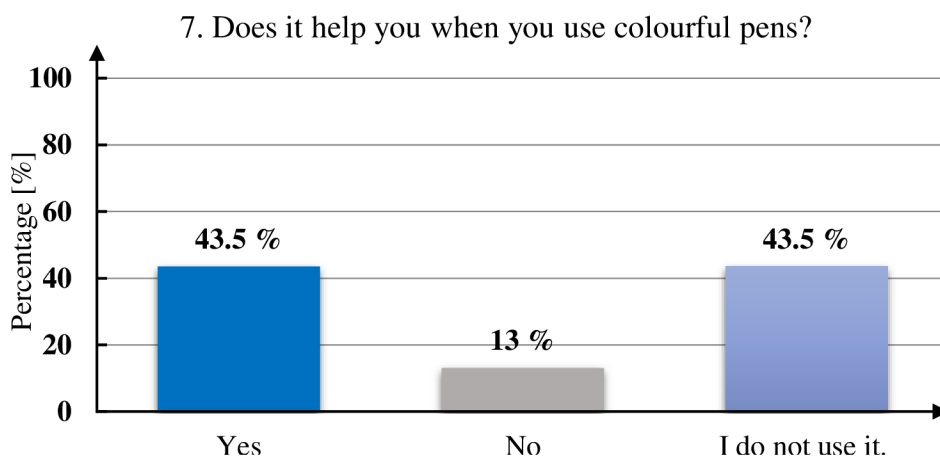
Graph 21³⁰ Matching sentences to pictures



Graph 22³¹ The usage of substitution tables

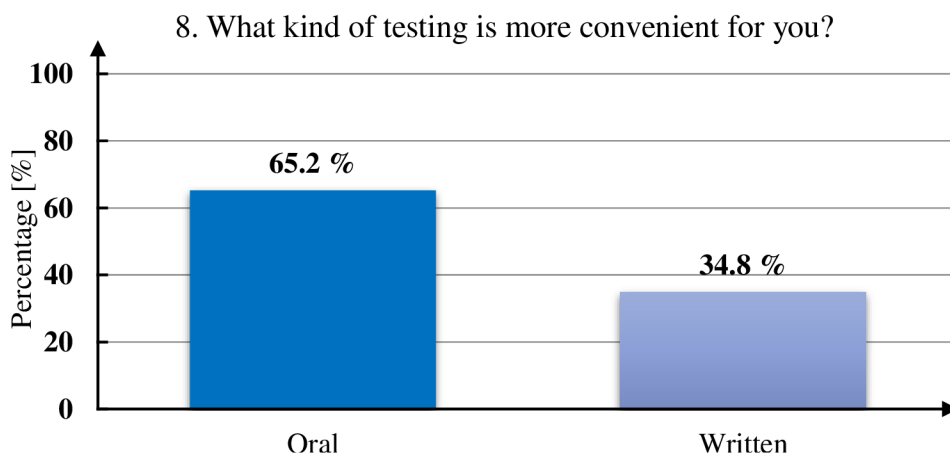
³⁰ Máš rád/a přiřazování vět k obrázkům? (English translation by the researcher)

³¹ Pomáhají ti při učení gramatických pravidel barevné přehledové tabulky? (English translation by the researcher)



Graph 23³² The usage of colourful pens

Graphs 19 to 23 point at techniques that dyslexic pupils prefer when learning grammar during their EFL classes. It can be concluded that physical activities and visual aids, such as pictures, substitution tables and colourful pens, are helpful tools for practising grammar. Nevertheless, 39.1% of the respondents (Graph 22) mentioned not using substitution tables, which is surprising since these tables are helpful for dyslexic pupils to a great extent, as mentioned in chapter 1.6.

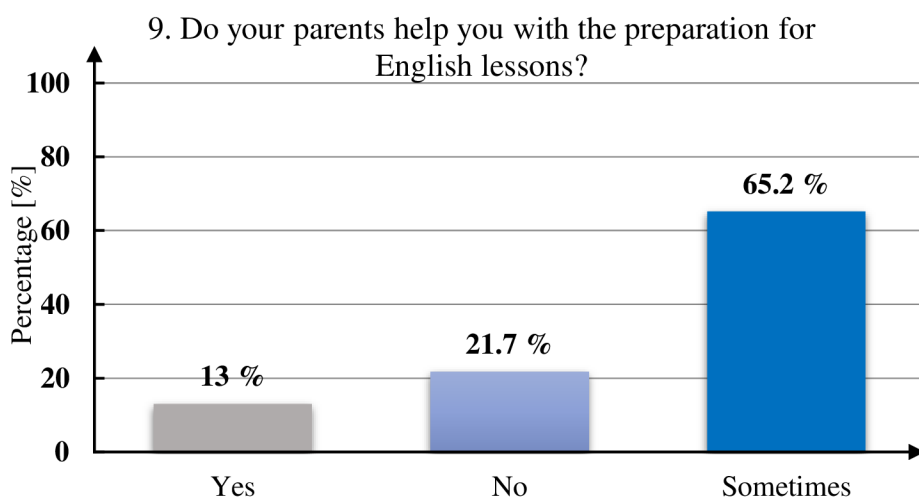


Graph 24³³ Preferred kind of testing

³² Pomáhá ti při učení používání barevných tužek? (English translation by the researcher)

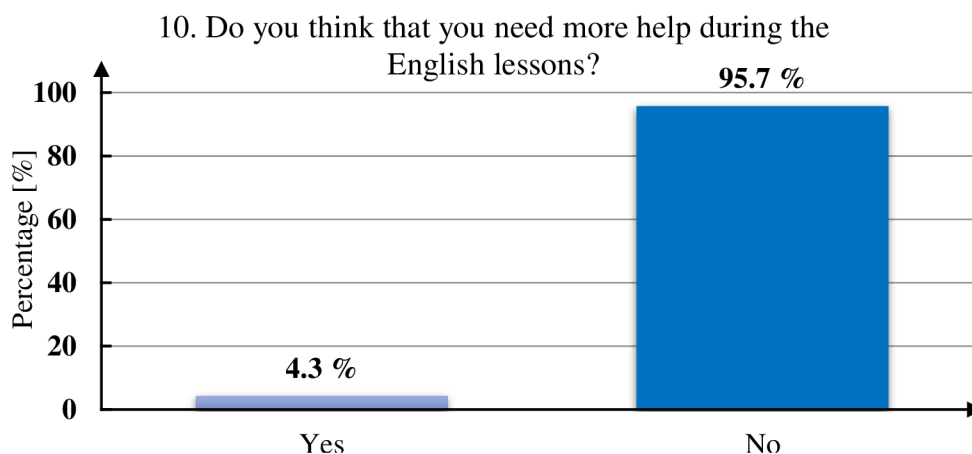
³³ Který typ zkoušení ti více vyhovuje? (English translation by the researcher)

The responses displayed by Graph 24 say that dyslexic pupils favour oral testing (65.2%) rather than written testing (34.8%). The pupils specified their answers further, and the statements were identical for both categories. Oral testing is preferred since the pupils do not see the mistakes on paper, and it helps them memorise the subject matter. On the other hand, written tests are not so stressful as oral testing because they do not have to pronounce English words and read texts in front of the whole class. The pupils also have more time to think about the exercises.



Graph 25 The help of the parents

The learners were asked if their parents helped them with their EFL homework and prepared for these lessons. 65.2% of the respondents claim that their parents try to help them when the pupils ask. According to 21.7% of the respondents, their parents do not help them since they do not know the language. Only 13% of the pupils state that their parents work with them regularly.

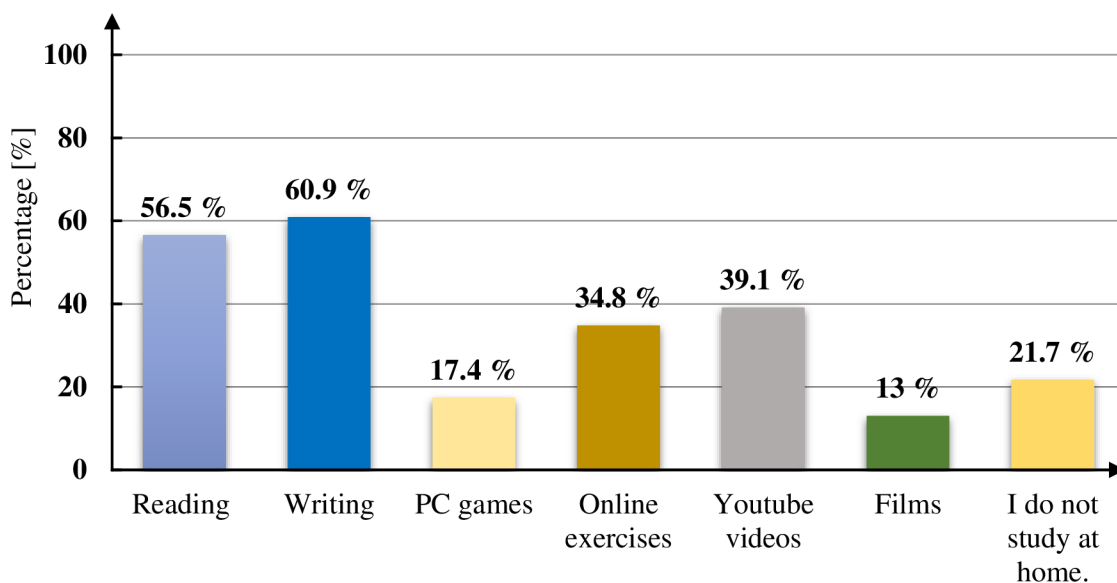


Graph 26³⁴ Learners' opinions on more help during ELT lessons

Graph 26 shows a somewhat positive result. Only 4.3% of the learners note that they need more help during EFL classes and clarify their answers in the same way. The pupils think that their teaching assistant can offer them more help during the lessons. However, some teaching assistants do not understand English at all, so they cannot answer the pupils' questions.

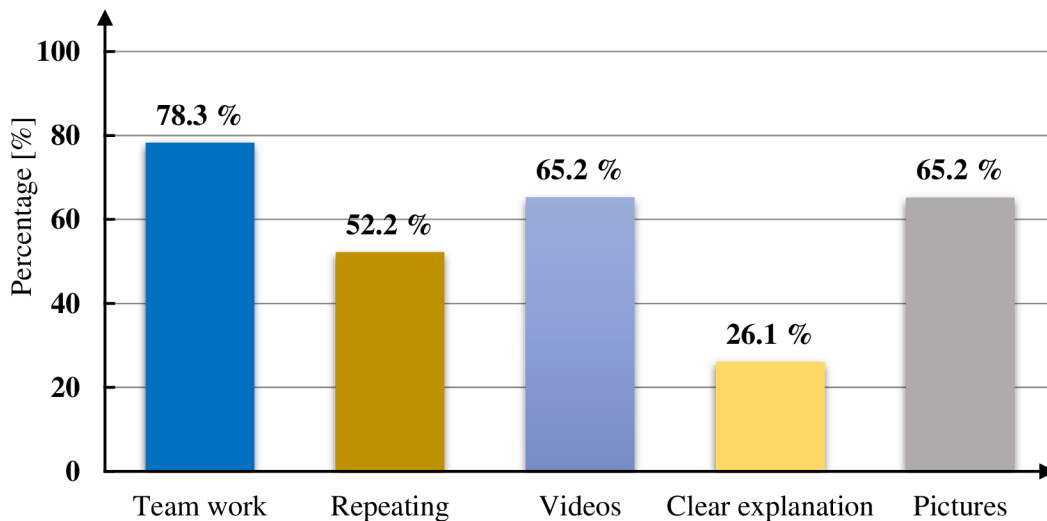
³⁴ Máš pocit, že bys v hodinách anglického jazyka potreboval/a jinou pomoc? (English translation by the researcher)

11. How do you learn new grammar at home?



Graph 27³⁵ The ways of learning new grammar at home

12. What helps you to learn during the English lessons?



Graph 28³⁶ Learners' opinions on what helps them during ELT lessons

³⁵ Jak se doma učíš novou gramatiku? (English translation by the researcher)

³⁶ Co ti pomáhá při učení v hodinách anglického jazyka? (English translation by the researcher)

Graphs 27 and 28 represent open questions where the pupils should think about practising and working with new grammar at home and school. Based on the responses, several categories were created. Writing and reading as a tool appear to be the most common ways of learning grammar at home because the writing was mentioned by 60.9% and reading by 56.5% of the respondents. The pupils mentioned that they read the sentences or the vocabulary for themselves and then tried to write down the particular sentences. Moreover, some pupils stated that they highlighted the mistakes in different colours and tried to write them down again.

Comparing the responses from the last two graphs, it can be observed that visual support is vital for the pupils. 65.2% of the respondents believe that visual support, such as videos and pictures, are helpful aids for learning English grammar. At the same time, 39.1% of the pupils watch YouTube videos to learn new grammar structures at home.

It was partially surprising that playing PC games (17.4%) and watching films (13%) were rarely mentioned, as pictured in Graph 27. More than that, the learners prefer doing online exercises at home where they can fill in the sentences using particular grammar structures.

Having analysed all the responses, it may be concluded that the respondents have individual needs. Generally, dyslexic pupils should work on PC, but according to the responses, not all the pupils enjoy it. It cannot be generalised that dyslexic pupils prefer one type of classroom management. The teacher should equally include all forms of work in EFL classes since each work has its specifics and is suitable for various learners. It is essential for the teacher to know the learner's strengths and needs to choose the best teaching approach and provide an accessible learning environment.

2.6 Lesson plans

The following twelve lesson plans focus on teaching the present continuous tense according to the coursebook Project 1, the fourth edition; see the reference list. This coursebook introduces the present continuous immediately after the present simple tense. At this point, pupils should understand that the present simple is used to describe daily routines.

The lesson plans were created concerning pupils with dyslexia. However, the lessons did not aim to work with the dyslexic pupils individually but to show that the lesson plans could be beneficial for the whole class. It is important to mention that the lesson plans had been discussed with the teaching assistant before each lesson. Even though the teaching assistant cannot speak English, she provided some help to pupils in the class and monitored the rest of the pupils when the teacher focused on the dyslexic pupils.

While creating the lesson plans, the main focus was on implementing different senses during the individual activities. It is believed that incorporating different channels such as visual, auditory, kinaesthetic and tactile promote learning, as explained in chapter 1.5.2. Moreover, font types have also been considered when it comes to worksheets. Based on Rello's and Baeza-Yates' (2013, 7) study, some font types can support the reading performance of dyslexic people, such as Helvetica, Courier, Ariel, Verdana and CMU.

The individual lesson plans will be presented in this chapter and reflections that focus on problems experienced during the lessons and analyse their effectiveness.

Date: 1st November

Aims: To present a new grammar topic so the pupils will recognise the correct form of present continuous positive sentences.

Objectives: The pupils can create and apply the present continuous positive sentences to talk about activities they are doing at the given moment of speaking.

Purpose / Rationale: This lesson aims to present the form of the present continuous structure in affirmative sentences and to practice it in a suitable context via controlled activities.

Materials: PC (YouTube: <https://www.youtube.com/watch?v=t-xmGYNgrJk>), worksheets

Time: 45 min

Assumed knowledge: Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

5 min

T: Good morning! (T asks questions to start the lesson.)

How are you? How was your weekend? What did you do?

Pupils answer.

Aim: To warm up the pupils and prepare them for the English lesson

Stage 2

15 min

T: We are going to listen to a song from the Silly Billy Band about people doing different activities.

They will sing about some activities. Listen and watch the video and try to remember at least three activities; you will then tell me the ones you remember.

Pupils watch the video.

T: What activities can you remember?

Pupils answer – *walking, eating etc.*

T: Excellent, well done, you could remember many of them. Now, take your exercise books. Listen again and write down as many activities as possible. For example: walking.

Pupils watch the video and write down the activities.

T: How many activities do you have? Could you write them on the board? Daniel? Please show us what it means.

Pupils count their answers and write them on the board one by one.

The pupils are also asked to mime the activities to explain the meaning after writing it on the board.

Aim: To practise the vocabulary in written form

Stage 3: Worksheet

15 min

T: You will get a worksheet with pictures and some cards with sentences. Your task is to match the sentences to the pictures.

T helps the pupils with dyslexia, and the teaching assistant monitors other pupils in the class.

Flashcards with the sentences:

She is walking.

He is running.

He is throwing.

She is catching.

He is eating.

She is drinking.

She is crying.

He is smiling.

She is climbing.

He is swinging.

They are jumping.

She is kicking.

He is hitting.

They are fighting.

They are sleeping.












What is he doing?	What is she doing?	What are they doing?
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	
		
<input type="text"/>	<input type="text"/>	
		
<input type="text"/>	<input type="text"/>	

Figure 5: Present continuous worksheet – matching sentences to pictures

T: Check your answers with your partner!

The pupils read the answers after peer checking.

T: Good job! Now look at the sentences. What do they have in common?

Pupils answer – *končí na -ing.*

Take a blue pencil and highlight the ending *-ing*.

Is there anything else?

V některých větách je is/are.

Take a green pencil and highlight *is* and *are* in the sentences.

The teacher highlights the parts on the interactive board.

T: This is called the present continuous tense, in Czech: přítomný čas průběhový. Do you know when we use it? (I am standing *now*. You are sitting *now*. I am teaching *at the moment*. You are learning English *at the moment*.) We use it to say what is happening now, for example, in pictures.

The teacher stresses words in italics.

As your homework, cut out the individual pictures from our worksheet and bring them tomorrow.

The teacher shows them how to cut out the pictures.

Aim: To familiarise the pupils with the present continuous structure and usage

Stage 5: Mime the activity

10 min

T: I have all the activities on these cards. I'll give you a card and you will mime the activity in front of the class. I pick only some volunteers. If you know the answer, raise your hand. I'll do the first one as an example.

Aim: To close the lesson and practise the new vocabulary actively.

Reflection 1

At the beginning of the lesson, the pupils watched a three-minute-long Youtube video. It seemed that they did not like the video since the pupils watched it very quietly for the first time. Surprisingly, some pupils started to dance and sing along when I played the song again. The writing part was challenging for the dyslexic pupils; however, the song included subtitles, and the activities were repeated many times. I did not determine the minimum of activities the pupils should write down, so nobody was under pressure. All the pupils remembered at least ten activities from the song, and probably thanks to the subtitles, they wrote all the verbs correctly on the board even when there were some spelling changes (e.g. hitting, running, smiling). The volunteers were asked to write the activities and mime the activity to describe the meaning. This part was fascinating as they were laughing all the time. Everybody knew how to mime the verbs since the learners saw them in the video, so the whole class wanted to try

them. It contributed to the relaxed atmosphere of the lesson. There were only two shy pupils who did not raise their hands.

After that, I distributed worksheets with pictures of the activities from the video. The activities were divided into three columns according to the subject of a sentence. The task was to match the sentences to the correct pictures and then check the answers with the partner. In the meantime, I monitored the work of the dyslexic pupils. They were sure about the meaning of the sentences, so I asked them why there were three columns in the worksheet. They also recognized that there is HE, SHE and THEY. The teaching assistant monitored the rest of the class. This task was too easy for some pupils, so I told them to cut the individual pictures out since it was their homework for the next lesson.

Afterwards, we highlighted the two parts of the present continuous tense in the sentences. While I was highlighting the parts on the interactive board, the teaching assistant was monitoring the pupils. When all the pupils finished the task, we discussed the usage of the present continuous tense. I assumed that they would not describe the usage without any clues. Therefore, I described what I was doing and what they were doing, and I stressed the time expressions *now*, *at the moment*, excessively. It helped the pupils discover that the present continuous tense is used to talk about activities happening when of speaking.

At his point, I digressed from the original lesson plan. The pupils were asked to write down the usage in their own words into their exercise books instead of miming the activities from the video. I appreciated how they explained the use of the tense, and I wanted them to remember their own formulated sentences. They also had to describe what they were doing, write at least one sentence and highlight the two parts of the present continuous again.

On the whole, the lesson ran smoothly, and the pupils responded positively to all activities within the lesson. They were consolidating vocabulary and new grammar structure through several senses. The video used at the beginning of the lesson was based on visual

and auditory stimuli; the printed flashcards enabled the pupils to physically move and touch the sentences with the target grammar structure. Moreover, miming the activities from the video was connected with movements of the whole body. The main focus was on visual support, especially when working with the structure of the present continuous tense. It is important to mention that the cooperation of the teaching assistant was beneficial despite the fact that the teaching assistant cannot speak English at all. We had discussed the activities before the lesson, and she was able to monitor the pupils during the activities. As a result, I had more time to focus on the pupils who needed more help.

Date: 2nd November

Aims: To practise a new grammar topic, particularly present continuous in terms of forming affirmative sentences in an oral form by describing pictures and forming sentences about their classmates.

Objectives: The pupils will be able to use the present continuous tense to describe pictures and to talk about activities in they are doing at the given moment of speaking.

Purpose / Rationale: The purpose of this lesson is the practice and automatization of the present continuous structure in affirmative sentences in oral form.

Materials: flashcards from the previous lesson, PC (PowerPoint presentation), substitution tables with affirmative sentences in the present continuous

Time: 45 min

Assumed knowledge: Vocabulary from the previous lesson and the structure of the present continuous tense in affirmative sentences.

Procedure:

Timing:

Stage 1

4 min

T: Good morning! Who can tell me: What am I doing now?

The teacher asks questions several pupils to start the lesson and they answer – *You are standing.*

What are you doing at the moment?

Pupils answer – I am sitting. I am talking, etc.

What is your mum doing right now?

Pupils answer – She is working.

The teacher writes three example sentences with different subjects on the board.

Aim: *To warm up the pupils and prepare them for the English lesson*

Stage 2

15 min

T: Now take the pictures and sentences from the previous lesson.

The teacher shows them what she means by showing her cuts up.

You will play a memory game in pairs. What is a memory game in Czech?

Pupils answer – *Pexeso*.

Players take turns in turning over the cards. The goal is to collect the most pairs of cards. When you turn the card over, read it or try to describe the picture. Tom, could you repeat the instructions in Czech?

Pupils play the game, and the teacher monitors their work together with the teaching assistant.

As your homework, glue the cards into your exercise books and highlight the present continuous tense as the last time. I'll show you the example. I'm going to check it next lesson.

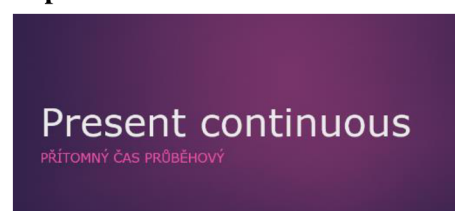
Aim: To automatise the present continuous form via several senses

Stage 3

15 min

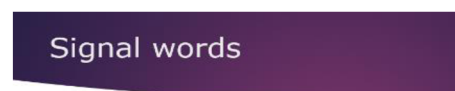
T: Let's have a look at the presentation³⁷. We are talking about the present continuous tense. It's *přítomný čas průběhový*. Why *průběhový*?

Pupils answer – *Protože nám říká, že něco probíhá.*



T: Exactly! Some words help us to recognize it. What words?

Pupils answer – *Now/Ted*.



T: OK, there are more words. Look at this slide. Do you know all the words? Anna, could you please read them?

- ▶ now
- ▶ right now
- ▶ at the moment
- ▶ Listen! Look!
- ▶ today
- ▶ tonight
- ▶ this morning / afternoon / evening

³⁷ The presentation was made by the author of the thesis.

T: Good! You know from the previous lesson that we need two parts to form the present continuous. Which parts?

Pupils answer – am/is/are and *-ing*.

T: Now, look at the picture. There is a BOY. What is HE doing in the picture?

Form



I	am	reading
You	are	reading
He	is	reading
She	is	reading
It	is	reading
We	are	reading
You	are	reading
They	are	reading

What is he doing right now?



write a letter

He is writing a letter.

What is he doing now?



wait for a bus

He is waiting for a bus.

What is he doing at the moment?



draw

He is drawing.

What is he doing?



fly a kite

He is flying a kite.

What is he doing at the moment?



go to school

He is going to school.

T: Great job! Tell me: What is Lukáš doing right now?

Pupils answer – *He is sitting right now.*

What is Anna doing at the moment?

Pupils answer – *She is smiling at the moment.*

The teacher asks several pupils what their classmates are doing to drill the sentences.

T: Now, there are TWO/THREE people. What ARE THEY doing in the picture?

What are they doing today?



open their presents

They are opening their presents.

What are they doing now?



play

They are playing.

T: Excellent! Tell me: What are Tomáš and Vojta doing right now?

Pupils answer – *They are looking at the board right now.*

What is Eliška and Terka doing at the moment?

Pupils answer – *They are writing at the moment.*

The teacher asks several pupils what their classmates are doing to drill the sentences.

T: Well done! And what are YOU doing at the moment?

What are you doing now?

I am sitting.

I am speaking.

I am learning English.

I am listening to the teacher.

Aim: To revise and practise present continuous in oral form

Stage 4

10 min

T: Great! We will now play the memory game again, but you will be the cards this time. Eliška and Honza, please come in front of the board. You will find the matching pairs by asking the others about their cards.

The others will get a card with a sentence or with a picture. If you get a card with a sentence, you will just read it aloud. Some of you will get a picture. In that case, you have to mime the activity in the picture.

Eliška and Honza will collect the matching pairs.

The teacher demonstrates the instruction while explaining the game and distributes the set of flashcards from the previous lesson. In the meantime, somebody explains the game in Czech.

Aim: To demonstrate and recognise the present continuous in oral form

Stage 5

1 min

T: Good job, everybody! You will now get a table with highlighted parts of the present continuous tense. I want you to glue the table into your exercise books.

Affirmative (Positive) Form		
I	am	watching TV. sleeping in bed. eating sweets. jumping . washing a car. reading a book. working . sitting on the chair.
He	is	
She		
It		
We	are	
You		
They		

Figure 6: Substitution table for present continuous affirmative sentences

Reflection 2

The pupils were asked some questions at the beginning of the lesson to form sentences in the present continuous tense. They used the ending *-ing* in their answers, but they sometimes

did not form the whole sentences (standing, working). I corrected the answers by repeating and modelling the whole sentence and stressing *am, is, are*.

Secondly, the learners played a memory game with the sentences from the previous lessons. Some of them forgot to bring them to school, but we needed only one set of cards and sentences for a pair, so it was not a problem. The teaching assistant monitored the pupils because the lesson plan had been discussed earlier. Thanks to this, I could focus on dyslexic pupils and practise pronunciation with them. All the pupils were given enough time to play the game, and the winners in each pair got grade 1.

Thirdly, the pupils formed sentences according to the pictures in the presentation. The individual parts occurred one by one. At first, the pupils saw only a picture, then we discussed the activity and formed the present continuous form. The idea of connecting both parts of the present continuous tense (*am/is/are + -ing*) with two hands was beneficial. Every time a learner forgot to add one of these parts, I just waved with my hands, and they were able to correct the sentence.

After that, we played a memory game again. This time, I joined the class, because there was an odd number of pupils. At first, the instructions seemed to be a bit complicated, but after a short demonstration with some pupils, the game's rules were clear. However, this kind of activity requires more time. The pupils enjoyed being part of the game, but we did not do more than two pairs. The lack of time resulted in the pupils' slight annoyance who had no chance to participate. Otherwise, the lesson ran according to the lesson plan. The substitution table was given to the pupils at the very end of the lesson. The colours used in the substitution table correspond with the tense cards mentioned in the following lesson plans. The aim is to connect the red colour with the subject of a sentence and the blue colour with the present continuous ending *-ing*. It will also be later contrasted with the present simple.

Date: 4th November

Aims: To practise the new grammatical structure in a written form by forming sentences according to pictures from a video.

Objectives: Pupils will be able to form affirmative sentences in written form and explain the spelling changes after adding the ending *-ing*.

Purpose / Rationale: This lesson aims to practise the formation of the present continuous affirmative sentence in written form via controlled activities.

Materials: PC (video), worksheets, board

Time: 45 min

Assumed knowledge: The form of present continuous affirmative sentences. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

4 min

T: Good morning! How are you today?

T: Good! Today we're going to watch a short video about Sally and Mike. Who knows Sally and Mike? Are they friends? What do they look like? What is the name of the movie? What do you remember about the movie?

Pupils answer – *Yes/No; The movie is Monsters, Inc.; They are friends.; Mike is small and green.; Sally is fat and big.*

Aim: *To warm up the pupils*

Stage 2

7 min

T: Great. Now we're going to watch a video "Mike's new car". Watch the video carefully. You will tell me what is going on there.

Pupils watch the short video.

T: OK. Did you like the video? Who can tell me what happened there?

Pupils answer – *Yes, I like it., No, I don't like it. Mike has got a new car. Sally doesn't like it. etc.*

Aim: *To practise speaking to the topic given*

T: Great! I'll give you a worksheet. Your first task is to order the pictures.

Pupils work individually.

1. Put the pictures in the correct order.
Write numbers into the bubbles.

2. Match the actions to the pictures.

<input type="radio"/> scream	<input type="radio"/> open the door
<input type="radio"/> sit in the car	<input type="radio"/> hold Mike
<input type="radio"/> cover the eyes	<input type="radio"/> drive the car
<input type="radio"/> show the car	<input type="radio"/> call
<input type="radio"/> push the button	

3. Write sentences to each picture about what they are doing.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

4. Find two spelling changes.

scream + -ing ->

swim + -ing ->

buy + ing ->

ride + -ing ->

5. Find other examples from exercise 2.

verb + -ing

XOX

have
having

Figure 7: Present continuous worksheet – Sally and Mike

T: Now check it with your partner.

Pupils check their answers in pairs. The teacher monitors their work.

T: OK, I'll play the video again and pause it after each activity. We will check the order together.

T: Now, take a look at exercise 2. There are some activities. Who wants to read them? Super!

Match these actions to the pictures! So, what should you do with the actions, Marek?

The teacher is showing the handout and pointing at the pictures.

Pupils work individually.

T: Check it with your partner!

Pupils check their answers in pairs. The teacher monitors their work.

T: Good job! Work with a partner again. Write down sentences to each picture about what they are doing. Write the sentences in the correct order. Daniel, can you repeat the instructions in Czech?

T: Great! Let's do the first sentence together! Who is in the picture? What is he doing?

Pupils answer – *There is Sally. He is covering his eyes.*

T writes the sentence on the board.

T: Well done! Don't forget. We are describing pictures. We are describing actions happening now.

Pupils work in pairs and write down the sentences.

T monitors their work and corrects the mistakes individually.

T: Good job! If you are ready, take a green and a blue pencil and highlight the present continuous tense as we did last time.

T highlights the sentence on the board: *He **is** covering **his** eyes.*

T: Well done! Look at the verbs in exercise 4. When we add -ing to the verb, is there a change in spelling? There are two clues on the right.

The first rule: If the last three letters of the verb are X O X, we usually double the last letter. What is XOX? It's a pattern consonant – vowel – consonant. Do you know any other verbs?

T writes the verbs on the board and highlights the changes.

Pupils answer – get, shop, put

The second rule: When the verbs end in -e, we cross it out and add -ing. Do you know any other verbs?

Pupils answer – make, have

Aim: To practise the form of the present continuous tense in affirmative sentences and consolidate the spelling changes

Stage 4

8 min

T: Okay, now we are going to mime the activities. I'll choose one person and give him/her a card with an activity. The person in front of the board will show an activity without words, using only gestures. The rest of the class will guess the activity.

Aim: To close the lesson

Reflection 3

This lesson was very positive. The pupils were active from the beginning and enjoyed talking about characters they knew from the film. They responded to my questions, and faster learners enthusiastically described the original film's plot to the others who did not remember it. After watching the short video, faster learners wanted to retell the story again.

The first problem appeared when the pupils were supposed to order the pictures. Some of the pictures were smaller and thus misleading. Moreover, the action *sit in the car* can be matched to more than one picture. As a result, the first two exercises took more time than expected. We watched the video two more times to ensure that the order was correct. On the positive side, the pupils were not afraid to discuss the exercise even though I told them my solution.

In the following exercise, the learners were asked to form sentences in the present continuous. While they were writing the sentences, I was helping the dyslexic pupils. The teaching assistant monitored the rest of the class. Surprisingly, they did not need my help and formed the sentences accurately. As I monitored the class, the collaboration with peers seemed to be effective enough. The pupils discussed the sentences together and were able to advise each other.

After that, the pupils were told to highlight both parts of the present continuous in their own sentences. However, the dark blue colour caused that the ending *-ing* was almost illegible since they wrote the sentences with blue pens. For this reason, the pupils decided to use a yellow and orange colour.

The last exercises focus on the spelling changes after adding *-ing*. The pupils quickly concluded that when the verbs end with *-e*, the *-e* would be omitted. As expected, they did not recognize the words *consonant* and *vowels*. These words had to be translated into Czech and described in more detail to ensure that all the pupils understood both categories.

After the explanation, the learners liked the marking XOX. Instead of miming activities, I wrote some verbs on the board at the end of the lesson, and their task was to determine if the verb contained the XOX pattern.

Date: 23rd November

Aims: To practise positive sentences and present the formation of the present continuous negative sentences with the help of a controlled spoken practice.

Objectives: The pupils can create and apply the present continuous negative sentences in spoken controlled practice

Purpose / Rationale: The lesson aims to practise of affirmative sentences and the introduction of the negative form in present continuous

Materials: PC (Youtube video: <https://www.youtube.com/watch?v=8rgu5PVmSz8>), pictures, board game

Time: 45 min

Assumed knowledge: Present continuous positive sentences. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

5 min

T: Good morning! (T asks questions to start the lesson.)

How are you today? What are you doing at the moment? What is the man doing? What is she doing? What are they doing? Don't forget. We are describing pictures. We are describing actions happening now.

The teacher shows the pictures from the ppt presentation, and the pupils answer.



Aim: To warm up the pupils and prepare them for the English lesson

Stage 2

10 min

T: Good! Today we're going to play a board game. Please, make groups of 3.

Now you will take a piece and a dice. The dice tell you how many squares you go ahead. Then you'll say what are they doing in the picture. The other teammates will check the sentence. If the sentence is correct, you can go ahead. If not, you stay at the original square.³⁸

The winner gets 1! The first winner also ends the activity.

Jakub, could you please repeat the instructions in Czech?

Pupils play the game and form the sentences. The teacher monitors the groups and corrects the mistakes.

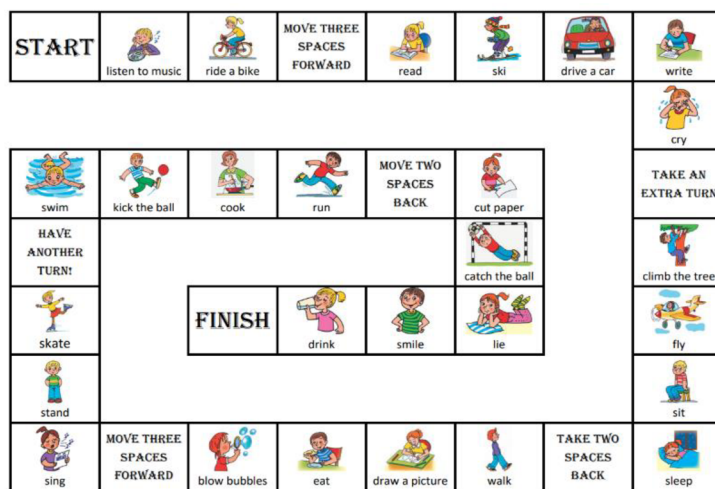


Figure 8: Board game for practising negative sentences (Adapted from S., Doláková, Playing with English 2019)

Aim: To revise the formation of positive sentences in the present continuous orally

Stage 3

10 min

T: Congratulations to the winner! Don't worry; there will be another chance to win! Now, look at the activities in the game. I want you to divide the words into groups according to the spelling changes on the board. I write the first words in each group.

Pupils come to the board voluntarily and sort the verbs according to the spelling changes.

Aim: To revise the spelling changes after adding -ing

³⁸ The teacher shows the pupils what they should do.

Stage 4

10 min

T: Great. Now we're going to watch a video. Your task is to repeat the sentences after the speaker.

Pupils watch the short video.

T: OK. Let's try it one by one. Anna!

Pupils repeat the sentences after the speaker and watch the video.

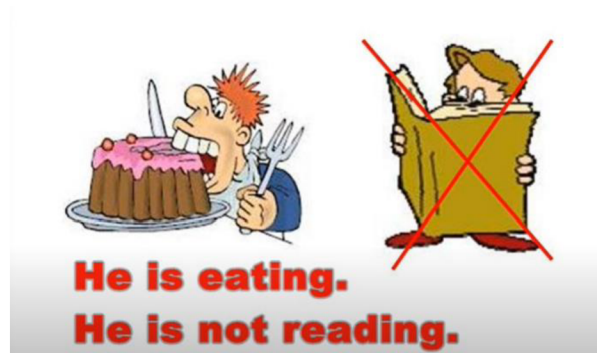


Image 9: YouTube video (<https://www.youtube.com/watch?v=8rgu5PVmSz8>)

Aim: To present the present continuous negative sentences

Stage 3

10 min

T: Well done! So, who can tell me how we form negative sentences?

Pupils answer – With NOT. The teacher takes a red cross made of paper and puts the cross on the negative word “NOT” on the board.

T: Let's tell me, what is the person not doing?

The teacher shows the pictures from the beginning of the lesson, puts the cross on the pictures and shows them to the pupils. Pupils answer – She is not swimming. He is not cooking.

T: Good job, everybody! Did anybody learn anything new? What else did we talk about?

Pupils summarize the lesson together with the teacher.

Aim: To close and summarise the lesson

Reflection 4

To warm up the pupils, they described actions in the pictures. They remembered the previous lesson's actions but often forgot the verb 'to be' in the present continuous structures. I raised my hand as a signal for the missing verb because in the previous lesson, I used a picture of two hands to represent two parts needed to make a sentence in the present continuous. In most cases, the pupils could correct themselves and add the verb in the correct form.

After that, the pupils played the board game. I monitored the pupils to see if they made correct sentences. Since there were six groups, I asked the teaching assistant for help. Before the lesson, we went through the sentences from the boardgame together so that she could monitor the pupils with me. When there was a mistake in making sentences, I used my hands again to signal the incorrect part. The pupils seemed to enjoy the activity because they were laughing while playing the game, and it was exciting to wait for the first winner, who ended the whole activity.

When the pupils were asked to divide the activities, they quickly understood how the groups of verbs are made. I did not have to explain them the spelling rules again because the pupils explained them to each other. However, this activity took longer than expected. The pupils discussed the verbs together, and I did not want to interrupt the process of peer cooperation.

After that, we watched the YouTube video where the present continuous negative was presented. The pupils enjoyed repeating the sentences in chorus. The pupils with dyslexia also tried to repeat the sentences and smiled when the whole class repeated a sentence successfully. After this drilling activity, the pupils determined easily that the negative forms require the adverb "not". I used the red paper cross to drill the negative sentences again but with the pictures from the beginning of the lesson. They formed negative sentences correctly

and also appreciated the red paper cross. Some pupils wanted to hold the cross, so I let one of them do it. Unfortunately, we did not have too much time left; hence this activity was shorter than I intended.

Date: 25th November

Aims: To consolidate the formation of negative sentences in the present continuous tense in oral form and to revise the usage of this tense in written form.

Objectives: The pupils will be able to describe actions that are not happening at the given moment of speaking.

Purpose / Rationale: The lesson aims to practise negative sentences and boost the memorization of the grammar structures and the usage of the present continuous tense.

Materials: Board game, stripes of paper, Project 1 workbook

Time: 45 min

Assumed knowledge: Affirmative sentences in the present continuous tense. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

5 min

T: Good morning, everybody! Let's guess: What activity am I drawing? If you know the answer, raise your hand!

The teacher draws activities (playing football, singing, reading, etc.) on the board and the pupils guess the correct words.

Aim: To warm up the pupils and revise the vocabulary from the previous lessons

Stage 2

15 min

T: Because we've started this lesson with drawing, I'll also illustrate today's plan for you.

The teacher represents the individual stages of the lesson by drawing a road map with signs:

Sign 1: Board game

Sign 2: Creating cards

Sign 3: Workbook exercise

T: As I have promised, there will be another chance to win the board game and get 1! I'll give you the game again, but there will be one slight change. Can you guess what it is? This time, you'll form negative sentences! Give me an example of a negative sentence.

The teacher writes some example sentences on the board.

Great! If you remember, I had this red paper cross for ‘not’. You’ll have your own smaller paper crosses. You put the cross on the picture and form the negative sentence. The first winner ends the activity again.

Can anybody explain the rule in Czech?

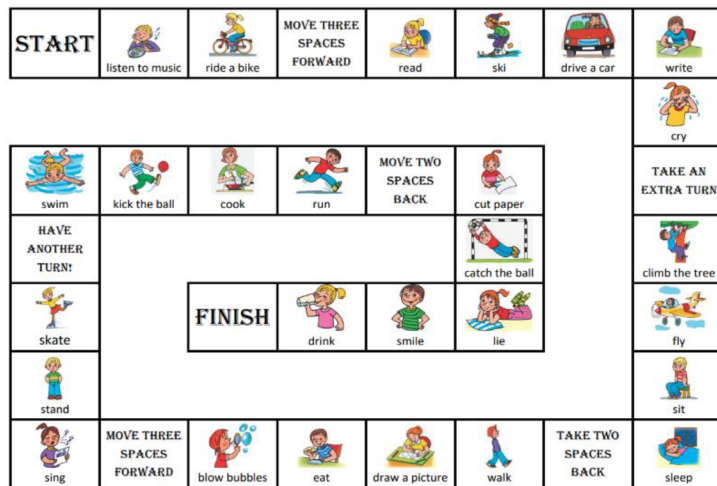


Figure 9: Board game for practising negative sentences (Adapted from S., Doláková, Playing with English 2019)

Aim: To practise the formation of negative sentences in the present continuous tense in an oral form

Stage 3

15 min

T: Good job! As your homework, choose five activities from the game. Write five sentences about what the people are not doing. Then write what they are doing according to you.

The teacher writes an example on the board.

Now we’ll create cards that help you during some activities and tests. I’ll give you a stripe of paper. The stripe has five parts. Before we start with the cards, tell me: What are you doing right now, Luky?

The teacher writes the sentence on the board: *I am learning*

T: Super! So, we are talking about something happening NOW. Take a pen and write the word NOW on the first part of the strip. That means when we use these sentences.

Do you have any ideas about what we can write in the second part? – ING!

Great! Now let's tell me: Who are we talking about in this sentence? – *About Lukáš.* OK, so I highlight **I** with the red colour.

And what is Lukáš doing? – *He is learning.* I highlight only the activity: **learning** with the blue colour and **am** with the green colour.

Take a red pencil and draw a short line. I want to draw the sentence ONLY with the colours. So, I start with the red colour – why?

Now draw another short line next to the red line. What colour should I use next to the red line? Why?

Which colour is the last one? What does it represent?

There has to be one more thing after the blue line. Any ideas? – *It's -ing.*

When we want to say that something is NOT happening at the moment, how can I write it in our stripe? **red (I)** – **green (am)** – NOT – **blueING (learning)**. Let's write it in the 4th part!

We also know how to say that something is NOT happening now. What do we write in the fourth part? – *NOT for negative sentences.*

Great job, everybody! You can use this stripe during our activities and also the tests! Leave the last part empty for now. Do you know why? – *It's for questions.*

The teacher demonstrates the strip of paper on the board and writes all words and lines on the board. All steps are discussed with the pupils.

Aim: To support the memorisation of the grammar rule with visual aids

Stage 4

5 min

T: OK, open your workbooks on page 54. Look at the sentences in exercise 1. Read the first sentence and tell me: What is the red part in this sentence? What is green, and blue?

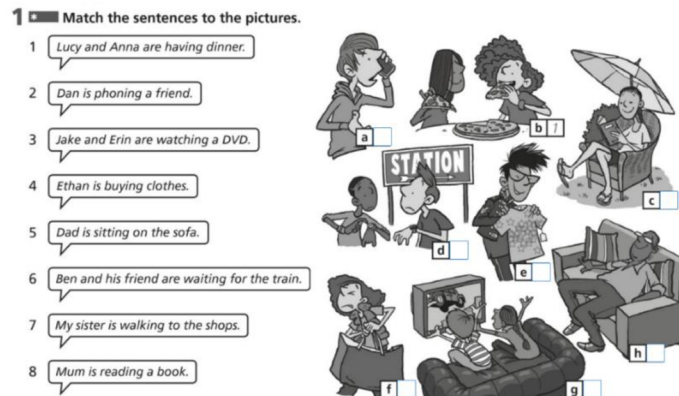


Figure 10: Project 1 2013, 54

Aim: To support the memorisation and retrieval of the grammar structure.

Stage 5:

5 min

T: Good job! So, let's have a look at our map! What did we manage to do today?

Aim: To summarise the lesson

Reflection 5

The unexpected start of the lesson surprised the pupils, and they competed actively to guess the activities. At the beginning, they answered only by saying the activities, such as “reading”. After drawing two pictures, I wanted them to form whole sentences; for example, *She is singing*.

I used the map to present the lesson plan for the first time. The drawing took more time than expected, even though I had prepared the picture before the lesson.

Another problem arose when the pupils played the board game because they often forgot to move the paper crosses. I monitored the game and reminded them to cover the picture with the cross.

Creating the tense cards was not easy to explain. I tried to use only English, but it did not seem entirely successful. I explained the meaning of the particular colour in Czech, and the pupils were then able to identify the subject and other sentence elements. The main aim

of creating tense cards was to avoid using terminology such as subject, predicate and auxiliary verb. The pupils soon understood what the colours represent in the sentence since they correctly determined the sentence elements in the sentences in the workbook. They also seemed excited that they could use the strip of paper during tests.

I also explained the tense cards to the teaching assistant so that she could help me to monitor the children to see if they were doing the strips correctly. It was helpful since one dyslexic pupil created the strip only with grey pencils, so it was needed to explain the meaning of the colours one more time.

At the end of the lesson, I asked the pupils to think about our map. They seemed satisfied that we managed to get through all the signs on our road. It was also an exciting way how to summarize the whole lesson.

Date: 29th November

Aims: To consolidate the formation of positive and negative sentences in the present continuous tense in written form by filling the gaps in sentences and completing online exercises.

Objectives: Pupils can apply the present continuous positive and negative sentences to describe a picture.

Purpose / Rationale: The lesson aims to test and practise the formation of positive and negative sentences in the present continuous tense.

Materials: PC lab

Time: 45 min

Assumed knowledge: Formation of positive and negative sentences in the present continuous tense. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

10 min

T: Good morning, everybody! You can turn on the computers. Before we start with the test I would like to talk about your weekend. Anna, come to the board, please. Take a chalk and write some words that are connected with your weekend.

The pupil writes only keywords – PC, birthday, yoga, etc.

T: OK! So, let's think about Anna's weekend. What do you think? What did she do?

The pupils guess why she wrote the particular words on the board. They answer in the present simple tense since most of the pupils do not know the past simple tense.

T: Good idea! Is it correct, Anna? Did you play computer games? Do you play PC games every weekend? IS she playING PC games RIGHT NOW? – No, she isn't. She is standing at the moment.

The teacher asks the questions to emphasize the difference in the present tenses.

Aim: To warm up the pupils and prepare them for the English lesson.


Stage 2

15 min

T: Super! You can open your e-mail now. I'll send you a link to the test. There is a picture. Your task is to describe what the people are doing. There is always a name, and you should fill in the gaps with the correct activities.

Do you have any questions? When you finish the test, click on SEND, and I'll then tell you what to do. You have 15 minutes. You can use the strips of paper from the previous lesson.

Pupils work individually on their computers.



John _____ to music. *

Text stručné odpovědi

Adela _____ the guitar. *

Text stručné odpovědi

Ann _____ a bike. *

Text stručné odpovědi

Figure 11: An extract from the present continuous online test

T: OK, everybody has finished. How was the test? Do you have any questions?

Aim: To test the formation of positive and negative sentences in the present continuous form in writing

Stage 3

15 min

T: Let's move to Oxford online practice. Choose Unit 6 and practice grammar and vocabulary.

Pupils go through the exercises individually, and the teacher monitors their work.

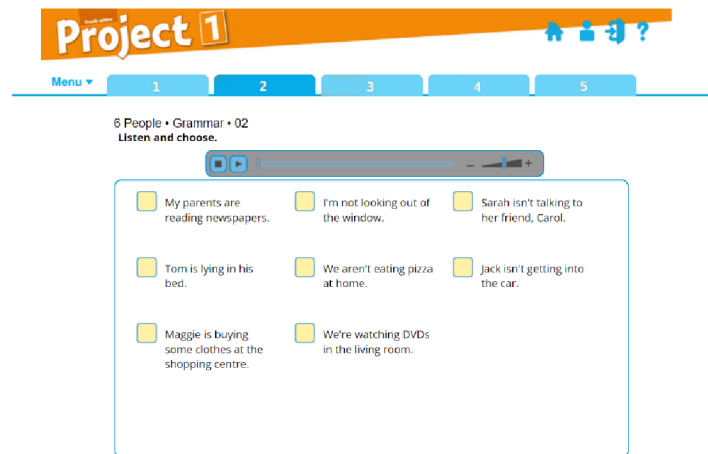


Figure 12: Oxford online practice – an example exercise

Aim: To practise listening skills through exercises focused on the present continuous tense

Stage 4

5 min

T: Good job, everybody! Which exercises were easy for you? Which exercises were difficult?

Aim: To summarise the lesson

Reflection 6

The start of the lesson was entertaining. I chose confident pupils to write the keywords on the board because I assumed that these pupils would come up with more than two words. The rest of the class enjoyed guessing the activities and sometimes tried to think up alternative comical stories and situations.

All the pupils passed the test successfully and considered the test to be straightforward. They did not forget the verb “to be” in the sentences since two missing words were indicated. However, the dyslexic pupils sometimes forgot to add the ending -ing to the verb despite the possibility of using the tense cards. They told me they did not follow the cards every time they typed the answers.

The rest of the lesson ran smoothly. The pupils did not need my help during the test and exercises. The advantage of Project online practice is that the learners can choose which

exercises to do and do not have to proceed according to a given order. They can start with vocabulary, grammar or skills, and they also have three attempts for each exercise. The user interface also offers 'quick tips' that are useful when the learners are unsure how to apply a grammar rule. The working pace was differentiated; everyone worked as he or she needed. I did not require them to do all the exercises during the lesson; they could finish them at home. Therefore, the atmosphere was relaxed, and no one seemed to be under pressure.

Date: 30th November (two lessons in a row)

Aims: To practise the present continuous positive sentences in oral and written form.

To present the formation of present continuous questions.

Objectives: The pupils can apply the present continuous positive sentences to describe activities happening at the given moment of speaking and form the present continuous questions

Purpose / Rationale: The lesson aims to practise the formation of positive sentences and questions in the present continuous tense

Materials: Student's book Project 1, cards with words from the story, blackboard, chalks

Time: 90 min

Assumed knowledge: Formation of positive sentences in the present continuous tense. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

3 min

T: Good morning, everybody! Let's start with a road map again. First, we'll play a game called Criminals and agents; then, we'll listen to a story about Billy and his friends, draw triangles, and finish our cards with questions.

The teacher draws a road with the following signs: Criminals and agents – Billy and his friends – triangles – cards.

Aim: To provide an overview of the lesson

Stage 2

25 min

T: So, let's play Criminals and agents. Make pairs. One of you is an agent, and the agent monitors the partner. For example, Lukáš is the agent, and I am his partner. I'll do different activities, for example, I am going to the window. I am looking out of the window. I am sitting now. I am checking my phone. At the same time, Lukáš is writing down everything I am doing.

The teacher asks concept questions to check the understanding (**Vojta, are you an agent or the criminal? What should you do?**) and chooses the criminals.

T: Good job! It's time for giving me your report on the criminal! One agent will come to me and read his notes. All criminals will then reconstruct the situations at the back of the class.

Honza is the agent, right? Please, come here. Who is your criminal? – Simon. So, Simon can stay, and the other criminals stand up and go to the back. Simon, write down the sentences that you hear from your agent. Honza, read your notes, please.

The agents read their notes one by one. The criminals do the activities while the agents are reading their notes.

Aim: To revise the present continuous positive sentences in written and spoken form

Stage 3

20 min

T: Well done! Now, open your student's books on page 66. There is a story. Look at the picture.

Do you remember the names of the people? - It's Carla, Andy, Billy and Mrs Fletcher.

Good! Look at the questions in exercise 1b. Let's read them together.

Why is Billy at home? Why are Carla and Andy in the car? Why are Carla and Andy buying pens and balloons?

I'll play the recording. You'll listen and read.

I'll play it again. Try to write down the answers or the numbers of pictures with the answers.

Now, look at the gapped sentences in exercise 2. What should you do with the sentences, Marek?

Work individually to complete the gaps. Write the answers into your exercise books.

Ready? Compare your answers in pairs.

Let's check it together!



Figure 13: An abstract from the story about Billy and his friends – introduction of present continuous questions (Project 1 2013, 66)

Aim: To present the formation of present continuous questions

Stage 4

10 min

T: Now I'll give you some cards with words. I want you to make a sentence.

The teacher gives the cards with words to the pupils. They make sentences according to the punctuation marks at the end of the sentences. First, they form positive sentences. The sentences correspond with those in the story.

T: How about now?

The teacher replaces the card with a full stop by the card with the question mark. When the pupils do not form the sentence correctly, the teacher swaps the first two pupils to show how the present continuous questions are formed.

T: So, how do we form the questions?

Aim: To practise the formation of the present continuous questions

Stage 5

25 min

T: Give me an example of a question. - Are you watching TV?

Whom is the question talking about? – About Billy. Exactly, but there is not BILLY in this sentence, but ...? – You. Yes! What colour should I use? – Red. What other colours should I use? – Green and blue.

The teacher highlights the particular parts in the same way as it was done in the previous lessons: *Are you watching TV?*

T: Let's make a triangle!

How many angles does a triangle have? – Three. Yes! And when we want to form a question, we need to have a word at every angle of the triangle!

The teacher points at the angles so that the pupils understand the word's meaning.

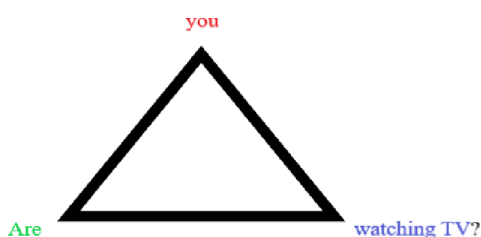


Figure 14: Triangle for present continuous questions

How does Andy answer the question? - *Yes, we are*. Let's highlight the answer, too. There is the red and then the green part in the answer.

Try to make a triangle for this question: *Are you lying in bed?* Anna, could you please draw it on the board? Good! How does Billy answer? - *No, I'm not*. Could you please highlight the answer?

There is the red and green part again and the word NOT because he is NOT doing it now.

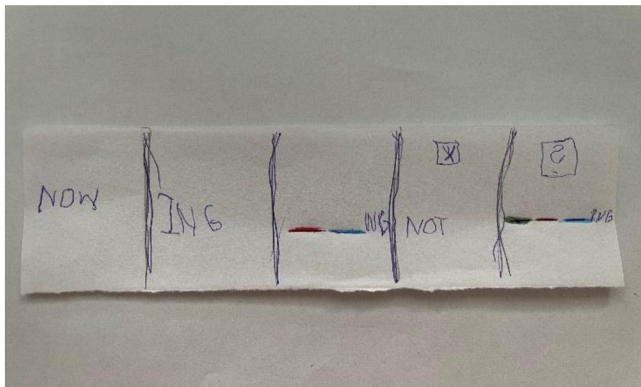
Well done! Let's try one more triangle together!

Great! You'll practice the triangles as your homework. Look at exercise 4. Your task is to complete the questions. Which parts of the triangle should we complete? Is it green, red or blue? - *Green and blue*. Yes! Draw the triangles into your exercise books. We'll check it on Monday.

Aim: To support the memorisation of the present continuous questions' structure

Stage 6

10 min



T: Now, take the cards from the previous lesson. We'll complete the last part. What does the last part look like? Do you have any ideas?

Figure 15: Present continuous tense card

T: Good job, everybody! Let's go back to our road map. What did we manage to do today?

Aim: To close and summarise the lesson

Reflection 7 and 8

My colleague was absent, so I taught two lessons in a row. The lesson's overview was presented as a road map again. I noticed that some pupils started to copy the map from the board, so I told the whole class to do it. They marked the complete tasks in their exercise books at the end of the lesson.

The pupils enjoyed the game Criminals and agents. I determined the roles so that the pupils with dyslexia did not have to write the activities. It would be difficult for them to take notes of the activities because the criminals changed them very quickly. The criminals did uncomplicated things such as walking, sleeping, drinking, jumping, etc. They also tried to make it entertaining, so some pupils hid in the cabinet or did a handstand. I ended the activity when the pupils did not know what to do anymore. After that, all the criminals were grouped at the back of the class to reconstruct the activities again. I pretended to be the leading investigator, and their task was to report what they just saw. The agent read one sentence by one, and the criminals listened to him and did the activity. When some did not understand an activity, he took a look at the rest of his classmates. The pupils sometimes did the activities noisily, so they did not hear the next. The agent had to repeat it more loudly and clearly.

Afterwards, the pupils worked with the story in the book. We looked at the pictures together and named the character the pupils recognized from earlier episodes. After reading the questions about the story, I played the recording so the pupils could interconnect the visual perception with the sound. When we finished the story, the pupils had ten minutes break.

I started the second lesson with cards. Each card contained one word, and the pupils were asked to form sentences with these cards. I always chose different students to come in front of the board to make sentences. The sentences were identical to those in the story about

Billy. At first, they should make positive and negative sentences. Then I changed the card with the punctuation mark so that the first two pupils had to switch their positions to make a question. When they were supposed to make the first questions, the pupils did not know how to change the word order. Consequently, the other pupils advised them what to do. I asked the pupils with dyslexia to come in front of the board when the third question should be formed so they knew the procedure.

The drawing of the triangles seemed to be helpful for all pupils. I used this technique to avoid the terminology, such as subject, predicate, etc. I explained the meaning of the used colours in Czech to ensure that the pupils understood. They knew that the red colour always represents someone or something that the sentence talks about. The blue colour represents the activity done by the red-highlighted person or thing. The rest of the sentence was written in white next to the verb. The green colour represents the verb “to be”, which was necessary for the present continuous tense. The pupils told me that the triangle helps them remember the green part in the sentence (the verb “to be”). Even the pupil with dyslexia raised his hand when I wanted somebody to draw another triangle on the board, and he did it correctly.

Date: 2nd December

Aims: To consolidate the formation of positive and negative sentences and questions in the present continuous tense in written form by completing online exercises.

Objectives: Pupils can apply the present continuous positive and negative sentences to describe a picture and questions.

Purpose / Rationale: The lesson aims to practise the formation of positive and negative sentences and questions in the present continuous tense.

Materials: PC lab

Time: 45 min

Assumed knowledge: Formation of positive and negative sentences and questions in the present continuous tense. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

3 min

T: Hello, everybody! Today, we'll work on the computers in groups. Make 4 groups.

There are 4 stations, and you can use 5 computers in each station. You have 10 minutes to finish each station. Then you'll move to another station. You can move only when everybody in the group completes all exercises. You can help each other while working on the exercises.


The instructions are written in each station.

Aim: To give instructions to the activities.

Stage 2

40 min

Station 1: Liveworksheets



Sam is drinking water.
 Clara is fastening her helmet.
 Brad is riding his bike.

Figure 16: Liveworksheets.com exercise – matching sentences to the pictures

1. They/ listen/ to music.
They are listening to music.

2. John/ eat/ an apple.

3. She/ sleep.

4. They/ have/ breakfast.

5. Ann/ wait/ for the bus.

6. George/ ride a bike.

7. It/ rain.

Figure 17: Liveworksheets.com exercise – present continuous positive sentences

Station 2: Wordwall and Bamboozle

0:15 ✓ 0

now not am I sleeping .

1 of 6

Figure 18: Wordwall exercise – present continuous negative sentences

<p>Team 1 Team 2</p> <p>15</p> <p>What is he doing?</p> <p><input type="button" value="Check"/></p>	<p>Team 1 Team 2</p> <p>15</p> <p>What is he doing?</p> <p>He isn't swimming.</p> <p><input type="button" value="Oops!"/> <input type="button" value="Okay!"/></p>
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Figure 19: Bamboozle exercise – present continuous negative sentences

Station 3: Wordwall

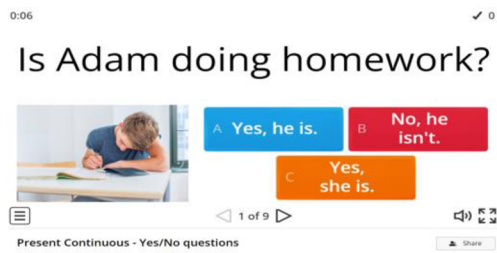


Figure 20: Wordwall activity: Yes/No questions



Figure 21: Wordwall activity: Wh-questions

Station 4: Kahoot

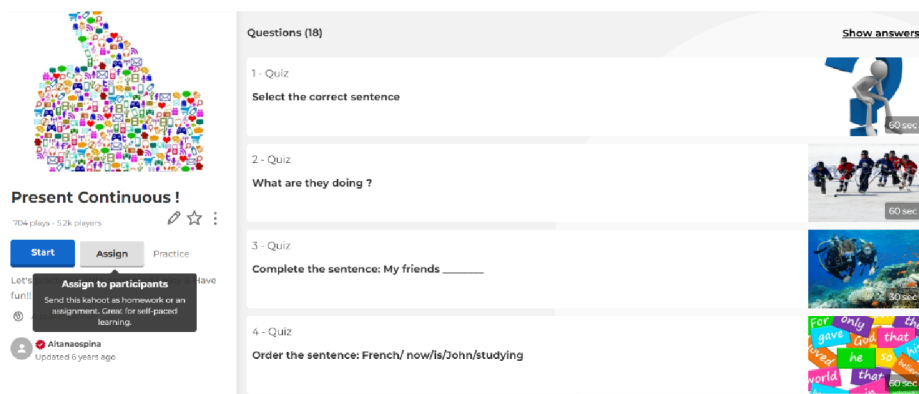


Figure 22: An abstract of the Kahoot exercise

Aim: To practise all types of sentences in the present continuous tense

Stage 3

2 min

T: Which station was the most difficult? Why?

Aim: To close the lesson

Reflection 9

This lesson aimed to practise all types of sentences in the present continuous tense in a more entertaining way and show the pupils attractive online websites where they can practise English. The stations were prepared before the lesson. Each station involved five computers with online exercises focused on different sentence types. The pupils worked in smaller groups on PC, and every pupil worked on an individual computer. The groups rotated every ten minutes. The instructions to each station were written in English on paper.

The first station focused on the formation of present continuous positive sentences. The pupils first matched sentences to the pictures, and then they formed and wrote new sentences. Negative sentences were practised in the second station. Initially, they ordered unjumble sentences. After that, they made two teams in each group and checked each other if they made the sentences correctly. For each correct sentence, the team gained a point.

The third station involved Wordwall activities for practising questions. In the first part, they chose the correct answers. In the second part, they were supposed to make questions that are used to ask for information and cannot be answered with yes or no. They worked in pairs and wrote down the questions. When I checked the questions, they could move to the next station.

Kahoot learning platform was set in the fourth station. The pupils played a game against the whole class. The game contained all types of sentences, and the pupils gained points for every task. The game counted the final score, which was compared with every player in the class.

I monitored the pupils in the second and third stations since the most challenging exercises were there. The teaching assistant helped the pupils in the first and fourth stations when they needed to get the activities to work. Some groups finished before the time limit,

so they wrote sentences from the exercises into their exercise books and highlighted the sentence elements in green, red and blue as we did in the previous lessons.

The pupils with dyslexia cooperated with their classmates and asked when they were unsure of the correct answer. Thanks to the teaching assistant, it was easier to monitor the pupils, but they did not need any help. They particularly enjoyed spinning the wheel in the Wordwall activity and competing in Kahoot.

Date: 6th December

Aims: To consolidate the formation of positive and negative sentences and questions in the present continuous tense in written and oral form by describing pictures and forming different types of sentences.

Objectives: Pupils can apply the rules for making present continuous positive and negative sentences and questions.

Purpose / Rationale: The lesson aims to practise the formation of positive and negative sentences and questions in the present continuous tense in written and oral form.

Materials: Worksheet with pictures, spinners

Time: 45 min

Assumed knowledge: Present continuous sentences. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

3 min

T: Good morning, everybody! Let's start with a road map again. First, we'll check your homework; then, we'll practise for a test and complete a worksheet, and you'll make your own spinners. What is a spinner? Any ideas? We can call it "vrtítko". Draw the map into your exercise books.

The teacher draws a road with the following signs: Homework – worksheet – spinners.

Aim: To provide an overview of the lesson

Stage 2:

5 min

T: Let's start with your homework. What should you do? Yes, you should draw the triangles, write the questions and short answers. Who wants to do the first one on the board?

The pupils come to the board and draw the triangles which represents the present continuous questions.

Aim: To check the formation of questions

Stage 3

20 min

T: Now, I'll give you a worksheet. Look at the pictures. Is there anything new for you?

OK! Let's write sentences about the people in the pictures. When you finish, check the answers with your partner.

The teacher monitors the pupils individually.







T: Ready? Let's do the part B and C. Work with your partner again and ask him questions.

Aim: To practise the formation of present continuous sentences in oral and written form







TEACHTHIS
ESL / EFL RESOURCES

PRESENT CONTINUOUS
What are they doing?

A. Look at the pictures. Write present continuous sentences, describing what the people in the pictures are doing.

1.  2.  3.  4.  5.  6. 

play tennis ride a bicycle run in the park swim in the sea walk the dog dance to music

7.  8.  9.  10.  11.  12. 

drive a car paint a picture go shopping read a book study English watch TV

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

B. Work with a partner, take it in turns to point to a picture above and ask your partner what the person in the picture is doing.

Examples: Q: What is she doing? A: She is playing tennis.
 Q: What are they doing? A: They are walking the dog.

C. Now, take it in turns to ask and answer questions about what other people in the class are doing.

Example: Q: What is Tom doing? A: He is talking to Mary.

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Figure 23: Teachthis: Present continuous revision³⁹

³⁹ This worksheet was bought for classroom use.

Stage 4

15 min

T: Great! Now, you'll create your spinners in pairs. I give you this empty spinner and a toothpick.

Take a pencil and draw the symbols for questions, negative and positive sentences.

The teacher draws the symbols on the board.

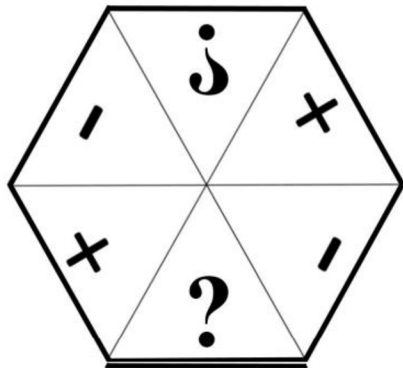


Figure 24: Spinners (Adapted from S. Doláková, 2019)

Now, draw the colourful lines to each part. For positive sentences, it's red, green and blue + -ing. For negative sentences, it's red, green, NOT and blue + -ing. For questions, it's green, red and blue + -ing.

The teacher elicits the order of the colour for each type of a sentence.

Now, please, look at me. Take the toothpick and pull it through the hole in the middle of the spinner.

The teacher slowly shows how to finish the spinner.

Ready? Great! You can now spin the toothpick around and wait which symbol the spinner will settle on. It tells you what type of a sentence you should make.

Aim: To practise orally different types of present continuous sentences.

Stage 5

2 min

T: Good job, everybody! Let's go back to our road map. What did we manage to do today?

Aim: To close and summarise the lesson

Reflection 10

The beginning of the lesson caught the pupils' interest when the spinners were mentioned. They were curious about something they could create, and the Czech translation "vrátitko" amused the whole class. Thanks to that, the pupils actively participated in the activities to have enough time for the spinners.

The activities in the worksheet were easy to understand, but I noticed that mainly the dyslexic pupils forgot to add either *to be* in the correct form or the ending *-ing* to the verb. I told them to look at their tense cards and reminded them of the colours' meaning. They drew the order of the colourful lines in the worksheet and pointed at the lines when they formed the positive sentences. During the speaking part of the worksheet, I drew the visual support on the board and pointed at the lines every time somebody made a mistake. Interestingly, I did not have to say a word since the pupils always remembered what part of the sentence was missing and could correct themselves.

The pupils liked the production and the spinning of the sentence spinners. However, it distracted them from thinking about the sentence structure even though it was the main aim of this activity. They formed the sentences quickly and noisily since they enjoyed playing with the spinners, so I barely understood them. For that reason, I decided to change the rules. One pupil formed a sentence, and the other should correct his partner. When the sentence contained a mistake, they had to switch the spinner. It helped calm the pupils so that they concentrated more on the correct form of the sentences.

Date: 7th December

Aims: To check the understanding of forming the present continuous positive and negative sentences and questions in written form by completing written exercises.

Objectives: The pupils can apply the knowledge of forming the present continuous positive and negative sentences and questions.

Purpose / Rationale: The lesson aims to check the formation of positive sentences and questions in the present continuous tense.

Materials: Printed tests, domino

Time: 45 min

Assumed knowledge: Formation of positive and negative sentences and questions in the present continuous tense. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

5 min

T: Good morning, everybody! Today, we'll take a test. You can use your cards during the test.

Let's have a look at the instructions together.

Aim: To ensure that the pupils understand the instructions in the test.

Stage 2

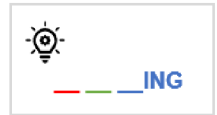
40 min

T: If you'll have questions, raise your hand. You have the whole lesson for the test. You can start.

Aim: To test the knowledge of the present continuous structure.

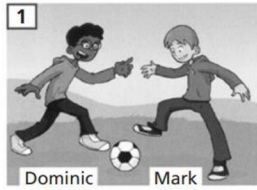
Stage 3

T: If you finish, put the test on my desk and I give you a set of domino.



1 Podívej se na obrázky a popiš, co Mark a Dominic právě dělají.

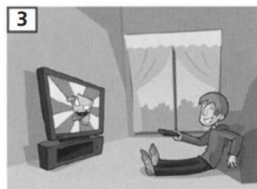
watch TV play football sit in a bus



_____.

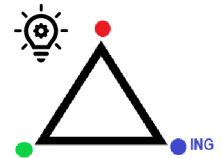


_____.

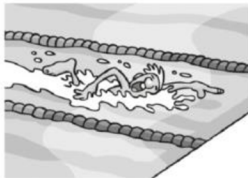


_____.

2 Vytvoř otázky a odpověz podle obrázku.



1. he / swim / now / ?



Yes, _____.

2. they / sleep / at the moment / ?



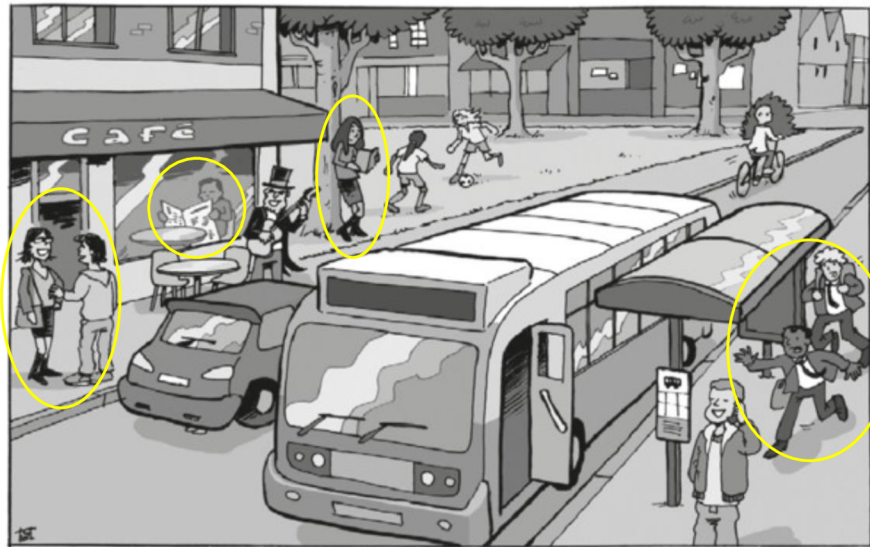
No, _____.

3. Elsa / play tennis / ?



No, _____.

3 Podívej se na obrázek a oprav věty.



1. Two boys are walking to the bus stop.

_____.

2. A tall woman is listening to the radio in the park.

_____.

3. A man is eating lunch at the café.

_____.

4. A young man and woman are sitting outside the café.

_____.

4 Odpověz na otázku.

What are you doing at the moment?

Reflection 11

The test was adapted for pupils with dyslexia. Both tests aimed to check the understanding of forming the present continuous positive and negative sentences and questions. One difference is that the instructions were given in Czech for dyslexic pupils.

Another difference is that the adapted set of tests includes the box with verbs, so the pupils should match the activity to the correct picture and transform the verb to the correct form. Similarly, these tests involved the visual support from the cards next to each exercise. The rest of the class had to work with their tense cards where they should find clues for the particular sentence types. The people necessary for the given sentences in the picture in exercise three were also highlighted, whereas other pupils should find the correct people.

The layout of the test was specifically designed. The focus was on inter-word spacing and twelve-point font size that should increase readability. Instead of italics or underlining, bold was used to emphasise the instructions. Readability was further supported by using the Arial serif font that is claimed to be appropriate for pupils with dyslexia.

The test results can be found in the appendix (Appendix A-D). Two pupils with dyslexia took this test, and the results were satisfying. The tests were accidentally printed in black and white, so I helped the pupils to highlight the visual clues. One of them finished the tests in twenty-five and the second pupil in thirty minutes. While the first pupil forgot to add the verb to be in two sentences, the second pupil made only one mistake in the short answer.

Date: 13th December

Aims: To practise the difference between the present simple and continuous tenses in oral form by analysing dialogues in a story.

Objectives: The pupils can distinguish the present continuous from the present simple tense.

Purpose / Rationale: The lesson aims to revise the usage of the present tenses and to practise it in a suitable context.

Materials: Student's book Project 1, interactive board, stripes of paper

Time: 45 min

Assumed knowledge: Forms and usage of the present simple and continuous tenses. Basic vocabulary connected with the topic.

Procedure:

Timing:

Stage 1

3 min

T: Hello, everybody! Let's start with a road map again. Anna, could you please draw it on the board? We'll start with a new story about Mut; then, we'll create new cards and play domino about Clark's family.

A pupil draws a road with the following signs: A story about Mut – new cards – domino.

Aim: To provide an overview of the lesson

Stage 2

25 min

T: So, open your Student's books on page 68. Who is in the story? What are they doing?

Pupils discuss the pictures together with the teacher.

T: Now, I'll play the video, and your task is to find the answers to the questions in exercise

1. Let's read the questions together. Write the number of the picture with the answer.

The pupils watch the video and answer the questions.

T: Good! How many characters are there in the story? – Four. Micky, Millie, Mut and dad.

So, this row next to the window is Micky, the row in the middle is Millie, the row next to the door is Mut, and I'm the dad. Now, I'll play only the recording, stop it after each bubble and each row reads its bubble together.

The pupils repeat their parts after the speaker in chorus.

T: Great job! Look at the story again. Let's highlight the sentences that describe activities happening now.

The pupils come to the board and highlight the sentence in the present continuous tense.

How do we make these sentences? Let's highlight the red, green and red parts.

Are there any signal words? How do we know that it's happening now? – There is now, at the moment, today. Good! I highlight them in purple.



Figure 24: An abstract from the story about Mut (Project 1 2013, 68)

Aim: To revise the formation and usage of the present continuous sentences

Stage 3

15 min

T: How about this sentence: We go to the shops every Saturday afternoon. Is there -ing?

Why not? What is the signal word here?

The teacher writes the sentence on the board and elicits the rules for using the present simple tense.

Now, take your cards for -ing sentences. I'll give you new stripes of paper. Look at the story and the grammar table on page 69. In pairs, try to create cards for things that happen regularly, such as every Saturday, every day, every summer, etc. Work in pairs.

The teacher monitors the pupils and gives them advice about the tense cards. The pupil with the correctly made tense card draws it on the board so that everyone can see it.

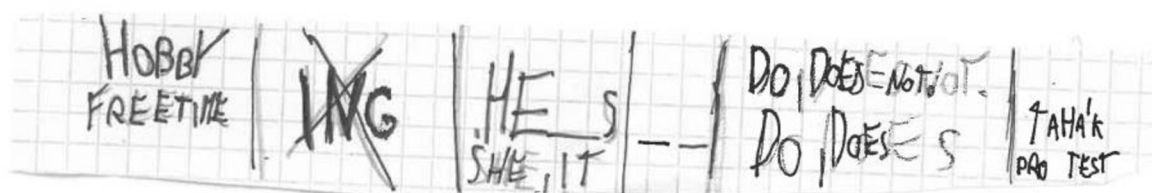


Figure 25: Present simple tense card

Aim: To revise and support the present simple structure and usage memorisation

Stage 4

2 min

T: Good job, everybody! Let's go back to our road map. Is there anything we didn't do?

– Domino. Exactly! Because you'll complete the domino at home. Next lesson, we'll check it.

Aim: To close the lesson

Reflection 12

The pupils seemed to get used to the road map as a lesson's overview. The pupils wanted to take turns creating the map on the board, and they handled to do it very quickly.

The pupils were engaged in reading the dialogues from the story in rows. They were actively repeating the lines, and some of them also tried to accommodate the voice pitch according to the speaker.

While creating new tense cards, the pupils needed help with creating questions and negative sentences. I told them to go back to the particular page where the pupils learnt to use the auxiliary verbs. However, they confused the auxiliary verb *do* with *to be*, so the task was more challenging for them than I expected. At the end of the lesson, I collected the tense card because I did not manage to check it during the lesson. One dyslexic pupil did not use the colours, so the lines did not make much sense. Next time, I would have written example sentences on the board to contrast the differences in form.

Some pupils saw the domino in the previous lesson after finishing the test. The domino aims to practise the present simple positive sentences. The pupils should put the cards in the correct order to form a family's daily routine. In the next lesson, the pupils will create a similar plan for their days.

3 Conclusion

This thesis aims to analyse areas that cause difficulties to learners with dyslexia during the EFL classes and the use of teaching strategies and methods that might be beneficial for them when learning and practising grammar. For this reason, the following three research questions were stated: (1) Do physical activities used while practising grammatical structures help children with dyslexia? (2) Does visual support used while practising grammatical structures help children with dyslexia? (3) How do the lesson plans for a class with and without children with dyslexia differ?

The research was carried out in three phases. Initially, three EFL lessons taught by different teachers at a lower secondary school were observed to identify common barriers that dyslexic pupils encounter. The observation showed that the pupils with dyslexia get easily lost when the teacher provided more complicated instructions quickly and insufficiently indicated the exercises in books. Consequently, the pupils did not pay attention to the activities. Problems also arose in speaking when they were asked to answer a question promptly or talk loudly in front of the class.

Furthermore, the writing and reading abilities seemed to be highly affected. Some parts of their notes were illegible, or they often misspelt words with similar-looking letters in written and oral form. Even though the observations' results correspond to the information gathered in the literature review, they were helpful for the research. They revealed the main areas that cause difficulties to pupils with dyslexia and showed that the observed teachers sometimes did not treat the dyslexic pupils according to recommended advice when teaching English to pupils with dyslexia.

Secondly, questionnaires for English teachers and dyslexic pupils were created. Twenty-five lower-secondary-school-English teachers participated in the research and shared what they

use in their EFL classes when working with dyslexic pupils. According to the questionnaires, the teachers use mainly visual aids such as educational videos, pictures and flashcards to support the pupils' learning. Additionally, the teachers mentioned physical activities, for example, throwing a ball and pointing at objects when practising grammar. The most surprising finding was that only 13% of the respondents teach less than 5% of dyslexic pupils. It is thus essential to be informed about specific learning difficulties to provide an accessible learning environment for all pupils in a class.

Questionnaires for the pupils with dyslexia aimed to analyse how they perceive the teachers' materials and activities used during the EFL. The responses show that the pupils mostly enjoy practising grammar on PC, visual materials, such as pictures, cards, and physical movement during the EFL lessons if the teacher uses these. Startingly, almost half of the respondents do not use colourful pens when learning grammar, which is highly recommended for dyslexic pupils. The pupils learn new grammar at home mainly by reading a sentence and then writing it down. For that reason, the lesson plans aimed to provide more sources that could be used for practising grammar at home. The responses differed almost in every question. Even though they share one specific learning difference, one possible approach or method cannot be generalised.

Finally, the studied literature provided a significant source for creating the lesson plans. Overviews of the lessons, tense cards, board games, colour-coding and other recommended activities and strategies were very influential during the EFL classes. The pupils were engaged in the activities, participated actively and successfully passed the tests. Therefore, it can be concluded that physical activities and mainly visual support help dyslexic children while practising grammatical structures.

Concerning the third research question, the lesson plans prepared for classes with dyslexic pupils differ from those without dyslectic pupils to a great extent. I searched for diverse activities that focus on visual material, and I further tried to adjust some activities so the learners

could integrate more senses. While carrying out the research, I found exciting publications that might be valuable for EFL teachers, namely *Playing with English I, II and III*, with a wide range of activities conducted by Mgr. Sylvie Doláková (2017, 2019, 2021), who also specialises in pupils with dyslexia. *Dyslexie – zaostřeno na angličtinu* is another helpful book written by a special education teacher and experts in EFL teaching. The authors help the readers understand the difficulties connected with dyslexia and illustrate sample lesson plans with valuable comments. Last but not least, the internet website *Jazyky bez bariér* provides advice on creating different kinds of teaching aids.

To conclude, dyslexic pupils have individual needs, and it is impossible to generalise one teaching strategy. Some pupils might benefit from visual aids and physical activities; on the other hand, some learners might need more personalised instructions. Therefore, the teacher's self-education in learning differences is essential to identify the needs of heterogenous students and provide them with proper support.

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6 Appendices

All the appendices are listed below.

- Appendix A: Questionnaire for teachers
- Appendix B: Questionnaire for pupils
- Appendix C: Corrected tests

Appendix A

Dotazník pro učitele

Část 1

1. Jaký způsob využíváte k představení nového gramatického jevu?

- a. induktivní (gramatický jev je ukrytý v textu/situační video/poslechu a žáci si pravidlo vyvodí samostatně)
- b. deduktivní (nejdříve vysvětlíte pravidla, uvedete příklady a poté procvičujete)
- c. induktivní i deduktivní

2. V jakém jazyce vysvětlujete gramatická pravidla?

- a. jen v ČJ
- b. jen v AJ
- c. v ČJ i AJ

3. Které metody práce využíváte ve výuce při upevňování gramatických jevů?

- a. individuální práce
- b. práce ve dvojicích
- c. skupinová práce

4. Jaké metody používáte při procvičování gramatiky? Je možné vybrat více odpovědí.

- a. metoda drilu
- b. vizuální pomůcky (např. kartičky, obrázky, video apod.)

Jaké? _____

- c. fyzické aktivity (např. zvedání kartiček, chůze po třídě, pohyb míčkem, apod.)

Jaké? _____

d. jiné – Jaké? _____

5. Jak přistupujete k dyslektickým žákům během vyučovacích hodin? Je možné vybrat více odpovědí.

- a. mají více času na splnění úkolu
- b. dostávají kratší úkoly
- c. kopírování materiálů, zápisků
- d. nemusí si dělat zápisky do sešitu
- e. jiným způsobem (Jakým?) _____

6. Jaké používáte formy zkoušení dyslektických žáků? Je možné vybrat více odpovědí.

- a. ústní zkoušení
- b. písemné testy
- c. doplňování jevů do předtištěného textu
- d. překlady vět do angličtiny
- e. překlady vět z angličtiny do češtiny
- f. jiné (Jaké?) _____

Část 2

1. Jaká technická zařízení v hodinách používáte? Je možné více odpovědí.

- CD přehrávač
- počítač
- dataprojektor
- zpětný projektor
- TV, DVD, video
- internet
- žádné technické pomůcky nevyužívám
- jiná zařízení

2. Pokud využíváte v hodinách PC, jaké programy používáte?

- PC nevyužívám

3. Jaký typ slovníku při hodinách využíváte? Při jakých aktivitách?

- a. elektronický: _____
- b. tištěný: _____
- c. slovník v hodinách nevyužívám

4. Spolupracujete s rodiči dyslektických žáků?

- a. Ano, píše žákům informace do portfolia/deníku.
- b. Ano, s rodiči si telefonují/dopisují přes e-mail.
- c. Ano, spolupracuji s rodiči osobně v rámci třídních schůzek.
- d. Ano, domlouvám si s rodiči individuální schůzky.
- e. Ano, jiným způsobem: _____
- f. Nespolupracuji s rodiči.

Část 3

1. Jaká je délka Vaší pedagogické praxe?

- a. do 2 let
- b. do 5 let
- c. do 10 let
- d. do 20 let

e. 20 let a více

- 2. Uved'te počet dětí v jednotlivých skupinách, které vyučujete AJ a do závorky uved'te počet dyslektických dětí v dané skupině.**

Příklad: Vyučuji 2 skupiny AJ (6.B a 7.C). -> 6.B 20 žáků (3 děti s dyslexií), 7.C 25 (1)

- 3. Které aktivity jsou na základě Vašich zkušeností nejvíce efektivní pro dyslektické žáky?**

- 4. Jak se liší Vaše přípravy hodin pro skupiny s dyslektickými dětmi a pro skupiny bez nich?**

Appendix B

Dotazník pro žáky

***Gramatická pravidla** = procvičování např. předložek místa (in, on, ...), tvoření přítomných časů (I don't do my homework every Monday. / I am sitting now.), There is / There are atd.

1. Procvičuješ rád/a gramatická pravidla* na počítači (např. přes program

Kahoot)?

a. ano

b. ne

2. Jaký typ práce máš rád/a?

a. Rád pracuji ve dvojici.

b. Rád pracuji ve větší skupině.

c. Raději pracuji sám.

3. Zvedáš rád/a kartičky při procvičování gramatiky*?

a. ano

b. ne

c. Kartičky v hodinách nezvedáme.

4. Pomáhá ti, když se při procvičování gramatiky* v hodinách pohybuješ?

(např. pohyb po třídě při procvičování předložek místa, pantomima aktivit apod.)?

a. ano

- b. ne
- c. V hodinách se při procvičování gramatiky nepohybujeme.

5. Máš rád/a přiřazování vět k obrázkům?

- a. ano
- b. ne
- c. V hodinách nepřihazujeme věty k obrázkům.

6. Pomáhají ti při učení gramatických pravidel* barevné přehledové tabulky?

- a. ano
- b. ne
- c. Nepoužívám barevné přehledové tabulky.

7. Pomáhá ti při učení používání barevných tužek?

- a. ano
- b. ne
- c. Nepoužívám k učení barevné tužky.

8. Který typ zkoušení ti více vyhovuje a napiš proč.

- a. ústní zkoušení: _____
- b. písemné zkoušení: _____

9. Pomáhají ti rodiče s přípravou do školy?

- a. ano
- b. ne

10. Máš pocit, že bys v hodinách anglického jazyka potřeboval/a jinou pomoc?

a. ano – Jakou? _____

b. ne

11. Jak se doma učíš novou gramatiku*?


12. Co ti pomáhá při učení v hodinách anglického jazyka?


Appendix C


Name Marko Usorov

1 Podívej se na obrázky a popiš, co Mark a Dominic právě dělají.


watch TV play football sit in a bus


1  THEY ARE PLAYING FOOTBALL RIGHT NOW. ✓ Well done!


2  HE IS SITTING IN A BUS NOW.

3  HE IS WATCHING TV RIGHT NOW. ✓

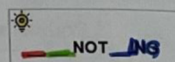
2 Vytvoř otázky a odpověz podle obrázku.

1. he / swim / now / ?  IS HE SWIMMING RIGHT NOW? ✓
Yes, HE IS. ✓

2. they / sleep / at the moment / ?  ARE THEY SLEEPING AT THE MOMENT? ✓
No, THEY ARE NOT. ✓

3. Elsa / play tennis / ?  IS ELSA PLAYING TENNIS RIGHT NOW? ✓
No, SHE ISN'T. ✓

3 Podívej se na obrázek a oprav věty.



1. Two boys are walking to the bus stop.

TWO BOYS AREN'T WALKING. THEY ARE RUNNING.

2. A tall woman is listening to the radio in the park.

(A TALL WOMAN) SHE ISN'T LISTENING TO THE RADIO. SHE IS READING A BOOK.

3. A man is eating lunch at the café.

HE ISN'T EATING LUNCH AT THE CAFÉ. HE IS READING A NEWS PAPER.

4. A young man and woman are sitting outside the café.

THEY AREN'T SITTING OUTSIDE THE CAFÉ. THEY ARE STANDING OUTSIDE THE CAFÉ.

4 Odpověz na otázku.

What are you doing at the moment?

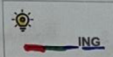
I'M READING AT THE RESTROOM.

Name _____



STANDA

1 Podívej se na obrázky a popiš, co Mark a Dominic právě dělají.



2 watch TV 1 play football 3 sit in a bus



THEY ARE PLAYING FOOTBALL. ✓



HE IS WATCHING TV. ✓



HE IS SITTING IN A BUS. ✓

2 Vytvoř otázky a odpověz podle obrázku.



1. he / swim / now / ?



IS HE SWIMMING ^{RIGHT} ~~AT THE~~ NOW? ✓
Yes, HE IS. ✓

2. they / sleep / at the moment / ?



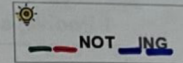
ARE THEY SLEEPING AT ~~THE~~ ^{THE} MOMENT? ✓
No, HE ISN'T. ~~THEY AREN'T.~~ ✓

3. Elsa / play tennis / ?



IS ELSA PLAYING TENNIS? ✓
No, SHE ISN'T. ✓

3 Podívej se na obrázek a oprav věty.



1. Two boys are walking to the bus stop. ~~THEY AREN'T WALKING~~
~~THEY ARE WALKING~~ ^{RUNNING} TO THE BUS STOP ✓
2. A tall woman is listening to the radio in the park. ~~WOMEN ISN'T LISTENING TO RADIO~~
~~WOMEN IS~~ ^{READING BOOK} IN THE PARK ✓
3. A man is eating lunch at the café. ~~HE ISN'T EATING~~
~~HE IS~~ ^{READING NEWS PAPER} ✓
4. A young man and woman are sitting outside the café. ~~THEY AREN'T SITTING~~
~~THEY ARE~~ ^{STANDING} OUTSIDE THE CAFE ✓

4 Odpověz na otázku.

What are you doing at the moment?

I AM LOOKING AT THE BOARD ✓