

UNIVERZITA HRADEC KRÁLOVÉ

Pedagogická fakulta

DIPLOMOVÁ PRÁCE

2017

Bc. Dominika Krunčíková

Univerzita Hradec Králové

Pedagogická fakulta

Katedra anglického jazyka a literatury

# **SPU v hodinách anglického jazyka na druhém stupni ZŠ**

Diplomová práce

Autor: Bc. Dominika Krunčíková  
Studijní program : N7503 Učitelství pro základní školy  
Studijní obor: Učitelství pro 2. stupeň ZŠ – anglický jazyk a literatura  
Učitelství pro 2. stupeň ZŠ – německý jazyk a literatura  
Vedoucí práce: Mgr. Pavla Machová, M.A., Ph.D.  
Oponent: Mgr. Olga Vraštilová, M.A., Ph.D.



## Zadání diplomové práce

**Autor:** Bc. Dominika Krunčíková  
**Studium:** P14P0261  
**Studijní program:** N7503 Učitelství pro základní školy  
**Studijní obor:** Učitelství pro 2. stupeň ZŠ - anglický jazyk a literatura, Učitelství pro 2. stupeň ZŠ - německý jazyk a literatura

**Název diplomové práce:** SPU v hodinách anglického jazyka na druhém stupni ZŠ

Název diplomové práce AJ: SpLD in ELT at Lower Secondary Schools

**Cíl, metody, literatura, předpoklady:**

Tato diplomová práce se zabývá výukou žáků se specifickými poruchami učení v hodinách anglického jazyka na druhém stupni základních škol. Teoretická část charakterizuje tyto poruchy a zaměřuje se na terminologii, příčiny a deficity spojené s nimi. Zároveň se věnuje vlivu těchto poruch na studium anglického jazyka a zásadám pro výuku cizích jazyků u žáků se SPU. Praktická část se věnuje přístupům k těmto žákům jako k jednotlivcům. Jsou zde zkoumány způsoby práce v hodinách, použité pomůcky a přístupy k těmto žákům. Pomocí výzkumu může být zkoumána např. efektivita těchto metod a jejich dopad na znalosti žáků se SPU, případová studie, pomoc školy a rodiny, apod.

JOŠT, J.: Čtení a dyslexie, Grada 2011  
MATĚJČEK, Z.: Dyslexie, SPN 1988  
REID, G.: Dyslexia, Bloomsbury Publishing 2011  
BABBAGE, R. et al.: Approaches to Teaching and Learning, David Fulton Publishers 1999  
POKORNÁ, V.: Teorie a náprava vývojových poruch učení, Protál 2010  
RIDDICK, B.: Living with Dyslexia. Routledge. 1996. ISBN 0-415-12501-4.  
WESTWOOD, P.: Learning and Learning Difficulties. David Fulton Publishers. 2004. ISBN 1-84312-195-6.  
ZELINKOVÁ, O.: Cizí jazyky a specifické poruchy učení. Tobiáš 2005. ISBN 80-7311-022-9.  
OTT, P.: How to detect and Manage Dyslexia. Heinemann. 1997. ISBN 0-435-104195.  
KRUPSKA, M.; KLEIN, C.: Demystifying Dyslexia. London Language & Literacy Unit. 1995.

**Anotace:**

Tato diplomová práce se zabývá výukou žáků se specifickými poruchami učení v hodinách anglického jazyka na druhém stupni základních škol. Teoretická část charakterizuje tyto poruchy a zaměřuje se na terminologii, příčiny a deficity spojené s nimi. Zároveň se věnuje vlivu těchto poruch na studium anglického jazyka a zásadám pro výuku cizích jazyků u žáků se SPU. Praktická část se věnuje přístupům k těmto žákům, jako k jednotlivcům ve výuce anglického jazyka. Jsou zde zkoumány způsoby práce v hodinách, použité pomůcky a přístupy k těmto žákům. Pomocí výzkumu je pak zkoumána efektivita těchto metod a jejich dopad na znalosti žáků se SPU, kterých by měli v hodinách anglického jazyka na druhém stupni základních škol dosáhnout.

**Garantující pracoviště:** Katedra anglického jazyka a literatury,  
Pedagogická fakulta

**Vedoucí práce:** Mgr. Pavla Machová, M.A., Ph.D.

**Oponent:** Mgr. Olga Vraštilová, M.A., Ph.D.

**Datum zadání závěrečné práce:** 27.11.2014

## **Prohlášení**

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucí diplomové práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne .....

.....

## **Prohlášení**

Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 1/2013 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

Datum: .....

Podpis studenta: .....

## **Poděkování**

Tímto bych chtěla poděkovat své vedoucí diplomové práce Mgr. Pavle Machové, M.A., Ph.D. za odborné vedení práce, cenné rady, trpělivost, ochotu a spolupráci.

## **Anotace**

KRUNČÍKOVÁ, Dominika. *SPU v hodinách anglického jazyka na druhém stupni ZŠ*. Hradec Králové: Pedagogická fakulta Univerzita Hradec Králové, 2017. 130 str. Diplomová práce.

Tato diplomová práce se zabývá výukou žáků se specifickými poruchami učení v hodinách anglického jazyka na druhém stupni základních škol. Teoretická část charakterizuje tyto poruchy a zaměřuje se na terminologii, příčiny a deficity spojené s nimi. Zároveň se věnuje vlivu těchto poruch na studium anglického jazyka a zásadám pro výuku cizích jazyků u žáků se SPU. Praktická část se věnuje přístupům k těmto žákům, jako k jednotlivcům ve výuce anglického jazyka. Jsou zde zkoumány způsoby práce v hodinách, použité pomůcky a přístupy k těmto žákům. Pomocí výzkumu je pak zkoumána efektivita těchto metod a jejich dopad na znalosti žáků se SPU, kterých by měli v hodinách anglického jazyka na druhém stupni základních škol dosáhnout.

Klíčová slova: specifické poruchy učení, dyslexie, dysgrafie, dysortografie, 2. stupeň základní školy, anglický jazyk

## **Annotation**

KRUNČÍKOVÁ, Dominika. *SpLD in ELT at Lower Secondary Schools*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2017. 130 pp. Diploma Thesis.

This diploma thesis deals with teaching pupils with specific learning difficulties in English lessons at lower secondary schools. The theoretical part characterises these difficulties and concentrates on terminology, causes and deficits connected with them. It also describes the influence of these difficulties on English language learning and principles of teaching English language to pupils with SpLD. The practical part is devoted to approaches to these pupils as individuals. There are examined teaching ways, possible tools and approaches to these pupils used during English lessons. The research is dedicated to the effectiveness of the methods and to the impact on SpLD pupils' knowledge that they should gain at lower secondary schools.

Keywords: specific learning difficulties, dyslexia, dysgraphia, dysorthographia, lower secondary school, English language



# Content

Introduction	10
I. Theoretical Part	12
1 Specific Learning Difficulties	12
1.1 Causes of SpLD	13
1.2 Diagnosis of SpLD	14
1.3 Dyslexia	17
1.4 Dysgraphia	26
1.5 Dysorthographia	29
1.6 Dyscalculia	31
1.7 Dyspraxia	32
2 Teaching English to pupils with SpLD at Lower Secondary Schools	34
2.1 Supporting pupils with SpLD	34
2.2 Teaching SpLD pupils	35
2.3 Famous Personalities with Specific Learning Difficulties	40
3 Law and education in the Czech Republic	42
3.1 Law and SpLD	42
II. Practical part	48
4 Case study	48
4.2 Anamnesis	52

5	Practical part summary	77
6	Conclusion	79
7	Bibliography	81
8	Appendix	87

## **Introduction**

This diploma thesis focuses on teaching English to pupils with specific learning difficulties at lower secondary schools. The reason for choosing this topic was a recent increase of pupils with diagnosed specific learning difficulties and the legal introduction of inclusion into the Czech school system.

The main aim of this diploma thesis is to explore specific learning difficulties, their most common forms with their characteristics, strategies and approaches for teaching pupils with these difficulties particularly concerning English language learning at lower secondary schools. The aim of the practical part is to provide some practical examples of pupils with specific learning difficulties who learn English.

The diploma thesis is divided into a theoretical and a practical part. The theoretical part contains three main chapters. The first chapter is dedicated to the themes connected with specific learning difficulties. The subchapters in this part describe the most common difficulties, their descriptions, features and teaching strategies. The second chapter describes teaching English to pupils with specific learning difficulties, how to support such pupils, and which methods may be applied when teaching English in these situations. A list of famous personalities who were diagnosed some specific learning difficulties, introduced in the chapter, may serve as a possible example of positive motivation for SpLD pupils, their teachers and their families. The last chapter deals with legal items and specific learning difficulties in the Czech Republic, including School Law and the Framework Education Programme for Elementary Education. This part brings teachers a short overview of demands and aims of English lessons at lower secondary schools.

The practical part is based on a research comprising of six case studies. The participants of this research represent six lower secondary pupils who have been diagnosed some specific learning difficulty. The beginning of the practical part is formed by a short description of a case study as a whole. The rest is dedicated to the pupils' anamneses that are based on a test, parents' questionnaires, pupils' interviews and interviews with their teachers. The results are analysed in subchapters by each

pupil. The final part provides an overall summary of all the case studies.

While writing this diploma thesis and formulating my thoughts, I worked with sources which are listed at the end of this thesis in the Bibliography section. The Internet sources are shortened in the text of this thesis yet their unabridged versions are provided in the Bibliography as well. The sources of pictures used in the thesis are listed at the end of the Bibliography. Direct quotations are distinguished in the text by the italics while bold words represent crucial or main thoughts. The abbreviation *ibid.* is used when the source is the same as the preceding one.

## **I. Theoretical Part**

The theoretical part is divided into three main chapters focusing on specific learning difficulties and their different aspects. The first part deals with theoretical descriptions of the most common specific learning difficulties. The second chapter describes teaching English to pupils with these difficulties and some chosen famous personalities with the same diagnosis. The last chapter is dedicated to Czech legal items concerning these difficulties.

### **1 Specific Learning Difficulties**

The term "specific learning difficulties" symbolizes difficulties that arise when learning basic school skills like reading (dyslexia), writing (dysgraphia), orthography (dysorthographia), arithmetic (dyscalculia) or problems with physical movement (dyspraxia) and others. The terms 'specific learning difficulties' and 'dyslexia' are often used synonymously. However we can use the term dyslexia for concrete reading difficulty and 'specific learning difficulties' as an umbrella term for all these problems. The word dyslexia is derived from the Greek language and it literally means "difficulty with words". The prefix "dys" means "difficulty" or "malfunction" and "lexis" equals "language" (Ott, 1997, p. 1). If we need to distinguish among concrete problems, we use dyslexia, dysgraphia, dysorthographia or other terms. All these issues are more concretely described in the following chapters.

According to the World Health Organisation (WHO) and its "International Statistical Classification of Diseases and Related Health Problems 10<sup>th</sup> Revision" are above mentioned disorders included in "*ICD-10 Version 2016 classified under XVIII Symptoms, signs and abnormal clinical and laboratory findings, not elsewhere classified; R47-R49 Symptoms and signs involving speech and voice; R48 Dyslexia and other symbolic dysfunctions, not elsewhere classified; F81 Specific developmental disorders of scholastic skills*" (Who, 2013 [online]).

Under the overall term 'Specific developmental disorders of scholastic skills' the WHO differentiate specific reading and spelling disorder, specific disorder of arithmetical skills, mixed disorder of scholastic skills, other developmental disorders of scholastic skills and unspecified developmental disorder of scholastic skills (Who, 2013 [online]).

## 1.1 Causes of SpLD

There are different causes of the difficulties; they can often be combined and/or have different intensity. **Heredity** participates in 40 - 50% of cases. Children of both dyslexic parents have a high chance to be dyslexic. The possibility for boys to be dyslexic whilst having one dyslexic parent is greater than for girls. If the non-dyslexic parent has some dyslexic relatives then the possibility for both sexes is much higher (Ott, 1997, p. 27). An advantage in these cases can be, that these parents have personally struggled with some difficulty, therefore they know, how to handle it and are able to understand and help their children more easily.

There are also dyslexic cases which are not based on a family history although they have the same symptoms as the affected ones. The **genetic basis** is formed by changes in some chromosome pairs. This kind of dyslexia is called "secondary" or "acquired". These divergences often happen during early life stages - pregnancy, around birth, just by birth or in early childhood - and may be caused by different factors: a history of placental dysfunction, difficult birth with anoxia (lack of oxygen), accidents with head injuries or brain tumours, etc. (Ott, 1997, p. 27-28).

**Neurological factors** such as immaturity of a central nervous system or some slight variation from normal brain functions are termed 'soft' neurological signs. Recent researches claim that the brains of some pupils with reading difficulty may be morphologically different from those with no reading problems. That represents, by some SpLD pupils, a tendency toward clumsiness, confusion of left and right, or a failure to establish a lateral preference (Westwood, 2004, p. 75).

Basic academic skills which require visual perception – writing, spelling, reading (visual perception of letters and words), and mathematics (identification of numerals and symbols). Some SpLD pupils are thought to have binocular fixation or visual confusion. These pupils report that 'letter are swimming on the page' or 'they go blurry'. Visual perceptual problems (visual perception, visual memory, visual-spatial ability, and visual-motor skills) are not evident in all SpLD cases (Westwood, 2004, p. 77).

## **1.2 Diagnosis of SpLD**

In the case of SpLD an early identification is important - the earlier the better. Parents and pre-school teachers play the main role in an early identification therefore their alertness to early signs of difficulty is highly important for the later development of a child. Signs, discussed in this chapter, help to identify these problems in early childhood but they may be also applied for older children.

According to Ott (1997, p. 18) other people who may be responsible for a child diagnosis are not only its GP who can refer a child to a specialist for a certain area and help to minimize difficulties but also politicians who are responsible for funding of the required services.

There is a possibility to identify areas of weaknesses and difficulties from around the age of three to four years. Ott refers to the research by Bradley and Bryan (1983) where they found out that the performance of pre-schoolers on a phonological awareness task may be a good predictor of their reading and spelling ability during next three years (Ott, 1997, p. 18-19).

Nijakowska states that children, who are indicated to be dyslexic at an early age and who undergo special training for reducing the difficulties which appeared, may reduce their future scholastic failure and emotional problems connected with their diagnosis more successfully (Nijakowska, 2010, p. 102).

The earlier a problem is identified the better the prognosis. Between the ages of two to six there arise many early warning signs which may serve as indications for later learning difficulties. On the other hand, Nijakowska (2010, p. 89) claims, that low accuracy, which may cause false diagnosis by screening methods appears frequently. In these cases children may be either identified as possible dyslexics but later they have no problems, or dyslexic children are not discovered, although they encounter reading difficulties later.

Ott (1997, p.26) considers the following issues as possible early warning signs. As a first fact there are mentioned **family history** and **genetic evidence** which has been documented since 1905. As a family is not meant just the nucleus, but if learning difficulties appear also in other relatives grandparents, uncles, aunts and even first or second cousins, it may be a warning sign that their relatives may be dyslexic too. According to Smith, mentioned by Ott, he "*confirmed that large extended families provide valuable information about the inheritance pattern of complex traits*" (Ott, 1997, p. 26-27).

**Speech and language** represent other factors. Language development is supposed to be one of the most significant features when identification dyslexia. Following difficulties may be experienced either all or just some of them: word-naming problems, word mispronunciation, jumbling words, poor use of syntax, difficulties with rhyme and alliteration, tendency to use wordiness, hesitant speech, problems with using some words accurately and consistently, starting speaking later than other children, etc. (Ott, 1997, p. 28).

Specialists discovered different eyes movements while reading and divergences in a **visual perception** by people with SpLD. These stand not for ocular diseases but inaccuracy of visual differentiation, detail perception or distinguishing shapes. Similar difficulties were found also in the **area of hearing**. These are connected with problems of the ability to differentiate sounds in a word or to build words from sounds, etc. **Cognitive processes** (perception, imagination, fantasy, thinking, speech,



and memory) also work differently than in average children (Zelinková, 2005, p. 6).

There are other factors occurring more frequently in dyslexic children. Issues which are held as normal or common might be found as a problem and a difficult task, for example: an obvious thing such as buttoning a shirt, doing jigsaw puzzles, putting on the right shoes, describing a recent event, remembering common sequences like the alphabet, days of the week or months and many other tasks connected with sequencing (Ott, 1997, p. 28-29).

The last three factors cover fine and gross motor skills and laterality. **Fine motor skills** are associated with fingers and hands and problems which may occur, for example: using scissors, holding a pen wrongly or threading shoe laces. **Gross motor skills** are connected with arms and legs and activities like: hopping, skipping, catching, throwing, kicking a ball, learning to ride a bicycle etc. **Laterality** is connected to a preference for the left or right side of the body concerning eyes, hands, feet or ears. People usually have one dominant side for performing certain tasks. People with cross laterality may use one side for one task and the other for another. For example taking receiver to the right ear while kicking a ball with the left leg. It does not matter, if the preferences are stable, the divergent laterality does not automatically indicate any difficulties but left-handed people appear more often to be dyslexic (Ott, 1997, p. 30-32).

All these factors are not held as a dyslexic when the problems are caused by inadequate schooling or socialization, different handicap, acquired brain damage or low overall IQ.

### **1.2.1 Diagnosis in the Czech Republic**

In the Czech Republic a diagnosis of dyslexia for integration purposes can be done in educational-psychology centres or special pedagogical centres. A team of experts from different professions (minimally a special pedagogue or a psychologist) takes

part in a diagnosis. Each of them concentrates on different areas. The teacher's diagnosis is held as the most important because it contains information from a different environment and activities. It is also possible to consult doctors with problems (ocular or ear specialists, neurologists, psychiatrists, etc.) (Zelinková, 2005, p. 34).

Various examinations are part of the diagnosis. Those are examinations of: intelligence, speech, visual and auditory perception, laterality, reading and writing. Other areas can be additionally examined: perception and reproduction of rhythm, spatial and left-right orientation or motor skills. One part of a diagnosis comprises of information about family, personal anamnesis, health state, school anamnesis, child's attitude to school, etc. (ibid.).

### **1.3 Dyslexia**

Dyslexia is accepted by many governments worldwide as a difficulty which should be treated but because there is no universal definition, I chose two of them to introduce this disorder. The WHO definition describes dyslexia mainly as a difficulty with reading skills whereas British Dyslexia Association includes all the possible problems connected with dyslexia.

WHO defines the main feature of dyslexia as *"a specific and significant impairment in the development of reading skills that is not solely accounted for by mental age, visual acuity problems, or inadequate schooling. Reading comprehension skill, reading word recognition, oral reading skill, and performance of tasks requiring reading may all be affected. Spelling difficulties are frequently associated with specific reading disorder and often remain into adolescence even after some progress in reading has been made. Specific developmental disorders of reading are commonly preceded by a history of disorders in speech or language development. Associated emotional and behavioural disturbances are common during the school age period"* (Who, 2013 [online]).

Another definition given by the British Dyslexia Association says that dyslexia comprises of *"Organizing or learning difficulties affecting fine co-ordination skills and working memory skills. It is independent of overall ability and conventional teaching. When untreated there are significant limitations in the development of specific aspects of speech, reading, spelling, writing and sometimes numeracy – which may lead to secondary behavioural problems – although other areas of ability are unaffected"* (Riddic, 1996, p. 4).

### **1.3.1 History of dyslexia**

In the past, children with dyslexia were thought to be stupid, lazy, to have behavioural problems or to lack concentration. Johannes Schmidt, a Prussian physician who practised during the 1600s, is considered to be the author of the first medical report of a patient who was unable to read for non-optical reasons. This patient had lost the ability to read as a consequence of a severe stroke. Schmidt said about his patient that he retained other intellectual "faculties" and the loss of the ability to read is caused by a loss of one faculty among many. There are more than 200 years of silence after this finding. It ended when Sir W.H. Broadbent delivered his paper "Cerebral Mechanisms of Speech and Thought" in 1872. He describes ten cases of his patients with different forms of aphasia (Campbell, 2013, p. 80).

One definition of aphasia is following: *"an impairment of language, affecting the production or comprehension of speech and the ability to read or write. Aphasia is always due to injury to the brain-most commonly from a stroke, particularly in older individuals. But brain injuries resulting in aphasia may also arise from head trauma, from brain tumours, or from infection"* (Aphasia, 2015 [online]).

In 1877 a German scientist Adolf Kussmaul used the term "acquired word-blindness". He used this diagnosis for adult patients who were unable to read after a stroke or injury but their intelligence and other sensory acuity (except of reading) had remained. Eighteen years later, Glaswegian published eye surgeon James Hinshelwood a paper

called "*Word Blindness and Visual Memory*". He provides a more specific aetiology for the word-blindness than Kussmaul. Hinshelwood suggested that it is caused by an injury to the part of a brain where the centre of visual memory is situated (Campbell, 2013, p. 81).

The term dyslexia was first used in 1887 by German neurologist Rudolf Berlin (Zelinková 2005, p. 8). Hinshelwood continued to study this problem and he presented many articles for medical and ophthalmic journals during the period of almost 20 years. He said that it is necessary to study the difference between acquired and congenital word-blindness. In his final book "*Congenital Word-Blindness*" (1917) he presents that it affects more males than females and that it is often connected with a family history of literacy problems. He also notes that it requires different teaching methods (Ott, 1997, p. 6).

In 1896 Dr. Pringle Morgan published a case of congenital word-blindness in a fourteen-year-old boy, Percy. Doctor described this boy as an intelligent boy, good at games, with no exceptions to others of his age but who is not able to spell his name correctly (as 'Precy'). Written or printed words seemed not to impress his mind. Nowadays we describe this problem as "developmental dyslexia" (Ott, 1997, p. 6).

Samuel Torrey Orton was another specialist working with children who had learning difficulties. He examined school children and he found out that some of them, who had problems with reading, also showed similarities in the errors they made. Orton termed this as "strephosymbolia" meaning "twisted symbols". He studied not only many papers of British and German scientists but also human brains post mortem. An American national organisation Orton Dyslexia Society is organisation for dyslexia with its branches in every state. They provide annual conferences and a professional journal "*Annals of Dyslexia*" (Ott, 1997, p. 7).

Orton's research assistant Anna Gillingham was asked to devise a method for the teaching and remedying of the problems. She later collaborated with Bessie Stilmman,

who was a teacher and a dyslexic herself. In 1956 they published book "Remedial Training for Children with Specific Language Disability in Reading, Spelling and Penmanship". It became popular around the world and was revised many times. They used the multi-sensory teaching techniques, which mean "*the simultaneous use of the eyes, ears, hands and lips to utilize all the pathways to the brain when learning*" (Ott, 1997, p. 8).

### **1.3.2 Dyslexia in the Czech Republic during the 20th century**

In 1904 published Czech professor Antonín Heveroch an article about the disability to read even with a brilliant memory. He described a case of an eleven years old girl who was not able to learn to read, although she had a very good memory and quite good results in maths (Zelinková, 2005, p. 8).

In 1952 in a children's home in Herálec, a pupil of the 4th grade was examined and diagnosed with dyslexia. Since 1963 other examinations were carried out by MUDr. Otokar Kučera and PhDr. Zdeněk Langmaier in the Children's psychiatric hospital in Dolní Počernice. In 1964 there was opened a specialised class for pupils with dyslexia. The first class for dyslexic pupils was opened in Brno hospital in 1962. During the school year 1967/68, seven classes for pupils with reading problems were opened by the ministry of education (ibid.).

### **1.3.3 What is dyslexia**

The causes of dyslexia are still not completely clear. Dyslexia, not as an umbrella term for all specific learning difficulties, means reading disorders. Dyslexia affects basic reading features: speed, correctness, technique and comprehension.

Following pictures depict how different dyslexic pupils may see a text:

Waht ew tinhk  
dixlesia kloos lkie.

Actually, it's much  
complicated.  
Abstract word can  
complete disappear,  
disorientation  
in mind view words  
3-dimensionally.

teapot təpɒt  
təbɒt təpɒt  
teɒpɒt tɛpɒt  
təbɒt teapɒt  
təpɒt tɛadɒt

Robinson and Goway (1988, unpublished) reported significant improvement in subjects using Daniel Ross's method of word reversal, basic academic subjects, reading comprehension, reading accuracy, but not rate of reading. Adler and Atwood (1987) evaluated the results of fifteen weeks of 23 remedial high school students and a matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of focus, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester. In contrast, Winters (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 68 examples of the letter "b" on three pages, each page of which contained 600 random letters in 20 lines of

III<sup>6</sup> IY P<sup>6</sup> C R A P I I I  
I<sup>6</sup> I I I D E F I C I E D  
I<sup>6</sup> R E C R E A I E V I I I I  
I I V I J U D B E I I I I I<sup>6</sup>  
R E A D I<sup>6</sup> R E A D I<sup>6</sup> F I I J  
V E R E D Y S E A I I I I<sup>6</sup>  
D E F I C I E D I<sup>6</sup> S I I I J L I E  
I I I E F E E I I I C I<sup>6</sup> R E A D I I I C  
V I I I I D Y S E A I I I B I  
S E A I I I I I I E R E A D I I I C  
I I I E I<sup>6</sup> I I I E I E V E R  
D Y I I I I I A S P E E D I<sup>6</sup>  
V I I I I I S I I I E I I E V I I I<sup>6</sup>  
I I I I<sup>6</sup> D Y S E A I I I V I I J U  
R E A D

Pic. No. 1 Visualizing Dyslexia

If a pupil reads letter by letter, spells or syllabizes, then we do not consider it as reading but just as decoding. This type of “reading” cannot be used for getting information from a text. The same problem brings fast reading, meaning decoding and concentration just on speed not on the content. A dyslexic pupil needs to read a text more times to understand it (Zelinková, 2005, p. 13). It is recommended not to make any pupils read aloud if it does not serve for improving pronunciation. Even in

these situations, it is better to proceed individually and do not let pupils read in front of the whole class. As it causes more stress and a stressed child is always less competent.

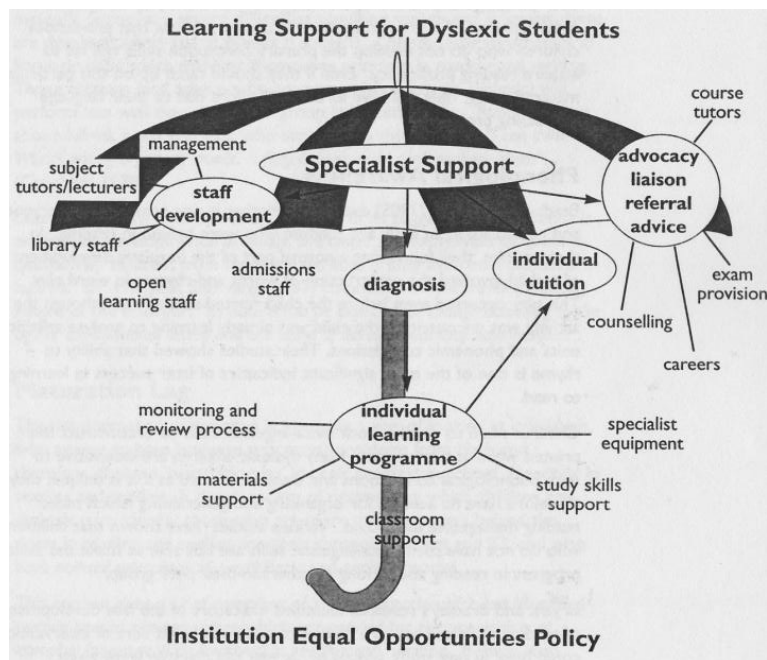
The common mistakes connected with dyslexia:

- confusion of letters with similar shapes (b/d/p, n/u, m/n,p/q/g...);
- confusion of letters with similar pronunciation (v/f, b/m, d/t,...);
- missing, adding or mixing of letters or syllables;
- thinking out or guessing words.

These mistakes, appearing in a native language, show up most noticeably also when learning foreign languages (Zelinková, 2005, p. 13-14).

#### **1.3.4 Teaching strategies**

Teaching dyslexic pupils requires different approaches and strategies than teaching non-dyslexic pupils. Dyslexic students should be supported in a complex way. It covers support from subject staff, technological aids, special equipment, work periods and resources, counselling to give them appropriate advice and guidance or career advice (Krupska, Klein, 1995, p. 69). Each teacher and school organisation should provide as much help as possible to enable a pupil to learn as the others.



**Pic. No. 2 Learning Support for Dyslexic Students**

Some pupils can be wrongly considered as being careless or having lack of attention, which often causes negative labelling or misunderstanding. Therefore there is a need to understand the nature of the disability and how it affects one’s learning style and lifestyle (Krupska, Klein, 1995, p. 73). This information is important not only for the pupil itself but also for his or her teachers and parents, because it provides them with guidelines on how to handle their problems and make life easier.

The importance of precise diagnosis is obvious. A written diagnostic report should provide a teacher with the following information: a framework on how to work with a certain pupil; clarification of nature of the difficulty; suggestions on an effective learning programme based on the strengths and weaknesses of the pupil; relevant teaching methods and strategies; and any additional pupil’s needs (Krupska, Klein, 1995, p. 73).

If a dyslexic pupil is involved in a class, a teacher could be worry that he or she is not



able to handle this pupil. Some dyslexic pupils present a challenge even for an experienced teacher. There are some suggestions on how to work with such pupils in the following chapters, though not all recommendations can be suitable for both pupils and teachers, most of them also provide help to the rest of pupils in a classroom to help everyone learn more effectively.

Observing and listening to dyslexic pupils plays an important role in effective teaching. A pupil and a teacher should identify strengths and weaknesses and preferred learning style, which serve to set learning strategies, a possible individual program and appropriate and effective methods for teaching and learning. A teacher should give a pupil enough space for self-discovery, creativity and feeling of success (Krupska, Klein, 1995, p. 74-75).

Dyslexic pupils tend to fulfil language based tasks more slowly than non-dyslexic ones, yet it does not mean that these students are not able to succeed in this task. Most of the pupils show intelligence and creativity so they are usually able to complete a certain task but it just takes them more time to do so. Dyslexic pupils often have a dominant right part of brain which means that they respond better to visual inputs. This is proven by Albert Einstein's quotation: "*The words of the language as, they are written or spoken do not seem to play a role in my mechanism of thought.*" The reason, why Einstein was mentioned is that he was dyslexic himself (Krupska, Klein, 1995, p. 75).

When providing reading for dyslexic pupils, a teacher should be aware of following strategies and factors that support these pupils. The basic need for reading is the reading material. The choice of the material, which represents key clue to success, usually lies with the teacher. It is important to choose the right level of the text along with the topics that should encourage pupils to read. It is essential to pick interesting and suitable texts for the pupils. The amount of the text should be taken into account according to a pupil's difficulty (Nasen, 2015 [online]). Texts may be modified, shortened or simplified if needed.

It is advisable to distribute texts before the lessons so that pupils can become familiar with them. Pre-teaching key words or new vocabulary ease the understanding and therefore reading itself. Developing and teaching reading strategies and approaches should be included in the reading process. Pupils should get to know different reading skills such as skimming, scanning or closed reading and they should be taught how to apply them to fulfil the reading, task and possibly other tasks connected with it, successfully (Nasen, 2015 [online]).

Reading aloud should be required only in the case when pupils themselves intend to do so, they should not be pushed into it. Audiobooks provide possible help when appropriate. The understanding of a text may be illustrated so that pupils produce mind maps, diagrams, charts or other form of sum ups (Nasen, 2015 [online]).

A teacher should also be careful when presenting information on a paper or PC. There is a need of proper letters and line size and adequate amount of a text. It is advisable to use diagrams, mind-maps or pictures to bolster the information and help students keep it in mind for longer time and more easily (Krupska, Klein, 1995, p. 77-78).

When giving instructions for different tasks, there are several things to be aware of, so that dyslexic pupils understand correctly. A title of an essay or another purpose of an assignment should be explained, it is also expedient not to introduce the task in a hurry and check a pupil's understanding afterwards. Instructions should be given in a simple language (Krupska, Klein, 1995, p. 78).

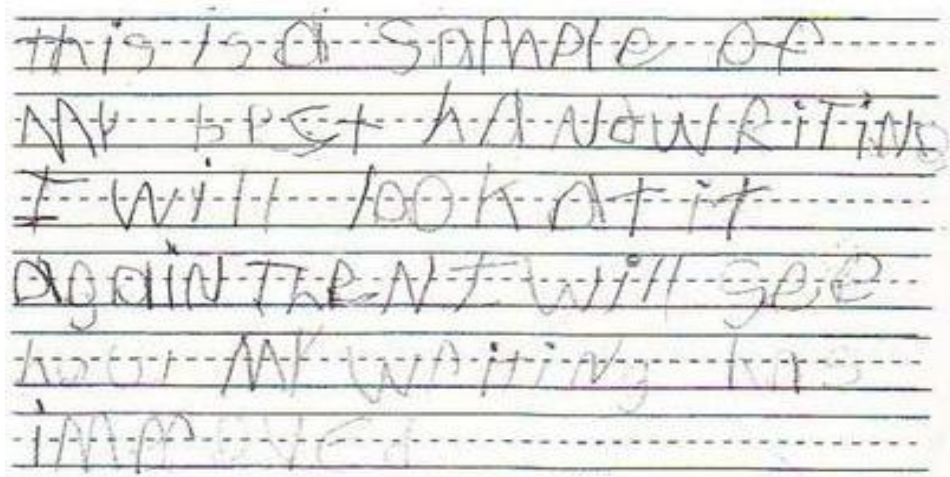
Written task can be a big challenge for dyslexic pupils because they usually have problems with transferring their ideas onto paper. Teachers should encourage these pupils to use additional help or improve their writing techniques and strategies to feel more comfortable with writing and to be able to fulfil a task as well as possible. They can be provided with an extended period of time when needed (Krupska, Klein, 1995, p. 78). Dyslexic pupils need not necessarily write the same assignment as the others, they can get modified, simplified or completely different task.

Assessment of dyslexic pupils requires an individual approach (as well as other tasks) because each dyslexic pupil has different problems. It is desirable to divide marks into more areas – to separate marking of transcription errors (spelling, punctuation, vocabulary) and of content. The teacher should be aware that dyslexic pupils are not able to see all their errors even after several proofreadings (Krupska, Klein, 1995, p. 78).

There can be also different strategies for correcting. A red pen does not evoke a good feeling in all pupils therefore another colour could mean slight but important change in correcting, not only for dyslexic, but all work. A teacher can establish specific colours for correcting serious mistakes which are considered as mistakes for everybody with no excuse and another colour which can just warn a pupil that he should fix those mistakes next time, when it could be considered as a proper mistake. Teachers and pupils should arrange specific symbols which are used for specific mistakes so that they know what the marked mistakes mean. It provides a quicker and clearer overview of mistakes for both pupils and teachers which offers easier ways to correct and improve.

#### **1.4 Dysgraphia**

Dysgraphia belongs to those specific learning difficulties which affect writing abilities. That can appear as difficulties in different areas connected to writing; "dys" meaning "difficulty" and "graphia" meaning "writing". The following issues are mostly affected – spelling, poor handwriting, trouble with putting thoughts on paper. It is important to mention that poor handwriting does not always signalise dysgraphia. This can be also caused by a disproportionate writing tempo, because of which, a writer cannot manage to handle his or her writing properly. It must be also investigated, whether the problem of written expression is not caused by an inadequate education or other different factors (Handwriting, 2016 [online]).



**Pic. No. 3** An example of a second grade student's handwriting with dysgraphia.

Dysgraphia is a neurological disorder that is primarily diagnosed when a child starts to learn how to write. It can occur in isolation but it is quite common that other disorders appear simultaneously. These might be dyslexia, ADD (attention deficit disorder), ADHD (attention deficit hyperactivity disorder), autism or other learning disabilities (Study, 2016 [online]).

Here is a list of possible problems connected with dysgraphia:

- illegible handwriting;
- irregular letter sizes and shapes;
- incomplete letters;
- difficulty using writing as a means of communication;
- wrong pencil grip;
- spelling mistakes;
- loud saying words while writing;
- refusal to writing or drawing tasks;
- missing or incomplete words in sentences;
- grammar and sentence structure troubles;

- inadequate use of paper lines and spaces;
- pain in the hand or arm;
- tiring easily when writing” (Study, 2016 [online]).

Other difficulties arise when having dysgraphia. There are many cases of people having problems with processing information. They often have problems with a short term memory which can mean that they are not able to remember more than two or three things. They also lose things more often because they easily forget where they have put them. Problems with self organisation appear also quite common (Dysgraphia, 2016 [online]).

Teachers can recognize children with dysgraphia by significant symptoms while writing. These children are not able to cope with the writing tempo therefore their written schoolwork is often illegible or difficult to read. Their handwriting is heavy-handed, they personally cannot read their own writings. They experience pain in hand more often than the others. However, children with dysgraphia often belong to the more intelligent part of the class but their teacher could be confused because of their unbalanced work and differences between verbal and written expression (Dysgraphia, 2016 [online]).

It is obvious, that these children suffer while writing. Teachers observe these difficulties when they ask these pupils to complete any written assignments. That can mean that the children try to avoid these tasks, they are frustrated, stressed or they even start crying (Handwriting, 2016 [online]).

#### **1.4.1 Teaching strategies**

There are generally 3 strategies which can help to improve writing skills in dysgraphic people: remediation, accommodation, modification. Remediation consists in giving instructions and assistance for handwriting – proper grip, posture and paper positioning. These children also have to strengthen hand muscles and train their motor

skills through various strategies and activities (LD, 2016 [online]).

Accommodation comprises of a compromise between writing and learning, so that the impact of writing on learning process is reduced as much as possible. It affects different areas connected with the production of written work: complexity, amount, tools or format. These areas could be modified for some pupils and situations considering following adjustments: amount of a text – shortened or ready-made assignments and test, putting emphasis on quality rather than quantity; complexity – to distribute grades individually, provide tasks, where pupils can take on different roles, help the dysgraphic pupils with time management of their work; tools – enable pupils to use different writing styles (block letters, or a computer), paper with lines; format – allow pupils to present a given task in different ways (orally or visually) (ibid.).

## **1.5 Dysorthographia**

Dysorthographia is a specific disability affecting spelling, which represents writing problems occurring in absence of visual, hearing or intellectual impairment. These affect difficulties in recognition, understanding or reproduction of written symbols (Health, 2016 [online]). It is necessary to distinguish between pupils with just a weak spelling and those who have dysorthographia. There are certain signs which help to identify them:

- incorrect spelling and/or writing;
- errors referred as 'bizarre';
- little or no connection between written letters and heard phonemes;
- omitting letters from words;
- copying words incorrectly;
- grammatical errors including tenses, contractions, punctuation, or correct word

usage;

- longer time for spelling issues;
- difficulties with parts of speech – differentiation, derivation;
- no or little troubles with reading or verbal skills.

An example sentence of a dysorthographic student can look like the following: 'eye gode two skul' instead of 'I went to school' (Study, 2016 [online]).

### **1.5.1 Teaching strategies**

Reducing spelling errors appears a challenge for teachers even in the pupils' mother tongue, the bigger challenge it means for foreign language teachers. Dysorthographic pupils should be evaluated in a different way than other pupils. Since they often write words as they hear them, these words should not be considered as wrong ones if it is obvious what they mean. However teachers cannot be too charitable to these pupils. They should encourage pupils' correctness and support their creativity and fantasy when completing some written tasks.

It is undeniable that most of dysorthographic pupils need more time for accomplishing any written exercise, the amount of time differs according to a pupil's difficulty. Other supporting aids for these pupils might present as personalised dictionaries, handouts with specific key words, list of common spelling errors and other supportive material depending on a pupil (Nasen, 2015 [online]).

Many different teaching styles are recently applied to support the various learning styles of pupils. A multi-sensory way of teaching or metacognitive approach represents ways that make English learning easier and more accessible for all pupils (ibid.).

## 1.6 Dyscalculia

Dyscalculia does not automatically describe all types of problems in mathematics. It is a learning difficulty of neurological origin. Shalev and Gross-Tsur (2001, in Westwood, 2004, p. 121) define dyscalculia in these terms: *“Developmental dyscalculia is a specific learning disability affecting the acquisition of arithmetic skills in an otherwise normal child. Although poor teaching, environmental deprivation, and low intelligence have been implicated in the etiology of developmental dyscalculia, current data indicate that this learning disability is a brain-based disorder with familial-genetic predisposition.”*

Dyscalculia does not cover only mathematics at school but there arise many daily activities which require mathematical skills: linguistic skills (understanding or naming mathematical terms, decoding mathematical symbols or arithmetic signs, clustering objects into groups...); attention skills (copying numbers or figures, remembering numbers in operations, observing operational signs,...); mathematical skills (following sequences of mathematical steps, counting, learning multiplication tables) (Westwood, 2004, p. 121).

According to ICD-10 (1992, in Westwood, 2004, p. 121) these are characteristic features of dyscalculia:

- *“ Poor concept development,*
- *lack of understanding of mathematical terms and signs;*
- *confusion over printed symbols;*
- *poor procedural skills;*
- *inability to determine which process to use in solving problems;*
- *poor bookwork with misaligned columns and figures;*



- *weak multiplication skills.*”

Many dyslexic students (with severe reading problems) also prove difficulties in arithmetic and mathematical tasks (Westwood, 2004, p. 121). Because of their reading problems they do not manage to read through the instructions, jumble or misread numbers or they may not be able to master even basic mathematical operations.

## 1.7 Dyspraxia

Dyspraxia is known also as developmental coordination disorder (DCD) and belongs to a common disorder affecting **fine motor skills**(hand, mouth and tongue movements needed for recording or producing words) and/or **gross motor skills** (walking, jumping,...). Dyspraxia can have an impact on social skills (time management, planning, organising).

It is common that dyspraxia goes hand in hand with other learning and attention difficulties. It is important to encourage these children to learn, train and repeat physical activities, visual and spatial perception, and coordination and provide them with special instructions and strategies as much as possible. This involves the parental, school and teachers’ support and cooperation (Understood, 2016 [online]).

Here is a list of possible warning signs of having dyspraxia:

- bumping into people or things;
- troubles with sports, especially with those connected with jumping, skipping and cycling;
- slow development of left- or right-hand dominance;
- problems with holding, moving and dropping objects;
- difficulties with grasping a pen;

- struggling with interacting and playing with other children;
- forgetting and losing things;
- troubles with repeating things and speaking at the right speed, volume and pitch (Understood, 2016 [online]).

## **2 Teaching English to pupils with SpLD at Lower Secondary Schools**

The previous chapters discussed specific learning difficulties where some of them include descriptions of recommended work with pupils with the concrete difficulty. The following chapters discuss the overall approach to pupils with SpLD and give some recommendations how to work with such pupils, how to support them or how to arrange learning friendly environment. There are also listed famous personalities with SpLD as a possible motivation.

### **2.1 Supporting pupils with SpLD**

Because of the increasing demands of learning at secondary schools, it is important to support SpLD pupils to help them fulfil the curriculum contents. To cope with this problem it is necessary to establish a consistent point of the view throughout the school, and the whole staff who support in a dyslexia-friendly environment. Pupils at secondary schools have different subject teachers with different approaches, expectations, evaluation criteria and primarily understanding and knowledge about pupils' difficulties (Nasen, 2015 [online]).

#### **2.1.1 Learning environment**

A **classroom** should be maintained tidy and organised. The SpLD pupils may sit at the front of the class and they can use a buddy system for supporting, helping and checking them. Having an assistant teacher in the classroom would be the best scenario. Ready-made handouts with highlighted key points offer pupils a better and clearer overview in comparison to copying notes from a board (ibid.). If pupils stay in one classroom with the same classmates the whole day or they visit the same class for their English lessons, the above mentioned aids can help SpLD pupils to learn more effectively and easily. In all cases the environment should be made as supportive as

possible.

**Classroom displays** can provide useful help and information for all not only for pupils with SpLD. It is necessary to make the displays informative, interactive and relevant; to provide information in an uncluttered and explicit way; to place them visibly and to use good colours avoiding a white background with black text; to show key words clearly; to appreciate and encourage pupils' work (Nasen, 2015 [online]).

Although **visual inputs** provoke better memorising, slight details may cause troubles and misunderstanding by pupils with difficulties. Teachers should be aware of colours and backgrounds, they might use: coloured overlays, cream coloured papers, pastel or cream background for presentations, size and type of font (12 for paper, 28 for presentation, fonts like Arial, Verdana, Tahoma,..), left-justified text, 1,5 line spacing and other tools which support clear arrangement and better understanding and orientation (ibid.).

## **2.2 Teaching SpLD pupils**

Teachers may apply various kinds of teaching methods which help pupils to learn English easier, more effectively and in a way adjusted just for them. A crucial knowledge is to **know how to learn** therefore teachers should encourage pupils to find out what is their best way to learn. Teachers should use various teaching methods, some of them are mentioned in this chapter, and learning styles. They should develop strategies to support memorising (making associations, mnemonics, using different colours, pictures, using audio records, videos, mind maps, etc.) Pupils should take responsibility for their learning which can be supported by diaries or checklists, where they should tick their finished tasks. They should be taught to recognise what is urgent and what can wait. Teachers should establish adequate amount of learning as well as teach pupils to set appropriate time for a task and to make brain breaks (Nasen, 2015 [online]).

### **2.2.1 Individualized approach**

From the above mentioned facts it is obvious that teaching English to pupils with SpLD is not an easy task. Teachers should know as much as possible about the disorder but also about the pupils him/herself so that they are able to provide their pupils with a proper environment for learning. Individualized lessons are not simple to provide. Teachers can lead group lessons to give preferences to pupils with SpLD but they may not take enough care in the other extremes, with exceptionally gifted pupils. Teachers should try to find balance among all the pupils in a class which sounds hard to accomplish but it can bear fruits for all participants.

According to Zelinková (2005, p. 96-97) teachers should observe some principles when teaching SpLD pupils yet they are time demanding. The first thing is to set borders and to agree on rules in the class. Then all pupils and also parents should have the rules explained and other issues connected with teaching SpLD pupils so that there appears no opacity because of different conditions or assessments. When classmates know what the situation in the class looks like, they may help each other and make lessons easier and more relaxed for both pupils and teachers which can lead to better results for everyone.

When teaching SpLD pupils teachers should start with the pupils' current knowledge which may enable them to experience successes and motivation for further learning. Teachers should praise pupils' work and encourage them (valid not only for SpLD pupils). On the other hand teachers should avoid taunting in front of the class, even if it is meant as motivation for better work because it usually has completely reverse effect (Zelinková, 2005, p. 97).

Patience is a crucial quality which should be favourable to all teachers, even more if teaching pupils with any disorder. Teachers should remain positive although the first positive results may come in a longer time period. They should set their own norms for each pupil and remember that less is sometimes more (ibid.).

## 2.2.2 Multisensory teaching method

**Multisensory teaching method** suits not only SpLD pupils but all pupils since it is based on using the different senses (sight, hearing, movement, touch and taste only in proper cases). More than one sense is stimulated during multisensory teaching or learning. Multisensory techniques enable pupils with learning difficulties to find and use their strength areas for learning.

Each sensory system has its own target in the brain that stimulates cognitive functions (perception, attention, memory, motor skills, language, visual and spatial processing and executive functions), though it is crucial to stimulate the brain in a variety of ways. This bolsters the development and higher functioning of each sensory system important for learning, therefore it leads to improving listening skills, vision, movements, tactile recognition and conceptualization – skills that are necessary not only for learning foreign languages but for all subjects and everyday life (Readingcenter, 2016 [online]).

Teachers using multisensory teaching methods have to find many different activities and ways of how to teach common things where more than one sense is involved. That takes more time for preparing and also explaining these kinds of exercises but it results in more varied and less uniformed lessons which make more fun and better pupils' outcomes.

Activating various senses means applying such activities that connect kinetic, visual and auditory memory. When pupils find out which learning style according to these types of memory they prefer. Teachers may notice more success with one method long before the pupil can recognise their own learning style. Teachers should react with applying these techniques to their lessons, especially with respect to pupils with learning difficulties.

**Visual** inputs include all kinds of texts, pictures, posters, flash cards, videos, documents, etc. Pupils with visual memory usually need to see demanded information.

They use colours and different fonts to remember more easily.

Pupils with **auditory** memory need to listen to things to remember them, which means that they prefer listening to a teacher to writing notes. Other materials suitable for these types of pupils including, clapping, pantomime, ...reading, computerized text readers, videos or documents with audio support (Learning, 2016 [online]).

**Tactile** teaching methods are connected with touching things. When teaching English it can represent pure holding or touching flash cards, using interactive white board or drawing imaginary words. More sophisticated materials as sand boards, textured object, finger paints, etc. are also applied for tactile memory (ibid.).

Other type of method is called **kinaesthetic** method which is based on body movements and fine and gross motor skills. For these types of pupils it is important to move during a lesson – using interactive white board, jumping, clapping, pantomime...

As well as these 4 common ways of learning, there are other 8 ways of processing information including:

- **sequential learning** – ordering information alphabetically or numerically, using timelines, outlines, keeping materials organised;
- **simultaneous learning** – categorizing of materials by similarity;
- **verbal learning** – processing ideas aloud, pair or group discussions;
- **interactive learning** – collaborating a cooperating with other pupils, group works;
- **logical/reflective learning** – making connections among information;
- **indirect experience learning** – learning from observing and demonstration;
- **direct experience learning** – teaching pupils in their own environment, real

experience (museum, historic sites,...);

- **rhythmic melodic learning** – using songs and rhythm to learn information (Learning, 2016 [online]).

### 2.2.3 Teaching various skills

According to Zelinková (2005, p. 85-95) teachers may apply **various approaches** according to taught skills. **Communication (speaking)** is a main goal when teaching foreign languages. It is therefore advisable to lead the lessons in the foreign language. Teachers should make connections among situations and words without translation into a mother tongue. Links to understanding may be presented with non-verbal expressions, visual illustrations, practical examples, etc. SpLD pupils may have problems also with speaking in their mother tongue thus speaking in a foreign language should be restricted to dialogues based on familiar topics, describing pictures, mind maps and other tasks which encourage pupils' spoken expressions.

**Pronunciation and intonation** represent challenge not only for SpLD pupils but they play a crucial role when speaking to foreigners and inappropriate pronunciation can lead to misunderstandings. Because of many SpLD pupils suffer from restricted auditory perception they tend to have more problems with articulation and the repetition of words. Fear from public failure also plays its role in managing pronunciation. It is important not to force pupils to speak in front of the whole class but do either so privately (when the rest of the class has different task to complete) or a group. There are many clues and hints to use when teaching pronunciation which should be repeated and applied more often than with non-dyslexic pupils. For example: using records with native speakers, graphical illustration of forming sound in a mouth, using similar words to find out the contrast (pet x bed), graphical illustration of intonation, gesturing the intonation, etc. (Zelinková, 2005, p. 86).

Zelinková (2005, p. 86) claims that when gaining **vocabulary** translations to the



mother tongue should be reduced to minimum. The reason for that is that pupils with SpLD usually have problems with recalling words in their mother tongue which may restrict them in learning foreign vocabulary. Following aids should be preferred to direct translations: using concrete situations connected with taught vocabulary, model situations, visual aids, multisensory teaching methods, pantomime, gestures, rhythmic, songs, movements, pictures, films and other things that help to fix the vocabulary. Teachers and pupils should be aware of their preferred teaching styles. Visual types make use of the written form of vocabulary – flashcards, colourful differentiation. Auditory type is less frequent in SpLD pupils but they prefer listening and using of audio records. Kinaesthetic types remember vocabulary better when connected with movements. Most pupils suit a combination of these methods.

Teaching **grammar** (and other skills) cannot be generalized because of individual disorders and learning types. One frequent problem comprises in not knowing the grammar of their mother tongue. Some strategies may ease learning but teachers must count on that SpLD pupils need more time, explanations and repetitions than the others. When teaching grammar, teachers should prefer: using inductive method (start with examples and then rules and exercises), teaching just one grammar issue at once, illustrative approach, repetition of the grammar issue in different ways, toleration of grammatical mistakes at the beginning of learning. Pupils can make use of grammatical summaries or colourful differentiation of parts of speech but they must be taught how to apply them properly (Zelinková, 2005, p. 89-91).

Teaching **reading** and **writing** is influenced by individual learning styles with consideration of how pupils manage these skills in his/her mother tongue. Appropriate approaches were already mentioned in the chapters devoted to teaching strategies by dyslexia, dysgraphia and dysorthographia.

### **2.3 Famous Personalities with Specific Learning Difficulties**

At the end of this chapter I decided to introduce a list of some famous personalities

who were diagnosed SpLD. They (have) apparently struggled successfully with their disorders and became famous and successful. I mention it so that teachers may motivate their SpLD pupils with positive examples of people with similar problems. The pupils can pick a model according to their interests and similar disorders whose story can encourage them to work hard, to try to find what their strengths are and to know that they can have dreams which are obviously able to come true.

Here is the list of just some examples of favourite SpLD personalities. Most of them struggled with basic learning skills, some of them were considered to be stupid because of the lack of diagnoses at the time of their school attendance. But, as we can see, they became popular in different kinds of jobs (actors, singers, businessmen...), so let us take an inspiration from them:

- Steve Jobs – dyslexia – the founder of Apple
- Steven Spielberg – dyslexia – filmmaker (Indiana Jones, E.T., Jurassic Park,...);
- Keira Knightley – dyslexia – actress (Pirates of the Caribbean);
- Orlando Bloom – dyslexia – actor (Pirates of the Caribbean);
- Jamie Oliver – dyslexia – the world’s richest chef;
- Tom Cruise – dyslexia – actor (Mission Impossible, Top Gun,...);
- Daniel Radcliffe – dyspraxia – actor, most famous for his role as Harry Potter;
- Tommy Hilfiger – dyslexia – worldwide known fashion designer;
- Cher – dyslexia – actress, singer;
- Anthony Hopkins – dyslexia – actor (Hannibal, The Silence of the Lambs,...);
- Ozzy Osbourne – dyslexia – musician, songwriter,...
- Albert Einstein – dyslexia – mathematician, physicist, scientist;
- Nikola Tesla – dyslexia – mechanical engineer, inventor,...
- Leonardo da Vinci – probably dyslexia (he wrote his notes backwards) – architect, inventor,...
- Galileo Galilei – dyslexia – astrologer, astronomer (Ranker, 2016 [online]);
- and many others.

### 3 Law and education in the Czech Republic

Teaching English at lower secondary school in the Czech Republic is restricted by some laws and documents. These papers define which grade of the European framework of reference for language should be reached at different grades, what to teach, which outcomes pupils should be able to gain, etc. There appear also parts which are devoted to pupils with SpLD.

The most important law for education is **act No. 561/2004 collection of law, on pre-school, basic, secondary, tertiary professional and other education (the education act)** from the 24<sup>th</sup> September 2004 (MSMT, 2016 [online]). The following paragraphs describe those parts of the act concerning specific learning difficulties.

#### 3.1 Law and SpLD

According to § 2 (1) education is based on an **equal approach** to the citizens of the Czech Republic or European Union states without any discrimination (concerning race, sex, language, religion, etc.); individual needs; mutual respect; free basic and secondary education; etc. (MSMT, 2016 [online]). It is clear from this part that the education in the Czech Republic is equal for everybody, this means also for pupils with SpLD.

The principal paragraph for pupils with SpLD represents **§ 16 Education of children, pupils and students with specific educational needs and education of exceptionally gifted children, pupils and students**. This paragraph was revised and the new Regulation (No. 73) came into force on 1<sup>st</sup> September 2016 (MSMT, 2016 [online]). This embodies pupils with handicap (mental, physical, visual, auditory, speech, autism, developmental learning difficulties or behaviour or mix of these handicaps), with a chronic health condition (health weakness, long-term illness or slighter health disorder leading to learning or behavioural disorders) or socially disadvantaged pupils (Zelinková, 2005, p. 44-45).

§ 16 says that children, pupils and students with special educational needs have the right to such an education which contents, forms and methods correspond to their needs and possibilities. According to this paragraph pupils with SpLD have the right to get help from a school and school consulting centres. Their assessment is based on the character of each handicap. The entrance and the final stage of an education are modified according to pupils' needs (Zelinková, 2005, p. 45).

### **3.1.1 New Regulation No. 27/2016 Collection of Law about Education of Pupils with Special Educational Needs and Exceptionally Gifted Pupils**

The main aim of the new Regulation No. 27/2016 collection of law about Education of Pupils with Special Educational Needs and Exceptionally Gifted Pupils is to support inclusive education in the Czech school. **Inclusion** has been recently the priority of the Ministry of Education. This amendment, valid from 1<sup>st</sup> September 2016, guarantees collective education for all children and the right to get supporting measures, which help the pupils to overcome their handicaps (social, cultural, physical) and it supports exceptionally gifted pupils. The regulation describes the legal requirements for working with pupils with SpLD - supporting measures, assistant teachers, organisation of the work or financial support (NUV, 2016 [online]).

There are 5 stages of **supporting measures**, where the 1<sup>st</sup> stage means minimal modifications of methods, organisation and assessment. This stage can involve SpLD pupils with less serious problems. The supporting measures of 2<sup>nd</sup> to 5<sup>th</sup> grades are provided according to the recommendation of a school consulting centre. The rules of concrete measures and the financial support are contained in the appendix of the regulation (MSMT, 2016 [online]).

**Individual education plans** (IEP) are discussed in § 3. IEP are issued at school based on recommendations of a school consulting centre and a parental request. Pupils with

SpLD can be recommended to be taught according to IEP. The IEP represents an obligatory document for teaching a pupil and is based on a school framework education programme. An IEP contains information about:

- a) modifications of learning contents;
- b) time and content management;
- c) amendments of methods and forms of education;
- d) adjustments of pupils' outcomes (MSMT, 2016 [online]).

An IEP must be provided within one month from delivering of a request for an IEP. It can be modified and supplemented during the whole school year according to pupil's needs. The form for an IEP is shown in the appendix of the regulation (MSMT, 2016 [online]).

Two examples of reports from pedagogical-psychological counselling centre are handed in the appendix of this diploma thesis. They provide information about two pupils described in the practical part.

**Assistant teachers** provide help to another educator (main teacher) when teaching pupils with special educational needs according to § 18. Assistant teachers help with organization and realization of education, support self-activity and active participation of a pupil in all school activities. They work with an individual pupil or other pupils with a class, department or group according to instructions of the main teacher. The main activities of assistant teachers are following:

- a) to help during educational activity and to help with communication with pupils, legal representatives and pupil's community;
- b) to help pupils with their adaptation to a school environment;
- c) to help pupils during lessons and with preparation; pupils are lead in managing

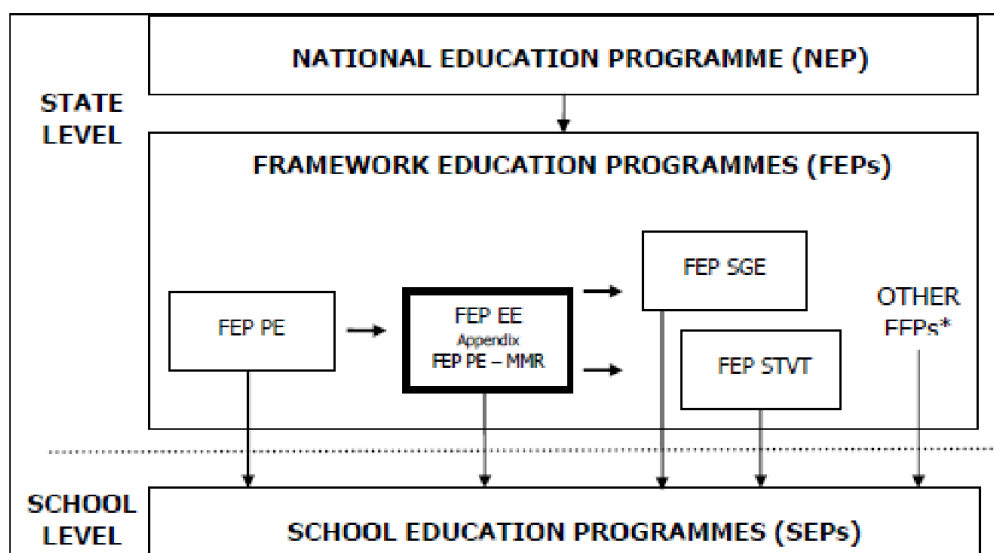
all their activities independently;

- d) to help pupils to move during lessons or school activities; etc. (MSMT, 2016 [online]).

**Organisation** of education with special needs is described in § 17. Five represents the maximum number of pupils with special needs (2<sup>nd</sup> to 5<sup>th</sup> grade) in one classroom and this number cannot be higher than one third of pupils. No more than four pedagogical employees can work in one classroom (MSMT, 2016 [online]).

### 3.1.2 Documents Concerning Teaching English

The most important and superordinate curricular document for schools in the Czech Republic is called 'Framework Education Programme for Elementary Education' (FEP EE). It provides for schools to create their own School Education Programmes, which must be based on FEP EE as shown in following diagram. This paragraph introduces those parts of FEP EE which concern teaching English and pupils with SpLD.



Pic. No. 4 The System of Curricular Documents

**Key Competencies**, according to FEP EE, include a set of knowledge, skills, abilities,

attitudes and values. All pupils should be equipped with these competencies which means long-term and complicated process. Key competencies are following: **learning competency, problem-solving competency, communication competency, social and personal competency, civic competency and professional competency**. All these competencies are not isolated phenomena but they have an interdisciplinary nature and should be achieved as a result of the overall educational process (VUP, 2007 [online]).

The above mentioned competencies should not be taught only in the mother tongue but they should be included also in foreign language lessons and other subjects. According to inclusion all pupils are equal which means, in terms of key competencies, that all pupils should have the possibility to gain the acquired abilities and skills during their school attendance. It does not mean that the process of learning ends by the end of their elementary education, it is a whole life process but FEP EE says which level pupils should ideally reach during their compulsory school attendance.

This chapter defines educational areas. There are 9 of them, put together according to similar educational content, but we are interested only in the area which concerns English language: **Language and Language Communication** (Czech Language and Literature, Foreign Language, Second Foreign Language). The FEP EE specifies requirements for foreign-language education which are based on the Common European Framework of Reference (CEFR) for Languages. This framework describes levels of language proficiency and the same scale is recognized all over the world. According to FEP EE pupils should attain Level A2 in the field of Foreign Language and level A1 in the field of a Second Foreign Language (VUP, 2007 [online]).

So that the teachers know what the required outcomes are, here are the definitions of the Level A1 and A2 according to CEFR:

A1 – *„Can understand and use familiar, everyday expressions and very simple*

*sentences, which relate to the satisfying of concrete needs. Can introduce him/herself and others as well as ask others about themselves – e.g. where they live, who they know and what they own – and can respond to questions of this nature. Can communicate in a simple manner if the person they are speaking to speaks slowly and clearly and is willing to help.*

*A2 - Can understand sentences and commonly used expressions associated with topics directly related to his/her direct circumstances (e.g. personal information or information about his/her family, shopping, work, immediate surroundings). Can make him/herself understood in simple, routine situations dealing with a simple and direct exchange of information on familiar and common topics. Can describe his/her background and education, immediate surroundings and other things associated with immediate needs in a simple way” (Goethe, 2016 [online]).*

The FEP EE includes also other fields connected with learning English. Language lessons do not only provide the possibility to communicate with the world but the lessons bring information about the differences in the lifestyles of people, cultural traditions, food, etc. Learning a foreign language increases an awareness of the importance of mutual international understanding and tolerance and it enables schools to create international cooperation (VUP, 2007 [online]). All these aspects may lead to interesting and creative lessons which may be more suitable for SpLD pupils because they are involved and use other kinds of knowledge where they are not so restricted – geography, history, individual experience, etc.



## **II. Practical part**

The practical part of the diploma thesis is dedicated to a research based on the case study. The participants of the research are represented by six lower secondary pupils with some specific learning difficulties which were discussed in the theoretical part. The data from all the pupils were examined and the results are presented in the following chapters.

### **4 Case study**

The case study deals with 6 pupils who have been diagnosed with learning difficulties. Because of their anonymity I deleted their names and residence names. As identification I used only one letter for each participant. All the pupils come from the region Rychnov nad Kněžnou and they go to the 9<sup>th</sup> class at lower secondary school. Two of them go to school in a town, where the lower secondary school includes 6<sup>th</sup> to 9<sup>th</sup> classes where each grade usually consists of three classes A., B. and C. Because of the average number of 30 pupils in a class, they are usually divided into two halves for foreign language lessons. Our participants belong to the weakest English class. I chose them because I know them and their family background personally.

The rest of the participants goes to the same class at a village school which includes a kindergarten and classes from 1<sup>st</sup> to 9<sup>th</sup> grade with lower number of pupils in each class. I chose these pupils while I was teaching at this school during my teaching practice. I could observe their behaviour and participation when I was teaching them English and German language. I also got a lot of information about them from their English teacher who was my leader there.

The case study is divided into 5 parts: family anamnesis, pupil's anamnesis and diagnosis, attitude to English, evaluation of exercises and teacher's attitude. Each pupil received a parents' questionnaire, the same test sheet and both the pupil and his/her teacher were interviewed. The data from all these sources were examined and

the results are presented in the following chapters. Two cases are introduced in more details including reports from the educational-psychology centre shown in the Appendix A and the Appendix B. All the parents' questionnaires and pupils' tests are enclosed in the appendix as well.

#### **4.1 Pupil's case study**

The case study provides an opportunity to study a certain problem in some depth rather than create some statistical survey. The length of the study can vary from short-term studies to long-term studies lasting a few years and case study belongs to qualitative methods. The target group for collecting data can be individuals, a small group of participants or the group as a whole. The case study research is a useful tool for investigation in many disciplines (pedagogy, psychology, science, ecology, etc.). Researchers have many ways to collect data about participants including interviews, observations, texts, recorded and written samples, etc. (Explorable, 2016 [online]).

The case study does not always have to answer all the questions completely but it gives results for further elaboration of a case or an instance which could be held as a model for future work. The researchers also use case study as a way to prove whether some theories work in a real situation as it was intended (ibid.).

The case study is criticised because of some disadvantages connected with this type of research. For example, that its results are not applicable generally because of the narrow field of studied cases. On the other hand the collected data is richer and deeper than in other types of researches (Bell, 2005, p. 10-11).

The first part of my case study is based on **parents' questionnaires** specially developed for the case study of specific learning difficulties, which were handed to the parents of the pupils. The questionnaire was anonymous. Some parents approached to it very responsibly but according to some answers some of them did not consider it as important as they could. Nevertheless I tried to gain from it as much information as

possible and present them by each pupil. However parents from one participant did not fill it out at all.

The **pupil's anamnesis** is composed of more sources – parents' questionnaire, interviews with pupils and in two concrete cases primarily of the report from educational-psychology centre.

The interview with the pupils form the basis of the part '**Attitude to English**', where I asked the pupils of their attitude to English, feelings when learning English, their possibilities of how to work with English at home or what they thought are their strengths and weaknesses in English.

The main part of the case study is formed by the **pupils' test**. The test comprises of 5 parts where I tried to include all language skills = listening, speaking, reading and writing. I chose those exercises which were not so complicated and difficult to complete, on the other hand I tried to choose such exercises which have some value in assessing their English knowledge. The way of completing, the duration and other details about the pupils' course of completing the exercises is described in more detail by each participant in following chapters.

#### **4.1.1 Description of exercises**

The first task consisted of **listening** with two sub-exercises. These exercises were taken from the book Real Listening and Speaking (Craven, 2005, p. 21). Three bits of missing information from a customer's order should be completed according to the recording in the first part of the listening exercise. The second part asks for the total cost of the meal. The pupils have a chance to listen to the conversation two times, if they have problems with completing I gave them the chance to listen to it for the third time. The numbers of repeats and the way how the pupils fulfilled the tasks is described in more details for each participant.

The second exercise was focused on a short-term and visual memory test. The pupils

had to **copy six sentences** which were taken from the student's book Project 3 (Hutchinson, 2008, p. 72). The text was shortened and modified so that it did not take too much time and it did not bore and tire them so much.

The third exercise '**write or tell a few sentences about yourself**' had two ways to complete. I wanted to give them the opportunity not to write all the time but if they felt like speaking they could do it orally. It is also usually recommended that teachers should prefer speaking to writing for pupils with learning difficulties. The task was to write about themselves for at least 5 sentences or speak about themselves. There were given example questions which could or could not be answered. If the pupil chooses to complete it orally, it was recorded; the transcription was then placed in the appropriate part of the exercises evaluation.

The exercise number 4 contained one big picture copied from student's book Project 2 (Hutchinson, 2008, p. 6) this task was to **describe the picture**. I provided them a half of page to use for describing and furthermore I did not give exact instruction how to describe the picture in order to let their fantasy work or, if it was too hard to write sentences, I had the idea that they could just match words to the items.

The last exercise was the **reading** part formed by a text and two exercises. The text was taken from the student's book Total English Elementary (Foley, Hall, 2005, p. 70). The aim of this task was reading comprehension connected with knowledge of vocabulary. The first part contained four short descriptions of words which should be found in the text. The second part comprised of ordering sentences according to the text where the first sentence was given.

The last part of the case study formed the '**Teacher's attitude**' where I interviewed the teachers and asked them about the pupil's behaviour during English lessons, how the pupils work or what the teachers' approach was when they teach pupils with specific learning difficulties. I recorded the interviews and the results of them are summarized in the chapter 'Teacher's attitude'.

## **4.2 Anamnesis**

The following chapters include anamnesis of all 6 participants and detailed evaluation of their tests. There are also added some pictures from their tests, parts of reports from educational-psychology centre and parent's questionnaires in order to bring clearer imagination of the concrete outcomes. The whole reports, tests and parent's questionnaires are then handed in the appendix of the diploma thesis.

### **4.2.1 K. Anamnesis**

#### **Family anamnesis**

K. was finishing the 9<sup>th</sup> class when we did the research. He is 16 years old and comes from a family which live in a house in a village. He has one older brother (19) and their relationship is fine. His mother and father are both 45 years old. The mother went to technical high school and the father to vocational school. The mother works in an office while the father is a farmer. The father usually works many hours a day, primarily in the summer therefore the mother represents the main authority in the family, however, important decisions are made by the whole family together. The parent's hobbies include hiking, nature, football and skiing. Skiing and swimming are held as common family activities. Every winter the whole family goes on a winter holiday to Austria.

#### **Pupil's anamnesis and diagnosis**

K. physical and psychical state does not show any dissimilarities to his fellow pupils. His health state is good, yet he had to cope with celiac disease and asthma, therefore he has to watch his diet so that it contains only gluten free products.

As a pre-school child he visited logopaedics because of his speech problems. Later on he regularly visited an educational-psychological centre where he was diagnosed dysorthography and his handwriting tends to have dysgraphical features. He was

therefore recommended to visit re-education courses which he did the whole school attendance. He also had a therapy because of an adjustment of his hemispheres.

According to the report from the educational-psychological centre K.'s intellectual abilities correspond to the middle average level. However, his communicative skills, visual memory, active vocabulary and analogical thinking reach slightly above average rate. His mathematical skills count below-average. On the basis of two special subtests K. does not have problems with three-dimensional imagination which is important for his future technical high school.

The special pedagogical examination says that K. is communicative and assiduous. His working tempo in the graphomotor skills is slower. K. expressions carry impulsivity and tendency to concise manners. His concentration is on a good level during the whole examination. K.'s written expression is readable, he uses block letters. There appear specific mistakes in a written dictate – missing diacritics and unfinished words. He asks about the dictate words more often because of his weakened short-term memory. Auditory synthesis and analysis are slightly weakened. He has problems with longer words with a cluster of consonants. The test of verbal fluency ended up with above-average results. K.'s reading tempo is a bit slow with no mistakes. The results show difficulties in visual perception and belong to the below-average results.

Speciálně pedagogické vyšetření [redacted]  
[redacted] navazuje kvalitní diagnostický kontakt. Chlapec je komunikativní, pracuje se snahou. Pracovní tempo v oblasti grafomotoriky je pomalejší. V projevu chlapce je patrná impulzivita a tendence ke zkratkovitému jednání. Koncentrace pozornosti je po celou dobu vyšetření na dobré úrovni.

**Pic. No. 5 K.'s special pedagogical examination**

The educational-psychology centre recommends realisation of a compensatory remedy. There is no more need for the re-education courses. Written test in Czech and English languages demand the excluding of specific mistakes connected with K.'s difficulties and longer time limit. The texts should be evaluated on the basis of the

correctness of the content and a word written phonetically should be assumed as correct. K. can demand ¼ more time in all subjects for written exams. All these conditions are valid at secondary school and also until the end of high school.

*V hodinách cizího jazyka přihlížet k specifickým obtížím při průběžné i závěrečné klasifikaci – zaměřit se spíše na konverzační dovednosti než na písemný projev. V písemném projevu respektovat specifické chyby, tj, brát v potaz i slova napsaná foneticky správně.*

*Ve všech předmětech v případě písemných zkoušek navyšovat čas o 1/4 běžné časové dotace. Jedná se jak o navýšení n navýšení času na práci, vzhledem k pomalejšímu tempu v oblasti grafomotoriky.*

**Pic. No. 6** Part of K.'s report from educational-psychology centre

## **Attitude to English**

K. attitude to English is rather positive. He enjoys the English lessons however he has problems with copying and writing. He usually does not manage to copy the notes and understand them but he is able to understand on basis of teacher explanation, other knowledge and exercises. He knows that the teacher does not have any high demands on him therefore he make little effort to do more and he is satisfied with his work. His positive attitude comes from his hobbies – playing on-line games, where foreign players take part and K. communicates with them in English. His other favourite activity comprises of translating of English songs, thanks to which, he can gain a lot of vocabulary and understands spoken English more easily. On the other hand he is afraid of speaking, he is able to formulate his thoughts in his head but he lacks the confidence to express himself orally.

## **Evaluation of exercises:**

### **Listening**

K. did very well in the listening exercises. Although the words are written phonetically they could be considered as correct because of K.'s difficulty with writing. He was able to complete all the information including the price after the

second listening.

### **Copy the text**

K. copied the text correctly and quite fast; nevertheless the handwriting does not look regular, which testifies to his troubles with writing.

### **Write or tell a few sentences about yourself**

K. decided to complete this task in writing. He used all the lines to write about himself and told a lot of information. There are many mistakes which, however, do not influence the comprehensibility of the text. There are some missing words as 'years' in a sentence 'I am fiveteen old' or missing plurals. There appear some wrongly spelled words (frends/friends, whit/with).

### **Describe the picture**

K. started to describe the picture simply by tagging one thing in the picture but then he decided to describe it in sentences. He put a wrong preposition 'on the picture' and singular instead of plural while counting the objects. K.'s difficulties with writing are visible also on the form of the lines which were irregular.

### **Reading**

In the first part of the reading, where he had to match words according to the definitions, he succeeded in 3 out of 4 which is the best result of all the participants. That can be as the result of his interest in translating song texts and communication with foreign friends.

The second part was not as successful as the first one. He ordered just two of four numbers correctly.



### **Teacher's attitude**

There are three different 8<sup>th</sup> classes at K.'s school K. is in the weakest group, it means that all the pupils in this class are somehow below average in learning English. The teacher does not have any high demands on the pupil's of this class. They all have the same requirements and same tasks and time for completing any set task. In this group, K. belongs to the group with better pupils. His teacher describes him as a pupil who is interested in English but in a different way than school English. The teacher confirmed that K.'s weakest part is writing; he has problems with writing longer essays or copying notes from the blackboard. His writing tempo is very slow and he seems unsure while writing anything. As his strength she stressed listening, where he has very good results. She thinks that if he works hard he could be a good English student and it would be better if he completed tasks orally.

### **4.2.2 D. Anamnesis**

#### **Family anamnesis**

D. is in the 8<sup>th</sup> class at the age of 14. She does not have any siblings and she lives with her parents and grandmother in a house in a village. Both parents went to vocational school and now work in a local factory.

#### **Pupil's anamnesis and diagnosis**

D. visited the educational-psychology centre at first in the 7<sup>th</sup> class because of poor school results. Her mother noticed specific mistakes in the Czech language. D. visited logopaedics until the 2<sup>nd</sup> class. She is going to get grade 4 in mathematics, Czech language and history.

According to educational-psychology examinations D. makes a good diagnostic contact however she is shy and not very talkative, she speaks quietly. While solving any tasks she tries to manage them but she gives up quickly.

Psychological examination proved that her intellectual knowledge count to be the lower than average. Almost all results come under the average level, these include general knowledge, which is based on long term memory, verbal understanding and expression, abstract and logical thinking. Numerical skills are below the average – she does not fix multiplication table and she errs in addition and subtraction up to 100. Her concentration and short-term mechanical memory limit her by dictates to five minute tests, because of her slow tempo and weakened attention means that she does not remember dictated words. Her overall attention comes at a below-average rate.

**Celková úroveň aktuálně zjištěných rozumových schopností /měřeno WISC-III/ odpovídá pásmu dolního průměru s převahou ve složce názorové, což je méně výhodné z hlediska školní úspěšnosti.**

**Pic. No. 7 Part of D.'s report from the pedagogical-psychological centre**

Special educational examination tested D.'s reading ability – her reading tempo is very slow, noticeably below the age norm, reading expression is arduous, error rate in norm – she sometimes think up ends of word, she can reproduce a text in a broad outline, there appears many inaccuracies. These features testify dyslexic difficulties.

Writing issues – writing tempo is slow, the handwriting barely readable and irregular. She asks about the dictated word more often because of her weakened auditory memory. There appear specific errors and frequent orthographic mistakes which even she is not able to clarify orally. These difficulties show the dysorthographia, developing with the weakened attention.

D.'s auditory synthesis (combining words from different phonemes) reaches the level of immaturity. D. cannot concentrate on the spelling of longer words. Visual test of copying a picture shows below-average visual memory.

The recommendations for the foreign language teacher are following:

- to prefer oral form of language to the written or read one

- to concentrate more on conversational than written skills
- to respect specific written mistakes – to accept words written phonetically as correct but to guide her to look for the mistakes and correct them
- to respect difficulties in writing
- to cut down written work because of her slow working tempo and higher exhaustion
- to use audio/visual material and mnemonics for learning
- not to force D. to word-by-word translate
- not to force D. to memorise grammatical rules
- to guide D. to understanding the language and to handle basic communicative situations
- to just correct serious mistakes while speaking
- to concentrate on the practical use of the language

*V cizím jazyce :*

- **preferovat ústní (mluvenou) formu jazyka před písemnou a čtenou**
- **zaměřit se spíše na konverzační dovednosti než na písemný projev. V písemném projevu respektovat specifické chyby, tj, brát v potaz i slova napsaná foneticky správně, vést však žákyni k nácviku vyhledávání chyb písemném projevu a jejich korekci**
- **při učení více využívat sluchovou cestu** – nahrávky, diktafony, předříkávání, předčítání, počítačové programy se zvukem
- **používat co nejvíce názoru** - spojovat slova s obrázky, s předměty, s dějovými obrázky, předvádět činnosti a situace
- pomáhat k zapamatování mnemotechnickými pomůckami, říkadly, písničkami, hádankami, krátkými anekdotami
- **nenutit žákyni k doslovným překladům a k přesnému naučení a používání gramatických pravidel, ale vést k porozumění jazyku a ke schopnosti základní domluvy**
- zaměřit se na správnou, ale ne perfekcionistickou výslovnost, opravovat jen závažné chyby znemožňující porozumění
- soustředit se na praktické použití jazyka – umět zjistit nebo ukázat cestu, domluvit se v hotelu, v obchodě, na nádraží, umět přečíst nápisy a krátké pokyny

**Pic. No. 8 Recommendation for D. from an educational-psychological centre**

The educational-psychological examinations also lead to the recommendation of an individual educational plan. However the parents do not accept it and have not asked the school to apply it. They even have not signed her up to the re-education course which is held at her school for free. Because of the rapid growth of bad marks the parents found extra support for D. in private English lessons, these she has for 60 minutes once a week.

VPCH	<input type="checkbox"/> lehké	<input type="checkbox"/> těžké	jiné VPU	<input type="text" value="dysortografické a dyslektické obtíže"/>
<b>DOPORUČENÍ K ÚPRAVÁM VZDĚLÁVÁNÍ</b>				
individuální vzdělávací plán	<input checked="" type="checkbox"/> ano	<input type="checkbox"/> ne		
zvýšený normativ	<input type="checkbox"/> ano	<input checked="" type="checkbox"/> ne		
asistent pedagoga	<input type="checkbox"/> dle odst. 1	<input type="checkbox"/> dle odst. 2 (§ 20 zákona č. 563/2004 Sb.)		

**Pic. No. 9 Recommendation for individual educational plan**

## Attitude to English

D. is not very talkative. She claims that her attitude to English is positive, because her

results nowadays are better than the previous years, but she does not make much effort during the class and tries to hide behind the other classmates so that she does not need to speak or read. She sees the biggest problem for her in reading and remembering vocabulary. Thanks to the individual lessons she feels more comfortable in English. If she has any problems or she needs to complete some missing notes she can ask her classmates who help her.

### **Evaluation of exercises:**

#### **Listening**

D. succeeded in 3 of 4 answers, the two word answers are written phonetically but could be considered as correct (doble with other phonetic tries – [dabl] , cofi). The price was completed correctly but she had to listen to the text three times.

#### **Copy the text**

The copying was quite challenging for D. It took her a lot of time, because of her weakened short-term memory she had to check the text many times, she even needed to look at each word more times to be able to copy it correctly. In spite of these difficulties she managed to correctly copy the whole text.

#### **Write or tell a few sentences about yourself**

D. decided to complete this task in writing; however her results were very simple. We can see that she knows how to tell basic information about herself but the result itself was very brief with many mistakes (My name D.. Is 15. From in R. (village name). Don't sister, brothers. My hobby is sport: Like go [basikl]. Like in out, bmx, basket bool.)

#### **Describe the picture**

D. described the picture in a different way than the other participants. She wrote single

words to the things directly on the picture. These words are used correctly but the spelling is usually false, often a phonetic version of a word (cer/chair, kompiuter/computer, gitar/guitar,...). She tried to write some sentences about the picture as well but she used only verb 'is' and the sentences are very simple with many spelling mistakes (Gitar is in bad, desk is dring.)

### **Reading**

The reading part seems to be the most difficult part for D. She did not complete any answer to the first part of the reading comprehension where she had to find the meaning of the words. D. matched just one number correctly in the second part of the text.

### **Teacher's attitude**

D. belongs to the quiet pupils. She does not express herself if she does not have to. She belongs to the group of weakest pupils in the class which already consists of students with some recognized difficulty. She needs more time for all kinds of exercise and her overall knowledge is on a very basic level. She should study hard to get some better marks.

### **4.2.3 R. Anamnesis**

#### **Family anamnesis**

R. was born in January 2001 and he was in the 9<sup>th</sup> class during the time of our examination. He comes from a family living in a village. His father is 42 years old and he went to a vocational school. His mother is 40 years old and she went to a vocational school, too. Their hobbies are aquaristics and football. R. has two siblings, an older brother (18) and younger sister (6). The parents consider the relationship among their children as normal. The family spends its time together doing sports.

## **Pupil's anamnesis and diagnosis**

R. visits an educational-psychology centre, where he has been diagnosed with dyslexia. He started visiting the centre because of problems with the Czech language which appeared at the beginning of his school attendance. Difficulties connected with English came with the beginning of the 3<sup>rd</sup> class. Although he was diagnosed with dyslexia and the educational-psychology centre recommended him to visit re-education classes held by his school, the parents have not signed him in.

R. does not have problems with integration in the class; he belongs to the popular group. His character is said to be friendly, tolerant, helpful and self-confident. He can handle difficult situations without problems. He is good at history but he does not like English, primarily because of the problems connected with his diagnosis. He likes sports - he has been playing football for 9 years. His physical and mental state does not show any deviations.

## **Attitude to English**

R. has a quite negative attitude to English. He does not like the subject. He personally knows that he has problems with all languages (he learns the Czech, English and German language). He cannot manage learning English because he has no motivation; there is also no support on the parents side. He has nobody at home to help him with English, so he has to learn alone which is not easy for him. He has never visited any after-school English lessons. When he has to say what is his stronger point in English he chooses reading. Reading is, for him, much easier than listening. He prefers printed text to spoken, not only because he can see the words, but because it provides him more time to think, he can go through it more times and he can go back to those parts he needs to read again. Reading a text is less stressful than listening to a text, which is too fast, and he is not able to catch the information he needs. He sometimes watches films in English, yet he would rather watch films in Czech. He is more confident in Czech and can enjoy it more.

## Evaluation of exercises:

### Listening

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.

1 Listen to this conversation and complete the customer's order.

..... double ..... cheeseburger  
..... fries  
a small ..... coffee .....

2 Listen again. How much does the meal cost? \$ 4.98



The illustration shows a fast-food restaurant interior. A male customer in a red shirt is holding a burger. A female server in a blue uniform and cap is holding a yellow box. In the background, there are other customers and a menu board. The menu board has three items with icons: a burger, a coffee, and a fries. The prices listed are: SMALL COFFEE \$1.00, REGULAR COFFEE \$1.80, and LARGE COFFEE \$2.00.

Pic. No. 10 Listening part - R's answers

As R. says his weakest area of English is listening. It is proved here. During the first play through he was not able to complete anything. During the second he completed "double" and "coffe" and for the price he wrote "4". Although I played it once more, he did not catch the word "medium" for fries, however, he completed the number correctly.

We can see that there is a mistake in the word "coffe" which can be here considered as correct, even more because of his problems with listening.

### Copy the text

2. Opiš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

The man knocked again - very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? he decided to escape. He went into the kitchen and then ran out of the back door.

Pic. No. 11 Copying of text - R's result



R. dealt with this exercise quite quickly. It can be connected with his preference of reading. He did two small mistakes – 1. he wrote small H in "he" at the beginning of a sentence; 2. he added one more word between "the kitchen". We can see that his handwriting is not absolutely clear but we are usually able to read all the words correctly. The words sometimes fly above or under the line. This can be connected with his fast writing, on the other hand an unsightly handwriting is a common feature of dyslexic children even adults.

### Write or tell a few sentences about yourself

**3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:**  
What is your name?  
How old are you?  
Where are you from?  
Do you have any brothers or sisters?  
What is your hobby?

Hello. My name is [ ] . I live in [ ] . My hobby is gym, football, <sup>and</sup> floorball. I have one brother and sister. Brother name is Pepa and sister name is Paula

**Pic. No. 12 Write a few sentences about yourself - R.' results**

R. did not want to make use of speaking and preferred the written form. We can see that his text makes sense. He is able to describe himself very briefly. There are some grammar mistakes as in a missing possessive case or an article. He does not use the appropriate vocabulary for his hobbies but a reader can understand what he wanted to say.

**Describe the picture**



In the picture is boy-guy  
guy and computer, ball, church, radio. Oh bed is guitar.  
He sit on bed

**Pic. No. 13 Describe the picture – R.'s result**

R. described the picture very simply, although there are many different things to describe. I think it is connected with his attitude to English. He wanted to complete the task as quickly as possible. He correctly used the phrase "in the picture" but he did not use the present continuous tense and there is/are structure. He mixed up the word "church" for "chair".

## Reading

# Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Aumann and Maisie Balley were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money. The police kept the money for six



months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

Find words in the text with these meanings.

- 1 small parts of something (line 5)
- 2 paper money (line 8) *Banknotes*
- 3 saw (line 10)
- 4 mother's husband (line 22)

Read the text again. Put the events in the correct order.

- a The police returned the banknotes to the girls.
- b They handed the banknotes in to the police.
- c They noticed a bag in a bin, with thousands of banknotes in it.
- d The girls now have £1,200.
- e Rachel and Maisie were on their way to school.
- f The girls matched the pieces of £10 notes.

Pic. No. 14 Reading – R.'s answers

The first part seems to be a challenge for R. He filled in just one of the four words which should be found in the text. His one answer is correct so he probably understood what to do with this exercise. The second part of the text was just the filling in of numbers, where he filled in two of them correctly.

## **Teacher's attitude**

R.'s English teacher assigns him to the dyslexic pupil's in the class. However he is grouped with the weakest in the class. She usually gives him more time or half of the work that the others have. The demands on R. are reduced to the basis. She prepares for him special test exercises, where she prefers filling exercises with less writing. If there is some reading part, she tries to modify and shorten the text so that it is easier. While correcting his work the teacher uses green and red pen – the green one serves for dyslexic mistakes, it means those ones, which are not considered as mistakes, but which R. should concentrate on; the red one marks true mistakes which are assessed.

### **4.2.4 N. Anamnesis**

#### **Family anamnesis**

N. attended 8<sup>th</sup> class at the age of 14. His parents did not complete many details about their family. They live in a house in a village. N. has got one older brother (26). The whole family has got a good relationship. Their common activities are hiking, meditation and yoga. They are Christians.

#### **Pupil's anamnesis and diagnosis**

N.'s health state does not show any irregularity. His parents tried some aroma therapy to solve problems. He is said to be friendly, introvert but active and talented in sports. He underestimates himself, although he can solve difficult situations responsibly. He often changes hobbies; he recently goes to yoga and a fitness centre.

Talent, nadání (pro co, k čemu tíhne – např. dovednosti pohybové, intelektuální, hudební, ...):

Sportovní

Pozornost a paměť:

- široká / úzká
- soustředěná / rozptýlená
- stálá / nestálá

Slovní zásoba: velká / přiměřeně věku / neodpovídající věku    tichý / upovídaný / ....

kázeň, problémy s kázní:

*Vztahy k vrstevníkům*

Sociální vztah k vrstevníkům: kooperativní / přátelský / tolerantní / pomáhající / sobecký / bezohledný / agresivní / impulsivní / .....

(lze zakroužkovat více a sami doplnit další specifikata)

Typ osobnosti:

- extrovert / introvert
- aktivní / pasivní

**Pic. No. 15      N. 's parents' questionnaire**

He was diagnosed dyslexia and because of his learning difficulties he visits re-education courses held at his school.

**Attitude to English**

N.'s attitude to English is rather negative, but he likes the games during English lessons. He considers vocabulary as the hardest for him. He no longer has any motivation for learning at home, where his sister helped him before she moved. When he practices English, he sometimes reads an English magazine or watches the newest films which have not been dubbed yet, though he prefers the dubbed ones.

## **Evaluation of exercises:**

### **Listening**

N. succeeded in 3 answers from 4. He answered correctly but the words are not spelled correctly (duble, midiem, coffe). The price, which should be 4, 98 USD) was completed as 4, 90 USD.

### **Copy the text**

While copying the text N. made no serious mistakes only some mixed up letters but the handwriting looks quite uncomfortable. The task took him longer time because he had to look at the text many times because of his weakened short term memory.

### **Write or tell a few sentences about yourself**

N. completed this task in writing. We can see how weak he is in comparison to the rest of the participants. He is able to formulate some information about himself but there are many grammatical and linguistic mistakes. There appears missing verbs, plural instead of singular, missing possessive case, spelling mistakes, mixing up the word “live” instead of “like” and German ‘blau’ instead of ‘blue’.

### **Describe the picture**

The description of the picture looks confused. We can see that spontaneous writing causes him a lot of trouble. Although he began with the correct phrase ‘in the picture’, there are many mistakes. There appears also some parts of the sentences which does not make any sense. Most of the words are written incorrectly. There are mixed up letters p/b, s/z. He uses only simple sentences, there are sometimes missing capital letters at the beginning of the sentences.

### **Reading**

The reading part of the test turned out as the worst one. On one hand N. managed to

complete two correct answers in the first part, on the other hand there is no right answer in the second part, where he had to understand the whole content.

### **Teacher's attitude**

N. is counted to the weakest pupils in the class. The tasks are usually shortened or N. gets more time to complete the tasks. The teacher adjusts texts for N. level. N. usually has to complete just a half of them. The requirements for N. are cut down on the basis. The teacher appreciates any activity by N. during the lessons; he is very shy during the lessons and it is hard for him to complete any tasks if he is not given the Czech translation to the assignments.

### **4.2.5 J. Anamnesis**

#### **Family anamnesis**

J. was 15 years and 6 months old and he was in the 9<sup>th</sup> class at the time of the research.

He lives in a family in a house in a village. His mother (41) attended vocational school and she is a cook. His father (40) went to vocational school, too. He works as a car mechanic. J. has one older brother (20). The siblings have a good relationship. The family has mutual hobbies by where they spend the time together – hiking, cycling, skiing, etc.

#### **Pupil's anamnesis and diagnosis**

J. has had problems with a slow tempo for writing and reading and he often repeats letters in words therefore he had to visit educational-psychology centre. Because of his reading problems, he has to read a text more times to remember or understand the meaning, he was diagnosed dyslexia thus he was assigned to the re-educational courses.

J.'s physical and mental state is normal. He is not allergic, and takes no pills. J.'s build seems tall and very thin. J. is characterised as friendly, tolerant, helpful and talkative. He talks a lot, although he is rather introvert. He tends to underestimate himself, to be passive and unsure, yet he is talented in sport; P.E. and Geography belong to his favourite subjects. On contrary, he counts physics to be his weakest subject. His hobbies include boxing, kickboxing or Mayi Thai. He takes part in a local football team.

### **Attitude to English**

Though he has difficulties with English, his attitude is rather positive. I find it interesting that although he is dyslexic, he prefers reading and he counts it as his strength. He assessed speaking, conversation and expressing himself as his weaknesses. He is afraid of speaking before an audience. He watches films in English or with subtitles to support his English knowledge. If there are some questions which he cannot solve alone at home then there is his older brother to help him to cope with that.

### **Evaluation of exercises:**

#### **Listening**

Listening was the biggest problem for J. He filled just one correct answer. He had the chance to listen to the text three times but he did not get the correct answers. The total price for the meal was also wrong.

#### **Copy the text**

J.'s writing tempo belongs not to the fastest ones and the whole text is copied correctly. J.'s handwriting looks not so regular but it is easily readable.

#### **Write or tell a few sentences about yourself**



J. chose the possibility to fulfil this exercise orally. His spoken utterance was quite slow and he had to think a long time before he was able to say something. When he got some questions, he answered them very briefly, sometimes just with one word. He did not form complicated sentences.

Here is the transcription of the interview:

“My name is J. I am 15 years old. I am from the Czech Republic in Javornice. I have got 2 brothers. First brother’s is name Jarda. He is 20 years old. Second brother s is name David. He is 10 years old. My hobby is...bicycle and box. *What’s the weather today?* Today is...today is raining and...is cold. *Do you like your class and friends?* Yes. *What school will you visit after finishing?* I go to police school. Do you want to be a policeman? Yes.”

### **Describe the picture**

In comparison to the other participants, J. wrote a longer text. The text is readable and makes sense, however there are many mistakes. He uses the phrase - ‘in the picture’, ‘I think’ and complex sentences, he also tries to use the present continuous tense, but not correctly. He often makes spelling mistakes, he mixes prepositions and we can see the influence of the Czech grammar and sentence structure in his English text.

### **Reading**

J. determined reading as his favourite skill in English which he prefers and finds as his strength. In the first part J. solved the half correctly, it means 2 correct answers, nevertheless he achieved 100% in the reading comprehension with ordering the sentences.

### **Teacher’s attitude**

J. is considered to be quiet and inactive during the lessons. He joins the dyslexic group where he belongs to the average students. However, his work requires more time he

either gets the same tasks as the non-dyslexic part of the class but he gets more time for solving them or he gets the simplified versions of the tasks. He needs constant encouragement and changing of the activities during the class otherwise he loses his concentration and is not able to solve standard tasks.

#### **4.2.6 O. Anamnesis**

##### **Family anamnesis**

O. is 15 years and 11 months old and he is in the 9<sup>th</sup> class at the time of our interview.

His parents are divorced and he lives with his mother, brother and grandparents in a family house in a village. His mother attended a high school and she is 39 years old. His father is 41 years old and he went to a vocational school. O. has one older brother (19). They have a good relationship. His parent's like walking in the country side.

##### **Pupil's anamnesis and diagnosis**

O. visited the educational-psychology centre in the first class. He was sent to the centre because of the problems with the graphical form of words. He was diagnosed with dysorthographia. Because of these problems O. visited re-education courses which were organised by the school. They usually concentrate on Czech language and the problems related to this language. O's parents were satisfied with his progress.

O. physical and mental state is normal. He is allergic. O. is a friendly, helpful and cooperative boy. He is said to be very active and extrovert. In the class he takes the role of a dominant, favourite and influential classmate. He is good at maths, physics and PE on the other hand he does not handle arts and crafts and gardening so well. O. is said to be very talkative; he talks a lot about different topics. He has got a huge vocabulary. His hobby is sport among which he prefers ice-hockey, football and floorball.

## **Attitude to English**

Although O. has problems with English he likes it. At the beginning of his English learning O. had problems with vocabulary but during the time he found out that he has to learn more at home, however he does not have anybody who can help him at home. He finds English as a very important subject. He tries to improve his English while watching films in English or with English subtitles. His second foreign language is German which he considers to be more difficult also because he has more problems with it which can be involved be the teacher, too. He personally knows that he is better in Maths and subjects like this but he is also aware of the importance of learning foreign languages.

## **Evaluation of exercises:**

### **Listening**

O. was concentrating well during the listening. He filled in all the answers after the first listening. In the first part of the listening he answered everything correctly but there is one spelling mistake in the word “coffe” which I would consider as correct. The second part he filled correctly with the numbers 49,8 but he put the comma on the wrong place so that this line would be assessed as wrong.

### **Rewrite the text**

O. completed this exercise also very quickly. His handwriting seems quite regular and it is readable. He rewrote all the text correctly with two self-corrected letters.

### **Write or tell a few sentences about yourself**

In this exercise O. took advantage of speaking and he fulfilled this one orally. O. speaks quite fluently, sometimes he thinks loudly in Czech language but he does not understand he is able to ask for the question again. He seems not to be ashamed of loud speaking. He can react to spontaneous questions connected with daily life.

Here is the transcription of his interview:

My name is O. I am 15 years old. I am from Czech Republic. I live in Javornice in Orlicke Mountains. I have got one brother. His name is Matěj. He is 19 years old. My hobby is ice-hockey and floorball, football, lots of sports.

What's the weather like today? – It is not good weather, it is raining.

What school are you going to after finishing this school? – Again please? – I go to Dobruška to průmyslováškola.

### **Describe the picture**

O. described the picture with 8 sentences. He correctly uses the present continuous and present simple tense and the phrase 'in the picture' or 'I think' but he does not use there is/are construction and there are missing articles. He wrote also some compound sentences however his last sentence is not completed probably because of his inattention. On the other hand there are some spelling mistakes (badroom, hobbys, gittare).

### **Reading**

The reading part shows the most difficulties for O. In the first part where he had to find the meaning of the words in the text he managed 2 correct answers from 4. The second part is completely wrong. We can just make a guess as to why this was. One reason could be that he just put the numbers in without much thought, the other that he choose the first answer wrongly and that was the beginning of his failure.

### **Teacher's attitude**

O's teacher assigns him as one of the best English pupils in the class, although he should belong to the dyslexic group, he usually works with the classmates who have no difficulties. He is able to complete the same exercises as the others without any

extra time or demanding any adjustments to the tasks. Because of his enthusiasm to English he is able to learn quite easy but he is sometimes unconcentrated and needs a strict regime during the lessons.

## 5 Practical part summary

The theoretical part of this diploma thesis describes different specific learning difficulties and their influence on pupils' learning. We found out that there are many, either slight or crucial differences among the difficulties and also among pupils who can be diagnosed with more disorders at one time and each of them on some level. This fact was proved also in the practical part of the thesis. Although all examined pupils go to the 9<sup>th</sup> class at lower secondary schools, there appear six completely distinctive personalities with diverse demands and results.

The most common disorder in the participants appears to be dyslexia and dysorthographia. The two dysorthographic pupils claim that they like watching films in English, playing English games or speaking with foreign people and both prefer listening to reading exercises. They also have a positive attitude to English and they see the importance in it. These pupils seem more self-confident and more talkative than the rest of the participants. They both finished visiting the re-education courses at their schools but with different results. One was diagnosed so that he does not need any further support any more. He counts among the best pupils in English and the teacher assesses him as a standard pupil. The second one received a letter from pedagogical-educational centre with recommendations for high school teachers, including a longer time for completing tasks and preferring correctness of the context to the pronunciation, which is valid until the end of high school attendance as well as for the final exams.

The rest, diagnosed dyslexia, tend to have rather negative attitude to English. Three of them belong to the weakest in the English class and the required demands are restricted to the basics. The common feature for these pupils is short term memory which restricts them in many areas. This problem was also discussed in the theoretical part of this thesis.

There occur various favourable activities by these pupils as well as different family background, time of first diagnosis, going or not going to any education support classes. I find interesting that though they are dyslexic they usually prefer reading to

other activities. All of them are given either extra time for solving tasks or modified tasks.

According to above mentioned facts it is obvious that each of these six pupils requires an individual approach, even the extra time or modification should be applied individually. We can see that individual approach is more than necessary but, in recent conditions at Czech schools, difficult to reach. To apply it properly require a lot of time, teachers' engagement, knowledge of pupils' family background, learning preferences and many factors involving learning and teaching. It is evident that teaching pupils with SpLD is not an easy but a challenging, time and patience demanding task.

## 6 Conclusion

The main aim of this diploma thesis was to introduce specific learning difficulties, their characteristics and to provide strategies and approaches for teachers who teach pupils with these difficulties, concerning particularly English language. It is obvious that the number of SpLD pupils has risen. Many pupils visit the pedagogical-educational centre where they are diagnosed with some disorder. Such pupils are, in the current situation in the Czech school system, integrated into standard school classes. Most of them then require different approaches which are, among other issues, discussed in both parts of the thesis.

The theoretical part describes the theoretical features of some specific learning difficulties which are provided with factors and teaching strategies that may be used when teaching pupils with the disorder. The second part of the theoretical part offers some measures which may be taken to improve pupils' results and which ease the learning process. The chapter provides some examples of teaching methods suitable for pupils with specific learning disorders. There is also a possible motivation since it provides a list of successful personalities with SpLD. The last chapter includes legal documentation concerning teaching English and SpLD pupils so that teachers know what the conditions for teaching English are according to the law.

The practical part comprises of a case study which examined six pupils with some learning difficulties. All these pupils go to the 9<sup>th</sup> class at lower secondary school. The case study is based on four main sources. The parents' questionnaires, interviews with pupils and teachers, that helped to create pupils' characteristics and establish their difficulties, and an English test, which each pupil completed and all exercises were assessed and commented on with respect to their diagnosis.

The results show how different each pupil is. Although there were pupils of the same class with the same diagnoses the results were different. We can find some similarities but we are not able to determine any universal rules suitable to all pupils with similar



disorders. This fact was mentioned many times in the theoretical part and proved then with the results of the anamneses. We even found out that some pupils prefer activities which, according to their diagnosis, should not suit them, but they mentioned them as the favourite ones. For example, a preference for reading exercises by pupils with dyslexia. Therefore it is hard to set general advices for working with these pupils however some useful tips were given in the theoretical part. As it was often emphasized in the theoretical part, when teachers want to gain successful results, it is necessary to approach to these pupils individually.

On the basis of all my study, I conclude that the overall knowledge of theory about the disorders is important and may provide teachers crucial advices to manage their lessons with SpLD pupils. However the research helped to show that they should be aware that each difficulty is different and may be connected with various individual characteristics of each pupil.

## 7 Bibliography

APHASIA. *National Aphasia Association* [online]. 2015. [cit. 05-07-2016]. Available from WWW: <<http://www.aphasia.org/aphasia-definitions/>>.

BELL, J. *Doing your Research Project. 4<sup>th</sup> Edition*. Open University Press. 2005. ISBN 0-335-21504-1.

CAMPBELL, T. *Dyslexia. The Government of Reading*. Palgrave Macmillan. 2013. ISBN 978-1-137-29792-1.

CRAVEN, M. *Real Listening & Speaking*. Cambridge University Press. 2008. 978-0-52-170588-2.

DYSGRAPHIA. *Dysgraphia* [online]. 2016. [cit. 05-07-2016]. Available from WWW: <<http://dysgraphia.org.uk/index.php/dysgraphia-and-memory/organisation-strategies>>.

DYSTEFL. *Dyslexia for Teachers of English as a Foreign Language* [online]. 2013. [cit. 10-11-2015]. Available from WWW: <[http://dystefl.eu/uploads/media/DysTEFL\\_Booklet\\_Trainee.pdf](http://dystefl.eu/uploads/media/DysTEFL_Booklet_Trainee.pdf)>.

EXPLORABLE. *Case Study Research Design* [online]. 2016. [cit. 06-10-2016]. Available from WWW: <<https://explorable.com/case-study-research-design>>.

FOLEY, M.; HALL, D. *Total English Elementary Student's Book*. Pearson. 2005. ISBN 978-1-40-581561-1.

GOEHTE. *CEFR. Common European Framework of Reference for Languages* [online]. 2016. [cit. 11-07-2016]. Available from WWW: <<http://www.goethe.de/lrn/prj/pba/bes/enindex.htm>>.

HANDWRITING. *Handwriting Problem Solutions* [online]. 2016. [cit. 05-07-2016]. Available from WWW: <<http://www.handwriting-solutions.com/dysgraphia.asp>>.

HEALTH. *Dysorthographia Definition* [online]. 2016. [cit. 11-02-2016]. Available from WWW: <<http://health.ccm.net/faq/3552-dysorthographia-definition>>.

HUTCHINSON, T. *Project 2 Third Edition Student's Book*. Oxford University Press. 2008. ISBN 978-0-19-476305-9.

HUTCHINSON, T. *Project 3 Third Edition Student's Book*. Oxford University Press. 2008. ISBN 13 978-0-521-70198-3.

KRUPSKA, M.; KLEIN, C. *Demystifying Dyslexia*. London Language & Literacy Unit. 1995. ISBN 1-872972-14-4.

LD. *Dysgraphia Accommodations and Modifications* [online]. 2016. [cit. 10-20-2016]. Available from WWW: <<http://www.ldonline.org/article/6202/>>.

LEARNING. *Exposing Students to 12 Ways of Learning* [online]. 2016. [cit. 11-24-2016]. Available from WWW: <<http://learningspecialistmaterials.blogspot.de/2012/04/exposing-students-to-12-ways-of.html>>.

MSMT. *561/2004 Sb. Školský zákon* [online]. 2016. [cit. 11-07-2016]. Available from WWW: <[http://www.msmt.cz/uploads/skolsky\\_zakon.pdf](http://www.msmt.cz/uploads/skolsky_zakon.pdf)>.

MSMT. *Vyhláška č. 272016 Sb. o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných* [online]. 2016. [cit. 11-07-2016]. Available from WWW: <[http://www.msmt.cz/uploads/Vyhlaska\\_c.\\_272016\\_Sb.\\_o\\_vzdelavani\\_zaku\\_se\\_speciálními\\_vzdelavacimi\\_potrebami\\_a\\_zaku\\_nadanych.pdf](http://www.msmt.cz/uploads/Vyhlaska_c._272016_Sb._o_vzdelavani_zaku_se_speciálními_vzdelavacimi_potrebami_a_zaku_nadanych.pdf)>.

NASEN. *Supporting Pupils with Specific Learning Difficulties (Dyslexia) in Secondary Schools* [online]. Nasen. 2015. [cit. 11-09-2016]. Available from WWW: <<http://www.nasen.org.uk/resources/resources.supporting-pupils-with-specific-learning-difficulties.html>>. Print ISBN 978-1-901-48585-1.

NIJAKOWSKA, J. *Dyslexia in the Foreign Language Classroom*. Multilingual

Matters. 2010. ISBN 184-7-69279-6.

NUV. *Společné vzdělávání*[online]. 2016. [cit. 11-07-2016]. Available from WWW: <<http://www.nuv.cz/t/in>>.

OTT, P. *How to detect and Manage Dyslexia*. Heinemann. 1997. ISBN 0-435-104195.

RANKER. *80 Celebrities with Learning Disabilities* [online]. 2016. [cit. 12-12-2016]. Available from WWW: <[www.ranker.com/celebrities-with-learning-disabilities/](http://www.ranker.com/celebrities-with-learning-disabilities/)>.

READINGCENTER. *What is Multisensory Teaching Techniques* [online]. 2016. [cit. 11-24-2016]. Available from WWW: <<http://www.lexiconreadingcenter.org/what-is-multisensory-teaching-techniques/>>.

RIDDICK, B. *Living with Dyslexia*. Routledge. 1996. ISBN 0-415-12501-4.

STUDY. *What is Dysgraphia?* [online]. 2016. [cit. 05-07-2016]. Available from WWW: <<http://study.com/academy/lesson/what-is-dysgraphia-symptoms-treatment-definition.html>>.

STUDY. *What is Dysorthographia* [online]. 2016. [cit. 11-02-2016]. Available from WWW: <<http://study.com/academy/lesson/what-is-dysorthographia-symptoms-treatment.html>>.

UNDERSTOOD. *Understanding Dyspraxia* [online]. 2016. [cit. 11-02-2016]. Available from WWW: <<https://www.understood.org/en/dyspraxia/understanding-dyspraxia>>.

VUP. *Framework Education Programme for Elementary Education* [online]. VÚP. 2007. [cit. 11-07-2016]. Available from WWW: <[http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP\\_ZV\\_EN\\_final.pdf](http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf)>.

WESTWOOD, P. *Learning and Learning Difficulties*. David Fulton Publishers. 2004. ISBN 1-84312-195-6.

WHO. *ICD-10 Version 2016* [online]. 2016. [cit. 05-05-2016]. Available from WWW: <<http://apps.who.int/classifications/icd10/browse/2016/en#/F81>>.

ZELINKOVÁ, O. *Cizí jazyky a specifické poruchy učení*. Tobiáš 2005. ISBN 80-7311-022-9.

### **Picture sources**

Pic. No. 1 Visualizing Dyslexia. In: *Abigail Carter* [online]. 2016. [cit. 11-09-2016]. Available from WWW: <<https://gdblogs.shu.ac.uk/b4027255/2015/11/22/visualising-dyslexia/>>.

Pic. No. 2 Learning Support for Dyslexic Students. In: KRUPSKA, M.; KLEIN, C. *Demystifying Dyslexia*. London Language & Literacy Unit. 1995. ISBN 1-872972-14-4.

Pic. No. 3 An example of a second grade student's handwriting with dysgraphia. In: *Classroom Assessment Theory into Practice* [online]. 2016. [cit. 05-07-2016]. Available from WWW: <<https://classroom-assessment-theory-into-practice.wikispaces.com>>.

Pic. No. 4 The System of Curricular Documents. In: *Framework Education Programme for Elementary Education* [online]. VÚP. 2007. [cit. 11-07-2016]. Available from WWW: <[http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP\\_ZV\\_EN\\_final.pdf](http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf)>.

Pic. No. 5 K.'s special pedagogical examination. In: *Report from Educational-psychology Centre*. 2015.

Pic. No. 6 Part of K.'s report from educational-psychology centre. In: *Report from Educational-psychology Centre*. 2015.

Pic. No. 7 Part of D.'s report from the pedagogical-psychological centre. In:

*Report from Educational-psychology Centre. 2015.*

Pic. No. 8 Recommendation for D. from an educational-psychological centre. In: *Report from Educational-psychology Centre. 2015.*

Pic. No. 9 Recommendation for individual educational plan. In: *Report from Educational-psychology Centre. 2015.*

Pic. No. 10 Listening part - R's answers. In: CRAVEN, M. *Real Listening & Speaking*. Cambridge University Press. 2008. 978-0-52-170588-2.

Pic. No. 11 Copying of text - R's result. In: HUTCHINSON, T. *Project 3 Third Edition Student's Book*. Oxford University Press. 2008. ISBN 13 978-0-521-70198-3.

Pic. No. 12 Write a few sentences about yourself - R.' results. In: *R's. Test. 2016.*

Pic. No. 13 Describe the picture – R.'s result. In: HUTCHINSON, T. *Project 2 Third Edition Student's Book*. Oxford University Press. 2008. ISBN 978-0-19-476305-9.

Pic. No. 14 Reading – R.'s answers. In: FOLEY, M.; HALL, D. *Total English Elementary Student's Book*. Pearson. 2005. ISBN 978-1-40-581561-1.

Pic. No. 15 N. 's parents' questionnaire. In: *Parent's questionnaire. 2016.*

## 8 Appendix

### Appendix A

K. : test; report from educational-psychological centre; Parents' questionnaire

#### 1. Poslech

#### E Listening – Fast food

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.

1 Listen to this conversation and complete the customer's order.

\_\_\_\_\_ one cheeseburger  
that's all fries  
a small portion of ice cream traffic

2 Listen again. How much does the meal cost? \$ 4.10



#### 2. Opíš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

The man knocked again - very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

#### 3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:

What is your name?

How old are you?

Where are you from?

Do you have any brothers or sisters?

What is your hobby?

Hello, my name is [redacted] I am 19 years old  
I live in the Czech Republic in Písek  
so I like sports. I like play on the computer  
with my friends. I have friends of the many  
countries who speak the many language.  
I have one brother. I like listening music, but not  
Czech music. I like even rap so well.

4. Popiš obrázek – jakým stylem je na tobě, samozřejmě ale anglicky.

the picture of a boy. What the boy like



on this picture is a boy. the boy sitting on <sup>bed</sup> ~~ground~~.  
on bed is three books or magazine and one guitar.  
on the floor is one ball, one chair, ~~a~~ books, on the  
table is books, pens, ~~at~~ computer, what computers, radio.



5. Přečti si text a doplň následující cvičení.

## Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Annan and Marie Billey were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were ten pieces of banknotes, but where did they come from? Rachel and Marie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers; then, after school, they took the bag to the police station and handed in the money.

The police kept the money for six



months. During that time, no owner asked for it, so the police gave back the money to the girls. For the next ten months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £500 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now. Rachel wants to keep her money, but when she goes to university, but Marie wants to go shopping right now!

Find words in the text with these meanings.

- small parts of something (line 1) *pieces of paper*
- paper money (line 10) *banknotes*
- see (line 12) *bag*
- mother's husband (line 20) *stepfather*

Read the text again. Put the events in the correct order.

- The police returned the banknotes to the girls.
- They handed the banknotes in to the police.
- They noticed a bag in a bin, with thousands of banknotes in it.
- The girls now have £1,200.
- Rachel and Marie were on their way to school.
- The girls matched the pieces of £5 notes.

HOTOVO =) Děkuji za tvůj čas.



**Pedagogicko-psychologická poradna Královéhradeckého kraje**  
Na Okrouhlíku 1371/30, 500 02 Hradec Králové  
pracoviště Rychnov nad Kněžnou, Javornická 1501, 516 01 Rychnov n. K.  
tel. 494 535 476, 775 235 476

### DOPORUČENÍ ŠKOLSKÉHO PORADENSKÉHO ZAŘÍZENÍ

- k individuální integraci     ke skupinové integraci dítěte/žáka se zdravotním postižením  
 k převedení dítěte/žáka do speciální školy nebo do vzdělávacího programu pro žáky se ZP

doporučení k vyrovnávacím opatřením

jméno, příjmení	nar.	
RVP	středního vzdělávání	ročník 1.
bydliště		

Zařizovací políčka proím křížkuje

### DOPORUČENÍ K VÝKAZNICTVÍ – ZDRAVOTNÍ POSTIŽENÍ

- mentální**     lehké     stř. těžké     těžké     hluboké  
**sluchové**     lehké     těžké  
**zrakové**     lehké     těžké  
**vady řeči**     lehké     těžké  
**tělesné**     lehké     těžké  
**autismus**         vývojové poruchy v předškolním vzdělávání  
**VPU**     dyslexie     dysgrafie     dyskalkulie     dysortografie  
**VPCH**     lehké     těžké    jiné VPU

dysortografické obtíže, písmo s dysgrafickými rysy

### DOPORUČENÍ K ÚPRAVÁM VZDĚLÁVÁNÍ

- individuální vzdělávací plán**     ano     ne  
**zvýšený normativ**     ano     ne  
**asistent pedagoga**     dle odst. 1     dle odst. 2 (§ 20 zákona č. 563/2004 Sb.)  
**dop. přímá ped. činnost AP**     ano     ne

- doporučení pro RVP**     RVP PV     RVP ZV     RVP ZV část D  
 ZV LMP     RVP ZŠS     RVP středního vzdělávání

**kompensační a rehabilitační pomůcky**

--

#### další sdělení a doporučení pro školu

Psychologické vyšetření proběhlo na škole v rámci skupinového vyšetření struktury intelektových schopností testem V-I-T dne 8.9. 2015.

Chlapec má intelektové schopnosti celkově odpovídající pásmu středního průměru. Mírně nadprůměrné jsou kombinační schopnosti, zraková paměť, aktivní slovní zásoba a schopnost analogického myšlení. Podprůměrné jsou matematické dovednosti, matematické schopnosti odpovídají dolnímu pásmu průměru. Také chápání logických souvislostí ve verbálním materiálu (doplňování vět) je podprůměrné.

Vzhledem k tomu, že chlapec uvažuje o studiu strojírenského oboru na SŠ, byly aplikovány dva prostorové subtesty z I-S-T. Chlapec nemá žádné problémy s prostorovou představivostí, v obou subtestech dosáhl výsledku, který odpovídá hornímu pásmu průměru.

#### Speciálně pedagogické vyšetření (Mgr. M. Vostřezová):

navazuje kvalitní diagnostický kontakt. Chlapec je komunikativní, pracuje se snahou. Pracovní tempo v oblasti grafomotoriky je pomalejší. V projevu chlapce je patrná impulzivita a tendence ke zkratkovitému jednání. Koncentrace pozornosti je po celou dobu vyšetření na dobré úrovni.

Písemný projev: Pravoruké psaní, souhlasná lateralita. Písmo je čitelné – píše tiskacím písmem. Vlivem oslabené krátkodobé sluchové paměti se častěji ptá na diktovaná slova. Ve standardizovaném diktátu se objevuje mírná specifická chybovost – absence diakritických znamének, nedopisuje konce slov, nejistota v zápise slov se slabikami di, ti, ni, dy, ty, ny. Objevuje se i zvýšená pravopisná chybovost – chybný záznam i/y (vzory přídavných jmen, shoda přísudku s podnětem) – při ústním zdůvodňování se chlapec v pravidlech orientuje lépe. **Konstatují, že SPU v oblasti pravopisu – dysortografie je kompenzovaná, přetrvávají specifické vývojové obtíže v českém jazyce v oblasti pravopisu – dysortografické obtíže.**

Specifické zkoušky: Sluchová analýza i syntéza jsou mírně oslabené. obtížněji zvládá syntézu i analýzu delších slov se shluky soubhlásek.

Orientační zkouška jazykového citu zvládl chlapec s průměrným výsledkem. Test verbální fluence měl schopnost vybavit si během časového úseku co nejvíce slov z dlouhodobé sémantické paměti, avšak je zapotřebí zároveň zapojit funkce krátkodobé paměti. Test je úzce spojen s ostatními řečovými funkcemi - poukazuje na verbální pohotovost, dynamickou organizaci vnitřní řeči, spontaneitu, tempo a plynulost řeči. V tomto testu podal chlapec nadprůměrný výkon.

Test zrakového vnímání. V testu jsou obsaženy dvojice stejných slov a dvojice slov, která se od sebe liší. Odlišnost spočívá nejčastěji v záměně reverzních písmen (př. b - d) nebo tvarově podobných písmen (např. a - o, G - C), přesmyku písmen, změně délky samohlásky, záměně velkého písmena za malé, ... Výsledek testu u Jakuba nám ukazuje, že čtenářské pracovní tempo je pomalejší, chybovost se neobjevuje. Výkon spadá do pásma podprůměru, odpovídá 25. percentilu pro klienty z SPU, čímž se ukazuje přítomnost poruchy učení. Výkon poukazuje na obtíže ve zrakovém vnímání.

Závěr a doporučení:

Na základě kontrolního speciálně pedagogického vyšetření a v souladu s vyšetření psychologickým, konstatujeme, že se jedná o specifické vývojové obtíže v českém jazyce v oblasti pravopisu – dysortografické obtíže, písmo s dysgrafickými rysy. Intelektové schopnosti odpovídají střednímu pásmu průměru.

Základní a následně střední škole doporučujeme realizaci vyrovnávacích opatření. Není nutné realizovat reedukační péči.

U písemných zkoušek z českého a cizího jazyka je třeba hodnotit obsahovou správnost, specifické chyby plynoucí z obtíží do hodnocení nezahrnovat. Na vypracování a kontrolu zadané práce je vhodné poskytnout i zvýšenou časovou rezervu.

*V hodinách cizího jazyka přihlížet k specifickým obtížím při průběžné i závěrečné klasifikaci – zaměřit se spíše na konverzační dovednosti než na písemný projev. V písemném projevu respektovat specifické chyby, tj. brát v potaz i slova napsaná foneticky správně.*

*Ve všech předmětech v případě písemných zkoušek navyšovat čas o 1/4 běžné časové dotace. Jedná se jak o navyšení n navyšení času na práci, vzhledem k pomalejšímu tempu v oblasti grafomotoriky.*

*Je třeba přihlížet k vlivu poruchy na výkon žáka, jak během studia, tak i v jeho závěru při maturitních či závěrečných zkouškách a hodnotit její výkon nezkrácený projev obtížl.*

Vážení rodiče,

tímto Vás prosím o vyplnění následujícího dotazníku, který bude použit pouze pro kazuistiku do mé diplomové práce zaměřené na žáky s poruchami učení (dyslexie, dysgrafie, dysortografie, ...) a jejich zvládnání anglického jazyka.

Kazuistika = jedná se o systematické zkoumání jednotlivce s cílem detailního poznání jeho osobnosti

- je ABSOLUTNĚ ANONYMNÍ – v diplomové práci bude uvedeno pouze křestní jméno dítěte a věk, ne však příjmení, rodiče, obec, ve které žije apod.
- přikládám dotazník – ten je pouze pro orientaci, jaké přibližně informace o dítěti potřebuji, můžete případně i připsat něco dalšího, co by Vám u syna/dcery přišlo důležité – v každém případě, nemusíte odpovídat na otázky, které jsou pro Vás velmi osobní, nebo na ně z nějakého jiného důvodu odpovídat nechcete

Děkuji za Váš čas

Dominika Krunčíková

Křestní jméno dítěte: K .....

Věk: 16 ..... (roky i měsíce)

**Rodinná anamnéza**

Věk: matka: 45 otec: 45

Vzdělání: matka: otec:

Rodina: úplná / rozvedená / žije s matkou / žije s otcem – popř. jiný případ:

Sourozenec: ano / ne pohlaví: MUŽSKÉ věk: 19

Vztah mezi sourozenci: VYBORNÝ

Prarodiče a vztah dítěte k nim: VYBORNÝ

Bydliště: vesnice / město rodinný dům / byt / jiné:

Zájmy a záliby rodičů: TURISTIKA, DĚJINY, FOTBAL, NEHEJBAL, LYŽOVÁNÍ

Společné aktivity rodičů a dítěte (plavání, procházky, čtení knížek,...):

LYŽOVÁNÍ

Náboženství: —

**Zdravotní a tělesný stav**

Vývoj, specifika:

- nadváha / hubenost / normální stav
- obratnost / přiměřeně věku / neobratnost – příp. v čem:

Zdravotní stav: *DOBRY*

Zdravotní omezení (alergie, stavy po úrazu):

*CELIAKIE, ASTHMA*

Užívání léků (jaké, na co): —

Vady, poruchy řeči (jaké, jak se řeší): *NÁVŠTĚVY LOGOPEDIE V PŘEDŠKOLNÍM VĚKU*

Poruchy pozornosti (jaké, jak se řeší):

Počůrávání: —

Hygienické návyky a zdravý životní styl: *BEZLEP. DIETA*

Nemocnost: výjimečná / občasná / častá

Opakovaná onemocnění:

Návštěva pedagogicko-psychologické poradny (případně důvod):

*ANO, DISORTOGRAFICKÉ ŮBTÍŽE, NĚKO S DYSBRAFICKÝMI ZNAK.*

Terapie: ano / ne / jaké, proč? ;

*ROVNOVÁŽNÍ HEMISFÉR*

Poruchy učení: jaké?

Reedukace: ano – ne

Pokud ano, jak reedukaci hodnotíte?

Pokud ne, proč dítě reedukaci nenavštěvuje?

**Škola**

Začlenění do skupiny dětí:

Zvládání autority učitele, vztah k učiteli: *ROBRÁ*

V čem dítě vyniká:

V čem se mu naopak daří méně:

Výukové potíže a možné příčiny – diagnostikované poruchy učení či ADHD:

Motivovanost k učení se novému: nezájem / zájem – oblíbené hračky, hobby, témata k hovoru: *SPORT*

Talent, nadání (pro co, k čemu tíhne – např. dovednosti pohybové, intelektuální, hudební, ...):

Pozornost a paměť: *NEVYDÁŘÍ SE SOUSTŘEDIT.*

- široká / úzká
- soustředěná / rozptýlená
- stálá / nestálá

Slovní zásoba: velká / přiměřeně věku / neodpovídající věku    tichý / upovídaný/ ....

kázeň, problémy s kázní:

#### ***Vztahy k vrstevníkům***

Sociální vztah k vrstevníkům: kooperativní / přátelský / tolerantní / pomáhající / sobecký / bezohledný / agresivní / impulsivní / .....

(lze zakroužkovat více a sami doplnit další specifika)

Typ osobnosti:

- extrovert / introvert
- aktivní / pasivní

Místo v třídním kolektivu:

dominantní / submisivní / osamělý / spokojený / nespokojený / integrující / konfliktní / vlivný / oblíbený / .....

Je třídou odmitán – proč?:

### **Vztah k vlastní osobě**

Sebeovládání: (vedle zakroužkovaného můžete odůvodnit)

- jistota / nejistota
- podceňuje se / přeceňuje se
- kolísá mezi extrémy v sebehodnocení?:
- jedná impulzivně?:
- ovládá se / nedovede se ovládnout:

Složité situace:

- odolný / neodolný
- zvládá je / vyhýbá se jim / rezignuje / uniká do ... / potlačuje / hledá konstruktivní řešení / je vytrvalý, cílevědomý

Zralost osobnosti:

- v čem je vyspělejší oproti vrstevníkům:
- v čem zaostává oproti vrstevníkům:

Které vlastnosti a projevy chování jsou do budoucna příznivé a které nepříznivé:

### **Záliby a zájmy**

Všeobecně:

- povrchní / nahodilý / krátkodobý / soustavný / hlubší / dlouhodobý

Vydrží u jedné činnosti:

Koníčky konkrétně (co, jak dlouho provozuje, zdokonalení,...):

*HRAT NA VOJÁČKY, SPORT, HRAŠTÍ*

Návštěva kroužků (jakých, kde):

### **Jiné**




## Appendix B

### D.: Test; Report from an educational-psychology centre

#### 1. Poslech

#### E Listening – Fast food

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.

- 1  Listen to this conversation and complete the customer's order.

..... ~~small~~ *double* cheeseburger  
..... fries  
a small *cofi* .....

- 2  Listen again. How much does the meal cost? \$ *4.98* .....



#### 2. Opiš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

*The man knocked again-very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.*

#### 3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:

What is your name?  
How old are you?  
Where are you from?  
Do you have any brothers or sisters?  
What is your hobby?

*My name*   
*is* ~~15~~ *16*.  
*From in*   
*Don't sister, brothers*  
*My hobby is sport: Like go [haci], like in out, book, game on*



5. Přečti si text a doplň následující cvičení.

## Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Aumann and Maisie Bailey were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money. The police kept the money for six



months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now. Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

Find words in the text with these meanings.

1. small parts of something (line 1)
2. paper money (line 4)
3. saw first (line 12)
4. mother's husband (line 22)

Read the text again. Put the events in the correct order.

- a. The police returned the banknotes to the girls. [5]
- b. They handed the banknotes in to the police. [6]
- c. They noticed a bag in a bin, with thousands of banknotes in it. [2]
- d. The girls now have it, too. [7]
- e. Rachel and Maisie were on their way to school. [1]
- f. The girls matched the pieces of £10 notes. [3]

HOTOVO =) | Děkuji za tvůj čas.



**Pedagogicko-psychologická poradna Královéhradeckého kraje**  
Pospíšilova 365, 500 03, Hradec Králové  
pracoviště Rychnov nad Kněžnou, Javornická 1501, 516 01, Rychnov nad  
Kněžnou, tel. 494 535 476, 775 235 476

## Zpráva ze základního psychologického a speciálně-pedagogického vyšetření

Datum vyšetření: 30. 1. a 25. 3. 2014



Vyšetření bylo realizováno na základě žádosti rodičů z důvodu zhoršení prospěchu. Matka udává specifické problémy v českém jazyce, které se objevují od druhého ročníku. Psychomotorický vývoj proběhl v normě. Navštěvovala logopedii ještě ve druhé třídě pro dyslalii. Na vysvědčení bude hodnocena čtyřkami z matematiky, českého jazyka a dějepisu.

**Průběh vyšetření:**  navázala kvalitní diagnostický kontakt. Dívka je stydlivá, není příliš komunikativní. Po celou dobu vyšetření mluví velmi tiše. Při řešení těžkých úkolů se o jejich řešení pokusí, ale rychle se vzdává.

### Psychologické vyšetření:

**Celková úroveň aktuálně zjištěných rozumových schopností /měřeno WISC-III/ odpovídá pásmu dolního průměru s převahou ve složce názorové, což je méně výhodné z hlediska školní úspěšnosti.**

**Ve verbální složce** dosahuje nejlepšího výsledku - v pásmu průměru - ve schopnosti sociálního porozumění. Průměrný byl aktuální výkon v oblasti obecné informovanosti, která je založená na kvalitě dlouhodobé paměti. V pásmu dolního průměru se nachází aktuální výkon v oblasti slovního porozumění a vyjadřovacích schopnostech. V pásmu mírného podprůměru se nachází výkon v oblasti základní abstrakce a logického myšlení. Výrazně podprůměrné jsou numerické schopnosti - dívka nemá upevněnou malou násobilku a chybí v sčítání a odčítání v oboru do 100. Dívka často při verbálně zadávaných úlohách přeslechne zadání příkladu. V pásmu výrazného podprůměru se nachází koncentrace pozornosti a krátkodobá mechanická paměť na čísla, tj. pracovní paměť, což se projevuje zejména v diktátech a pětiminutovkách, kdy si při pomalejším pracovním tempu a oslabení pozornosti nepamatuje obsah diktovaného.

**V názorové složce** dosahuje  nejlepšího výsledku - v pásmu průměru v oblasti praktického neverbálního úsudku, který je založený na pozornosti k detailům, schopnost prostorové představivosti, analýza a syntéza. Průměrný byl aktuální výkon v oblasti neverbálního sociálního úsudku, který je založený na schopnosti řazení. V pásmu dolního průměru se nachází aktuální výkon v oblasti pracovního tempa - rychlého asociačního učení. V pásmu dolního průměru se nachází také aktuální výkon v oblasti vizuomotorické koordinace (skládání celku z několika částí).

**Celková úroveň koncentrace pozornosti spadá do pásma podprůměru.**

### **Speciálně-pedagogické vyšetření:**

**Úroveň čtení:** Čtenářský výkon je vyrovnaný, tempo čtení velmi pomalé, výrazně pod věkovou normou - aktuálně 42 správně přečtených slov za minutu. Čtenářský projev je namáhavější, chybovost v normě - domýšlí občas konce slov, dochází ke kinetickým inverzím. Text dokáže reprodukovat s pomocí návodných otázek v hrubém nárysu, řada nepřesností. Vzhledem ke snížené úrovni porozumění čtenému a velmi pomalému tempu čtení konstatují, že se jedná o **výrazné dyslektické obtíže.**

**Písemný projev:** Pravoruké psaní, souhlasná lateralita. Tempo psaní **zůstává pomalejší**, písmo hůře čitelné, neurované. Vlivem oslabení krátkodobé sluchové paměti se častěji ptá na diktovaná slova. Vlivem artikulační neobratnosti chybují [ ] v záznamu slov se shluky souhlásek (*špačci – špatci, návštěvníků – nášťevníků*). Objevuje se **mírná specifická chybovost** – nedodrží hranice slov ve větě, zaměňuje t – d, z - s na fonetické bázi, nejistota v zápise slov se slabikami di, ti, ni/ dy, ty, ny. Dochází k **frekventované pravopisné chybovosti** – chybují v zápise i/y (vyjmenovaná slova, vzory přídavných jmen, shoda přísudku s podmětem), v psaní předpon s, z. – při ústním zdůvodňování se projevuje **neznalost gramatických pravidel.** Konstatují, že se jedná o **dysortografické obtíže, rozvíjející se na bázi obtíží v oblasti pozornosti.**

**Specifické funkce:** Sluchová diferenciacie je zralá. Funkce **sluchové syntézy** (skládání slov z jednotlivých slyšených hlásek) **spadá do pásma nezralosti**, úspěšnost 42%. Objevují se obtíže v oblasti pozornosti, kdy se [ ] u hláskování delších slov nevydrží soustředit. Funkce sluchové analýzy je mírně oslabená, úspěšnost 89% - obtíže v rozkladu delších slov se shluky souhlásek, patrná je artikulační neobratnost. Funkce **zrakového vnímání** je zralá. Test obkreslování komplexní figury značí **podprůměrnou zrakovou paměť**. Výrazně oslabená je také vizuomotorika.

### **Závěry a doporučení:**

Dívčiny aktuální intelektové předpoklady pro zvládnání nároků základní školy spadají do pásma **dolního průměru** s převahou ve složce názorové, což je méně výhodné z hlediska školní úspěšnosti.

Na základě základního speciálně pedagogického a v souladu s psychologickým vyšetřením konstatujeme, že se v oblasti českého jazyka se jedná o **dysortografické obtíže, rozvíjející se na bázi obtíží v oblasti pozornosti.** Vzhledem ke snížené úrovni porozumění čtenému a velmi pomalému tempu čtení konstatují, že se jedná o **výrazné dyslektické obtíže.**

Prosíme školu o uplatňování těchto vyrovnávacích opatření:

*V českém jazyce:*

- **respektovat tempo psaní** – upřednostnit kvalitu před kvantitou (co nestihne, nehodnotit jako chybu), **navýšit čas na autokontrolu**
- **nepsat dlouhé texty, využít spíše doplňování do předepsaného textu,** používat pracovní listy, folie, testy
- brát v úvahu i sekundárně vzniklé pravopisné chyby z nedostatku času, z přílišného soustředění na samotný akt psaní nebo z únavy
- **na vypracování písemných úkolů ve všech předmětech poskytnout dostatek času, dát čas i na kontrolu a opravu textu**

***V cizím jazyce :***

- **preferovat ústní (mluvenou) formu jazyka před písemnou a čtenou**
- **zaměřit se spíše na konverzační dovednosti než na písemný projev. V písemném projevu respektovat specifické chyby, tj, brát v potaz i slova napsaná foneticky správně, vést však žákyni k nácvičku vyhledávání chyb písemném projevu a jejich korekci**
- **při učení více využívat sluchovou cestu** – nahrávky, diktafony, předřikávání, předčítání, počítačové programy se zvukem
- **používat co nejvíce názoru** - spojovat slova s obrázky, s předměty, s dějovými obrázky, předvádět činnosti a situace
- pomáhat k zapamatování mnemotechnickými pomůckami, říkadly, písničkami, hádankami, krátkými anekdotami
- **nenutit žákyni k doslovným překladům a k přesnému naučení a používání gramatických pravidel, ale vést k porozumění jazyku a ke schopnosti základní domluvy**
- zaměřit se na správnou, ale ne perfekcionistickou výslovnost, opravovat jen závažné chyby znemožňující porozumění
- soustředit se na praktické použití jazyka – umět zjistit nebo ukázat cestu, domluvit se v hotelu, v obchodě, na nádraží, umět přečíst nápisy a krátké pokyny

***V matematice***

- **obtíže ve čtení se budou promítat také do matematiky**, kde má vlivem pomalejší techniky čtení méně času na vypracování slovních úloh – proto prosím navýšovat časovou dotaci i tady
- **vzhledem k obtížím v oblasti pozornosti může v matematice  obtížněji přecházet mezi jednotlivými operacemi** – doporučuji proto **volit menší počet příkladů, popřípadě navýšovat časovou dotaci**

***Také v ostatních předmětech, prosím, o orientaci se na základní učivo.***

Platnost tohoto potvrzení je po celou dobu docházky  na druhý stupeň ZŠ.



**Pedagogicko-psychologická poradna Královéhradeckého kraje**  
Pospíšilova 365, 500 03 Hradec Králové  
**pracoviště Rychnov nad Kněžnou, Javornická 1501, 516 01 Rychnov n. K.**  
tel. 494 535 476, 775 235 476

### DOPORUČENÍ ŠKOLSKÉHO PORADENSKÉHO ZAŘÍZENÍ

- k individuální integraci     ke skupinové integraci dítěte/žáka se zdravotním postižením  
 k převedení dítěte/žáka do speciální školy nebo do vzdělávacího programu pro žáky se ZP

doporučení k

vyrovnávacím opatřením

jméno, příjmení

RVP

bydliště

Zaškrtnávací políčka prosím křížkujte

### DOPORUČENÍ K VÝKAZNICTVÍ – ZDRAVOTNÍ POSTIŽENÍ

- mentální**     lehké     stř. těžké     těžké     hluboké  
**sluchové**     lehké     těžké  
**zrakové**     lehké     těžké  
**vady řeči**     lehké     těžké  
**tělesné**     lehké     těžké  
**autismus**         **vývojové poruchy** v předškolním vzdělávání  
**VPU**     dyslexie     dysgrafie     dyskalkulie     dysortografie  
**VPCH**     lehké     těžké    jiné VPU     **dysortografické a dyslektické obtíže**

### DOPORUČENÍ K ÚPRAVÁM VZDĚLÁVÁNÍ

- individuální vzdělávací plán**     ano     ne  
**zvýšený normativ**     ano     ne  
**asistent pedagoga**     dle odst. 1     dle odst. 2 (§ 20 zákona č. 563/2004 Sb.)

dop. přímá ped. činnost AP

**doporučení pro RVP**

- RVP PV     RVP ZV     RVP ZV část D  
 ZV LMP     RVP ZŠS     RVP středního vzdělávání

**kompensační a rehabilitační pomůcky**

Je třeba respektovat obtíže v písemném projevu, vzhledem k pomalejšímu pracovnímu tempu a zvýšené unavitelnosti **KRÁTIT PÍSEMNÉ ÚKOLY VE VŠECH PŘEDMĚTECH.**

**další sdělení a doporučení pro školu**

# Appendix C

R.: Test; Parents' questionnaire

## 1. Poslech

### E Listening – Fast food

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.



1 Listen to this conversation and complete the customer's order.

..... *double* ..... cheeseburger  
..... fries  
a small *coffee* .....

2 Listen again. How much does the meal cost? \$ *2.45* .....

## 2. Opiš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

*The man knocked again - very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? he decided to escape. He went into the kitchen and then ran out of the back door.*

## 3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:

- What is your name?
- How old are you?
- Where are you from?
- Do you have any brothers or sisters?
- What is your hobby?

*Hello. My name is [ ] I live in [ ]. My hobby is gym, football, <sup>and</sup> futsal. I have one brother and sister. Brother name is Pepa and sister name is Paula*



4. Popiš obrázek – jakým stylem je na tobě, samozřejmě ale anglicky.



In the picture is boy-guy  
guy. and computer, ball, chair, radio. Oh, ball is outside.  
He sit on bed

5. Přečti si text a doplň následující cvičení.

## Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Aumann and Maisie Balley were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money. The police kept the money for six



months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

Find words in the text with these meanings.

- 1 small parts of something (line 5)
- 2 paper money (line 8) *banknotes*
- 3 saw (line 10)
- 4 mother's husband (line 22)

Read the text again. Put the events in the correct order.

- a The police returned the banknotes to the girls.
- b They handed the banknotes in to the police.
- c They noticed a bag in a bin, with thousands of banknotes in it.
- d The girls now have £1,200.
- e Rachel and Maisie were on their way to school.
- f The girls matched the pieces of £10 notes.

HOTOVO =)! Děkuji za tvůj čas.

Vážení rodiče,

tímto Vás prosím o vyplnění následujícího dotazníku, který bude použit pouze pro kazuistiku do mé diplomové práce zaměřené na žáky s poruchami učení (dyslexie, dysgrafie, dysortografie, ...) a jejich zvládnání anglického jazyka.

Kazuistika = jedná se o systematické zkoumání jednotlivce s cílem detailního poznání jeho osobnosti

- je ABSOLUTNĚ ANONYMNÍ – v diplomové práci bude uvedeno pouze křestní jméno dítěte a věk, ne však příjmení, rodiče, obec, ve které žije apod.
- přikládám dotazník – ten je pouze pro orientaci, jaké přibližně informace o dítěti potřebuji, můžete případně i připsat něco dalšího, co by Vám u syna/dcery přišlo důležité – v každém případě, nemusíte odpovídat na otázky, které jsou pro Vás velmi osobní, nebo na ně z nějakého jiného důvodu odpovídat nechcete

Děkuji za Váš čas

Dominika Krunčíková

Křestní jméno dítěte:.....

Věk: ..... 1,5 + 5 měsíců ..... (roky i měsíce)

#### **Rodinná anamnéza**

Věk: 42 matka: otec: JOSEF

Vzdělání: SČU matka: otec:

Rodina: úplná / rozvedená / žije s matkou / žije s otcem – popř. jiný případ:

Sourozenc: ano / ne pohlaví: BRATR - SESTRA věk: 18 - 6

Vztah mezi sourozenci: NORMÁLNÍ

Prarodiče a vztah dítěte k nim: NORMÁLNÍ

Bydliště: vesnice / město rodinný dům / byt / jiné:

Zájmy a záliby rodičů: AKVARIISTIKA - FOTBAL

Společné aktivity rodičů a dítěte (plavání, procházky, čtení knížek,...): SPORT

Náboženství: /

**Zdravotní a tělesný stav**

Vývoj. specifika:

- nadváha / hubenost / normální stav
- obratnost / přiměřeně věku / neobratnost – příp. v čem:

Zdravotní stav: NORMÁLNÍ

Zdravotní omezení (alergie, stavy po úrazu): —

Užívání léků (jaké, na co): —

Vady, poruchy řeči (jaké, jak se řeší): —

Poruchy pozornosti (jaké, jak se řeší):

Počítávání: —

Hygienické návyky a zdravý životní styl: NORMÁLNÍ

Nemocnost: výjimečná / občasná / častá

Opakovaná onemocnění: —

Návštěva pedagogicko-psychologické poradny (případně důvod): ANO - ČESKÝ JAZYK

Terapie: ano / ne / jaké, proč? :

Poruchy učení: jaké?

Reedukace: ano – ne

Pokud ano, jak reedukaci hodnotíte?

Pokud ne, proč dítě reedukaci nenavštěvuje?

**Škola**

Začlenění do skupiny dětí: NORMÁLNÍ

Zvládání autority učitele, vztah k učiteli:

DOBRY

V čem dítě vyniká:

ČESKÝ JAZYK

V čem se mu naopak daří méně:

ANGLIČTINA

Výukové potíže a možné příčiny – diagnostikované poruchy učení či ADHD:

Motivovanost k učení se novému: nezájem / zájem – oblíbené hračky, hobby, témata k hovoru:

Talent, nadání (pro co, k čemu tíhne – např. dovednosti pohybové, intelektuální, hudební, ...):

SPORT

Pozornost a paměť:

- široká / úzká
- soustředěná / rozptýlená
- stálá / nestálá

Slovní zásoba: velká / přiměřeně věku / neodpovídající věku    tichý / upovídaný/ ....

kázeň, problémy s kázní:

#### **Vztahy k vrstevníkům**

Sociální vztah k vrstevníkům: kooperativní / přátelský / tolerantní / pomáhající / sobecký / bezohledný / agresivní / impulsivní / .....

(lze zakroužkovat více a sami doplnit další specifika)

Typ osobnosti:

- extrovert / introvert
- aktivní / pasivní

Místo v třídním kolektivu:

dominantní / submisivní / osamělý / spokojený / nespokojený / integrující / konfliktní / vlivný / oblíbený / .....

Je třídou odmítán – proč?:

### ***Vztah k vlastní osobě***

Sebeovládání: (vedle zakroužkovaného můžete odůvodnit)

- jistota / nejistota
- podceňuje se / přeceňuje se
- kolísá mezi extrémy v sebehodnocení?:
- jedná impulzivně?:
- ovládá se / nedovede se ovládnout:

Složité situace:

- odolný / neodolný
- zvládá je / vyhýbá se jim / rezignuje / uniká do .../ potlačuje / hledá konstruktivní řešení / je vytrvalý, cílevědomý

Zralost osobnosti:

- v čem je vyspělejší oproti vrstevníkům:
  
- v čem zaostává oproti vrstevníkům:

Které vlastnosti a projevy chování jsou do budoucna příznivé a které nepříznivé:

### ***Záliby a zájmy***

Všeobecně:

- povrchní / nahodilý / krátkodobé / soustavné / hlubší / dlouhodobé

Vydrží u jedné činnosti: *ANO*

Koníčky konkrétně (co, jak dlouho provozuje, zdokonalení,...): *SPORT - 9 LET*

Návštěva kroužků (jakých, kde):

### ***Jiné***

# Appendix D

N.: Test; Parents' questionnaire

1. Poslech

## E Listening - Fast food

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.

1 Listen to this conversation and complete the customer's order.

..... double ..... cheeseburger  
..... medium ..... fries  
a small coffee .....

2 Listen again. How much does the meal cost? \$ 4.40



2. Opiš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

The man knocked again - very loudly this time  
Ashley hid behind the sofa. What should he do?  
Should he open the door? He decided to escape.  
He went into the kitchen and then ran out  
of the back door.

3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:

What is your name?

How old are you?

Where are you from?

Do you have any brothers or sisters?

What is your hobby?

What is your name? My name is [redacted] I 15  
years old and I from [redacted] in CR. I have  
3 brothers or sisters. brothers name is  
Dávkab and Petr and Jaroslav. sister name is Lydmila.  
My hobby is Football and Floorball. I like banana  
and Spagets and black colers.

4. Popiš obrázek – jakým stylem je na tobě, samozřejmě ale anglicky.



In the picture is children's man, he sits in bed on bed is guitar and magazines. In room is ~~to~~ chair and shoes, computer, CD, book, and clock. He has red T-shirt and green trousers, on the table is paper in lamp and glass ~~in~~ in the picture 2 box. I think then good room.



5. Přečti si text a doplň následující cvičení.

## Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Aumann and Maisie Balley were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money. The police kept the money for six



months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

Find words in the text with these meanings.

- 1 small parts of something (line 5) *paper*
- 2 paper money (line 8) *banknotes*
- 3 saw (line 10) *rubbish*
- 4 mother's husband (line 22) *stepf, stepfather*

Read the text again. Put the events in the correct order.

- a The police returned the banknotes to the girls.
- b They handed the banknotes in to the police.
- c They noticed a bag in a bin, with thousands of banknotes in it.
- d The girls now have £1,200.
- e Rachel and Maisie were on their way to school.
- f The girls matched the pieces of £10 notes.

HOTOVO =)! Děkuji za tvůj čas.

Vážení rodiče,

tímto Vás prosím o vyplnění následujícího dotazníku, který bude použit pouze pro kazuistiku do mé diplomové práce zaměřené na žáky s poruchami učení (dyslexie, dysgrafie, dysortografie, ...) a jejich zvládnání anglického jazyka.

Kazuistika = jedná se o systematické zkoumání jednotlivce s cílem detailního poznání jeho osobnosti

- je ABSOLUTNĚ ANONYMNÍ – v diplomové práci bude uvedeno pouze křestní jméno dítěte a věk, ne však příjmení, rodiče, obec, ve které žije apod.
- příkládám dotazník – ten je pouze pro orientaci, jaké přibližně informace o dítěti potřebuji, můžete případně i připsat něco dalšího, co by Vám u syna/dcery přišlo důležité – v každém případě, nemusíte odpovídat na otázky, které jsou pro Vás velmi osobní, nebo na ně z nějakého jiného důvodu odpovídat nechcete

Děkuji za Váš čas

Dominika Krunčíková

Křestní jméno dítěte: N .....

Věk: .....14.....(roky i měsíce)

#### **Rodinná anamnéza**

Věk: matka: otec:

Vzdělání: matka: otec:

Rodina: úplná / rozvedená / žije s matkou / žije s otcem – popř. jiný případ:

Sourozence: ano/ ne pohlaví: muž věk: 26

Vztah mezi sourozenci: velmi dobře

Prarodiče a vztah dítěte k nim: také velmi dobře

Bydliště: vesnice/ město rodinný dům/ byt / jiné:

Zájmy a záliby rodičů: UFO

Společné aktivity rodičů a dítěte (plavání, procházky, čtení knížek,...):

výlety, meditace, jóga

Náboženství: křesťanství

### Zdravotní a tělesný stav

Vývoj. specifika:

- nadváha / hubenost / normální stav
- obratnost / přiměřeně věku / neobratnost – příp. v čem:

Zdravotní stav: dostačující

Zdravotní omezení (alergie, stavy po úrazu): ~~ne~~ ~~ne~~

Užívání léků (jaké, na co): ~~ne~~

Vady, poruchy řeči (jaké, jak se řeší): mekikundus řeší se zpěvem

Poruchy pozornosti (jaké, jak se řeší):

Počůrávání:

Hygienické návyky a zdravý životní styl:

Nemocnost: výjimečná / občasná / častá

Opakovaná onemocnění:

Návštěva pedagogicko-psychologické poradny (případně důvod):

Terapie: ano / ne / jaké, proč? : autoterapie zhlídění

Poruchy učení: jaké?

Reedukace: ano – ne

Pokud ano, jak reedukaci hodnotíte?

chválíte

Pokud ne, proč dítě reedukaci nenavštěvuje?

### Škola

Začlenění do skupiny dětí:

Zvládání autority učitele, vztah k učitel: *dobry*

V čem dítě vyniká: *hry*

V čem se mu naopak daří méně: *učení*

Výukové potíže a možné příčiny – diagnostikované poruchy učení či ADHD:

Motivovanost k učení se novému: *nezájem / zájem* – oblíbené hračky, hobby, témata k hovoru:

Talent, nadání (pro co, k čemu tíhne – např. dovednosti pohybové, intelektuální, hudební, ...):

*športovní*

Pozornost a paměť:

- *široká* / úzká
- soustředěná / *rozptýlená*
- *stálá* / nestálá

Slovní zásoba: velká / *přiměřeně věku* / neodpovídající věku    tichý / upovídaný/ ....

kázeň, problémy s kázní:

#### **Vztahy k vrstevníkům**

Sociální vztah k vrstevníkům: kooperativní / *přátelský* / tolerantní / pomáhající / sobecký / bezohledný / agresivní / impulsivní / .....

(lze zakroužkovat více a sami doplnit další specifika)

Typ osobnosti:

- extrovert / *introvert*
- *aktivní* / pasivní

Místo v třídním kolektivu:

dominantní / submisivní / osamělý / spokojený / nespokojený / integrující / konfliktní / vlivný / oblíbený/.....

Je třídou odmítán – proč?: *ne*

### Vztah k vlastní osobě

Sebeovládání: (vedle zakroužkovaného můžete odůvodnit)

- jistota / nejistota
- podceňuje se / přeceňuje se
- kolísá mezi extrémů v sebehodnocení?:
- jedná impulzivně?:
- ovládá se / nedovede se ovládnout:

Složité situace:

- odolný / neodolný
- zvládá je / vyhýbá se jim / rezignuje / uniká do ... / potlačuje / hledá konstruktivní řešení / je vytrvalý, cílevědomý

Zralost osobnosti:

- v čem je vyspělejší oproti vrstevníkům: *evalovsk. hmotou*
- v čem zaostává oproti vrstevníkům: *vyšší*

Které vlastnosti a projevy chování jsou do budoucna příznivé a které nepříznivé:

### Záliby a zájmy

Všeobecně:

- povrchní / nahodilý / krátkodobý / soustavný / hlubší / dlouhodobý

Vydrží u jedné činnosti: *střídava*

Koníčky konkrétně (co, jak dlouho provozuje, zdokonalení,...):

Návštěva kroužků (jakých, kde): *joga v Hradci Králové*  
*pozilovka*

### Jiné

# Appendix E

J.: Test; Parents' questionnaire

## 1. Poslech

### E Listening – Fast food

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.

1 Listen to this conversation and complete the customer's order.

..... *double* ..... cheeseburger  
*DO YOU WANT* fries  
a small ..... *medium* ..... coffee.

2 Listen again. How much does the meal cost? ..... *\$ 4.00* .....



## 2. Opiš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

*The man knocked again - very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.*

## 3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:

- What is your name?
- How old are you?
- Where are you from?
- Do you have any brothers or sisters?
- What is your hobby?

---

---

---

---

---

4. Popiš obrázek – jakým stylem je na tobě, samozřejmě ale anglicky.



In the picture is boy who is sitting in ~~the~~  
bed. I think that he has like music, ~~but~~ because  
here he has guitar and music picture. Under  
desk he has bag and here is thing on tennis.  
I think ~~that~~ that learning. He's sport man.  
I think that ~~he~~ he is good boy.

5. Přečti si text a doplň následující cvičení.

## Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Aumann and Maisie Balley were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin – it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money. The police kept the money for six



months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

Find words in the text with these meanings.

- 1 small parts of something (line 5) *paper*
- 2 paper money (line 8) *banknotes*
- 3 saw (line 10) *bag in a rubbish bin*
- 4 mother's husband (line 22) *Peter*

Read the text again. Put the events in the correct order.

- a The police returned the banknotes to the girls.  4
- b They handed the banknotes in to the police.  3
- c They noticed a bag in a bin, with thousands of banknotes in it.  2
- d The girls now have £1,200.  6
- e Rachel and Maisie were on their way to school.  1
- f The girls matched the pieces of £10 notes.  5

HOTOVO =)! Děkuji za tvůj čas.



Vážení rodiče,

tímto Vás prosím o vyplnění následujícího dotazníku, který bude použit pouze pro kazuistiku do mé diplomové práce zaměřené na žáky s poruchami učení (dyslexie, dysgrafie, dysortografie, ...) a jejich zvládání anglického jazyka.

Kazuistika = jedná se o systematické zkoumání jednotlivce s cílem detailního poznání jeho osobnosti

- je ABSOLUTNĚ ANONYMNÍ – v diplomové práci bude uvedeno pouze křestní jméno dítěte a věk, ne však příjmení, rodiče, obec, ve které žije apod.
- přikládám dotazník – ten je pouze pro orientaci, jaké přibližně informace o dítěti potřebuji, můžete případně i připsat něco dalšího, co by Vám u syna/dcery přišlo důležité – v každém případě, nemusíte odpovídat na otázky, které jsou pro Vás velmi osobní, nebo na ně z nějakého jiného důvodu odpovídat nechcete

Děkuji za Váš čas

Dominika Krunčíková

Křestní jméno dítěte:.....

Věk: 15 let + 6 měsíců (roky i měsíce)

#### Rodinná anamnéza

Věk: matka: 44 otec: 46

Vzdělání: matka: ~~střední~~ SÚU - kuchařka otec: SGA - automechanik

Rodina: úplná / rozvedená / žije s matkou / žije s otcem – popř. jiný případ:

Sourozenců: ano / ne pohlaví: kluci věk: 20 a 10 roků

Vztah mezi sourozenci: přítelny

Prarodiče a vztah dítěte k nim:

Bydliště: vesnice / město rodinný dům / byt / jiné:

Zájmy a záliby rodičů:

sport, procházky, lyžování, výlety na kolech

Společné aktivity rodičů a dítěte (plavání, procházky, čtení knížek,...):

procházky, výlety na kolech, lyžování

Náboženství:

### Zdravotní a tělesný stav

Vývoj, specifika:

- nadváha / hubenost / normální stav
- obratnost / přiměřeně věku / neobratnost – příp. v čem:

Zdravotní stav:

Zdravotní omezení (alergie, stavy po úrazu): *ne*

Užívání léků (jaké, na co): *ne*

Vady, poruchy řeči (jaké, jak se řeší):

Poruchy pozornosti (jaké, jak se řeší):

Počítávání:

Hygienické návyky a zdravý životní styl: *normální*

Nemocnost: výjimečná / občasná / častá

Opakovaná onemocnění:

Návštěva pedagogicko-psychologické poradny (případně důvod):

*dítě (pomalější tempo - psaní + opalování vlasů ve sboroch)*

Terapie: ano / ne / jaké, proč? :

Poruchy učení: jaké?

Reedukace: ano – ne

Pokud ano, jak reedukaci hodnotíte?

Pokud ne, proč dítě reedukaci nenavštěvuje?

### Škola

Začlenění do skupiny dětí:

Zvládání autority učitele, vztah k učiteli:

V čem dítě vyniká:

~~problém~~ nemá  
SPORT

V čem se mu naopak daří méně: FYZIKA

Výukové potíže a možné příčiny – diagnostikované poruchy učení či ADHD:

Motivovanost k učení se novému: nezájem / zájem – oblíbené hračky, hobby, témata  
k hovoru:

Talent, nadání (pro co, k čemu tíhne – např. dovednosti pohybové, intelektuální, hudební, ...):

Pozornost a paměť:

- široká / úzká
- soustředěná / rozptýlená
- stálá / nestálá

Slovní zásoba: velká / přiměřeně věku / neodpovídající věku    tichý / upovídaný / ....

kázeň, problémy s kázní:

#### Vztahy k vrstevníkům

Sociální vztah k vrstevníkům: kooperativní / přátelský / tolerantní / pomáhající / sobecký / bezohledný / agresivní / impulsivní / .....

(lze zakroužkovat více a sami doplnit další specifika)

Typ osobnosti:

- extrovert / introvert
- aktivní / pasivní

Místo v třídním kolektivu:

dominantní / submisivní / osamělý / spokojený / nespokojený / integrující / konfliktní / vlivný / oblíbený / .....

Je třídou odmítán – proč?:

### **Vztah k vlastní osobě**

Sebeovládání: (vedle zakroužkovaného můžete odůvodnit)

- jistota / nejistota
- podceňuje se / přeceňuje se
- kolísá mezi extrémy v sebehodnocení?:
- jedná impulzivně?:
- ovládá se / nedovede se ovládnout:

Složité situace:

- odolný / neodolný *průměrný - vlt. situací*
- zvládá je / vyhýbá se jim / rezignuje / uniká do .../ potlačuje / hledá konstruktivní řešení / je vytrvalý, cílevědomý

Zralost osobnosti:

- v čem je vyspělejší oproti vrstevníkům:
- v čem zaostává oproti vrstevníkům:

Které vlastnosti a projevy chování jsou do budoucna příznivé a které nepříznivé:

### **Záliby a zájmy**

Všeobecně:

- povrchní / nahodilé / krátkodobé / soustavné / hlubší / dlouhodobé

Vydrží u jedné činnosti:

Koníčky konkrétně (co, jak dlouho provozuje, zdokonalení,...):

*BOX, KICKBOX, JUDO, MMA a MMA*

*9 měsíců*

Návštěva kroužků (jakých, kde):

*Fotbal*

**Jiné**

# Appendix F

O.: Test; Parents' questionnaire

1. Poslech

## E Listening - Fast food

In a fast food restaurant, people speak quite quickly, and often they do not use full sentences.

1 Listen to this conversation and complete the customer's order.

*medium* *double* ..... cheeseburger  
*medium* ..... fries  
a small *coffee* .....

2 Listen again. How much does the meal cost? \$ *4.98*



2. Opiš text

The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.

*The man knocked again - very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? He decided to escape. He went into the kitchen and then ran out of the back door.*

3. Napiš o sobě několik vět, minimálně 5. Můžeš, ale nemusíš použít následující otázky:

- What is your name?
- How old are you?
- Where are you from?
- Do you have any brothers or sisters?
- What is your hobby?

---

---

---

---

---

---

---

4. Popiš obrázek – jakým stylem je na tobě, samozřejmě ale anglicky.



In the picture is young boy. He is sitting on the bed  
to my opinion. I think he likes sports, because in his bedroom  
are balls, football boots and tennis racket. I think he plays  
on guitar. In the picture are computer, radio, books and lamp.

In the picture is young boy. He is sitting on the bed. I think  
he has got lots of hobbies, because in his the picture

5. Přečti si text a doplň následující cvičení.

## Girls solve jigsaw puzzle and become rich!

One morning in December last year, schoolgirls Rachel Aumann and Maisie Bailey were on their way to school when they saw lots of pieces of paper on the ground. They picked up some pieces and looked at them: they were tiny pieces of banknotes, but where did they come from? Rachel and Maisie noticed a bag in a rubbish bin - it had thousands of pieces of banknotes in it. The two 12-year-olds went to school and told their teachers, then, after school, they took the bag to the police station and handed in the money.

The police kept the money for six



months. During that time no owner asked for it, so the police gave back the money to the girls. For the next few months the girls, with Rachel's stepfather Peter, spent time every evening matching the numbers on the pieces, and they put together a lot of the banknotes. They now have £1,200 in £10 notes, but they think there's another £800 in the pieces of £5 and £20 notes. Whose money was it? The girls have no idea, but they're happy that it belongs to them now! Rachel wants to keep her money for when she goes to university, but Maisie wants to go shopping right now!

Find words in the text with these meanings.

- 1 small parts of something (line 5)
- 2 paper money (line 8) *banknotes*
- 3 saw (line 10) *Maisie*
- 4 mother's husband (line 22) *Peter*

Read the text again. Put the events in the correct order.

- a The police returned the banknotes to the girls.
- b They handed the banknotes in to the police.
- c They noticed a bag in a bin, with thousands of banknotes in it.
- d The girls now have £1,200.
- e Rachel and Maisie were on their way to school.
- f The girls matched the pieces of £10 notes.

HOTOVO =)! Děkuji za tvůj čas.



Vážení rodiče,

tímto Vás prosím o vyplnění následujícího dotazníku, který bude použit pouze pro kazuistiku do mé diplomové práce zaměřené na žáky s poruchami učení (dyslexie, dysgrafie, dysortografie, ...) a jejich zvládnání anglického jazyka.

Kazuistika = jedná se o systematické zkoumání jednotlivce s cílem detailního poznání jeho osobnosti

- je ABSOLUTNĚ ANONYMNÍ – v diplomové práci bude uvedeno pouze křestní jméno dítěte a věk, ne však příjmení, rodiče, obec, ve které žije apod.
- příkládám dotazník – ten je pouze pro orientaci, jaké přibližně informace o dítěti potřebuji, můžete případně i připsat něco dalšího, co by Vám u syna/dcery přišlo důležité – v každém případě, nemusíte odpovídat na otázky, které jsou pro Vás velmi osobní, nebo na ně z nějakého jiného důvodu odpovídat nechcete

Děkuji za Váš čas

Dominika Krunčíková

Křestní jméno dítěte:.....<sup>0</sup>.....

Věk: 15 LET 11 MĚSÍCŮ (roky i měsíce)

**Rodinná anamnéza**

Věk: 39 matka: 39 otec: 41  
 Vzdělání: matka: STŘEDNĚŠKOLSKÉ otec: UNIVERZITA

Rodina: úplná / rozvedená / žije s matkou / žije s otcem – popř. jiný případ:

Sourozenec: ano/ ne pohlaví: MUŽ věk: 19 LET

Vztah mezi sourozenci: BRATŘI JAK SE PATŘÍ

Prarodiče a vztah dítěte k nim: BABČKA, DĚDA A UNUČEK

Bydliště: vesnice / město rodinný dům / byt / jiné:

Zájmy a záliby rodičů:

HOKAJ, ŽEHLENÍ

Společné aktivity rodičů a dítěte (plavání, procházky, čtení knížek,...):

TOULKY PŘÍRODOU

Náboženství: BUDHISTE



**Zdravotní a tělesný stav**

Vývoj, specifika:

- nadváha / hubenost / normální stav
- obratnost / přiměřeně věku / neobratnost – příp. v čem:

Zdravotní stav:

Zdravotní omezení (alergie, stavy po úrazu):

ALERGIE

Užívání léků (jaké, na co):

Vady, poruchy řeči (jaké, jak se řeší):

Poruchy pozornosti (jaké, jak se řeší):

Počůrávání:

Hygienické návyky a zdravý životní styl:

LEPŠÍ PŮHEŔ

Nemocnost: výjimečná / občasná / častá

Opakovaná onemocnění:

Návštěva pedagogicko-psychologické poradny (případně důvod):

ANO

Terapie: ano / ne / jaké, proč? :

Poruchy učení: jaké?

Reedukace: ano – ne

Pokud ano, jak reedukaci hodnotíte?

OK

Pokud ne, proč dítě reedukaci nenavštěvuje?

**Škola**

Začlenění do skupiny dětí: SKUPINA HVĚZDIČEK

Zvládání autority učitele, vztah k učiteli:

Dobry

V čem dítě vyniká:

FYZIKA, SPORT

V čem se mu naopak daří méně:

VYTVAROVÁ VÝCHOVA, PĚSTITELSKÉ PRÁCE

Výukové potíže a možné příčiny – diagnostikované poruchy učení či ADHD:

?

Motivovanost k učení se novému: nezájem / zájem – oblíbené hračky, hobby, témata

k hovoru:

NEUSTÁLE O NĚČEM HOVĚT, BA PŘÍHO MELE

Talent, nadání (pro co, k čemu tíhne – např. dovednosti pohybové, intelektuální, hudební, ...):

Pozornost a paměť:

- široká / úzká ?
- soustředěná / rozptýlená ?
- stálá / nestálá ?

Slovní zásoba: velká / přiměřeně věku / neodpovídající věku      tichý / upovídaný / ....

kázeň, problémy s kázní:

#### Vztahy k vrstevníkům

Sociální vztah k vrstevníkům: kooperativní / přátelský / tolerantní / pomáhající / sobecký / bezohledný / agresivní / impulsivní / .....

(lze zakroužkovat více a sami doplnit další specifika)

Typ osobnosti:

- extrovert / introvert
- aktivní / pasivní

Místo v třídním kolektivu:

dominantní / submisivní / osamělý / spokojený / nespokojený / integrující / konfliktní / vlivný / oblíbený / .....

Je třídou odmítán – proč?:

NE

### Vztah k vlastní osobě

Sebeovládání: (vedle zakroužkovaného můžete odůvodnit)

- jistota / nejistota
- podceňuje se / přeceňuje se
- kolísá mezi extrémy v sebehodnocení?:
- jedná impulzivně?: *OBČAS*
- ovládá se / nedovede se ovládnout:

Složité situace:

- odolný / neodolný
- zvládá je / vyhýbá se jim / rezignuje / uniká do .../ potlačuje / hledá konstruktivní řešení / je vytrvalý, cílevědomý

Zralost osobnosti:

- v čem je vyspělejší oproti vrstevníkům:

*JASNĚ, ŽE JE VYSPĚLEJŠÍ PROTI VYŠŠÍM VĚKOVÝM*

- v čem zaostává oproti vrstevníkům:

*JEDNÁ SÁNĚM, KDIKY TU BYLO METRO, JEDNÁ BY 1 METREM*

Které vlastnosti a projevy chování jsou do budoucna příznivé a které nepříznivé:

*(VE 2 LETECH)*

### Záliby a zájmy

Všeobecně:

- povrchní / nahodilý / krátkodobý / soustavný / hlubší / dlouhodobý

Vydrží u jedné činnosti:

Koníčky konkrétně (co, jak dlouho provozuje, zdokonalení,...):

*SPORT*

Návštěva kroužků (jakých, kde):

*Jiné*