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DIPLOMA THESIS
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**Teaching English as a Foreign Language to Pupils
with Learning Disabilities**

Olomouc 2019

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Dedication

This work is dedicated to the Almighty God for his protection, guidance and mercy in the course of this project, and to all lovers of persons with special needs education.

Declaration

I hereby declare that this thesis was carried out by me. All sources in any form cited have been acknowledged in the text and in the list of reference.

Olomouc, May 2019.

Nwaukwa Ngozi G.

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Abstract

The purpose of this bachelor thesis is to consider methods and approaches used by elementary school teachers to improve and encourage the mastery of English as a foreign language to children with learning disabilities. It is believed that every child is teachable despite the degree of their special needs. There are methods or approaches that are designed to suit a child with disability. The main focus in this thesis is to explore strategies and tools that facilitate the teaching of English as a foreign language to children with learning disabilities. An online questionnaire was designed for this study and was distributed via email to English teachers of primary schools in Olomouc region of Czech Republic. Out of 72 schools that were contacted via email, 41 teachers answered the questionnaire items. The study used four hypothesis based on the theoretical standpoints, and data was analyzed using simple percentage.

Key Words

Teaching foreign languages, English language, pupils with specific learning disabilities, strategies, methods, approaches, primary school

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Introduction

The primary source of communication is language. It is a medium which we share ideas, feeling, thoughts with others. Some scholars even declare that it is language that distinguishes human and animals.

Every country has its own national language including other local languages spoken and understood in different regions, but the only language seen as international common tongue is the English Language.

The importance of English cannot be overemphasized, it is essential to communicate in the current time. This means that people need to learn the language in other to get in touch internationally. It is also an essential field in Education. Children in many countries are encouraged to learn English as a foreign Language. Although, foreign languages are taught at basic schools, the child may encounter some problems in the learning process because it is a language different from their native language.

Generally, children have different abilities when it comes to learning a new language at school which experts describe as individual differences. It involves learning the structure and the rules governing English as a foreign language which helps them develop competence in speaking and writing, it can also help them learn the language quickly and efficiently.

The children who begin to develop difficulties with the foreign language can be children with learning disabilities or those without a disability but find it difficult to cope with the learning English as foreign language. In addition, for the purpose of this study, the researcher like will focus on three main learning disabilities such as **dyslexia, dygraphia, dysortographia** because they are the areas which are specifically associated with difficulties in language learning.

This thesis is aimed at considering various methods used in teaching pupils in elementary schools that are diagnosed with learning disabilities and how these approaches or methods lead to an effective learning of English as a foreign language. Basically, this thesis will explore methodologies and strategic ways to improve response to learning and performance of those with learning disabilities.

1 BACKGROUND OF LEARNING DISABILITY

The increase desire and mandate for formal education has resulted in the growth of school population. Because of this population explosion in the school system, many individuals have been swallowed up by the group. Many of these children who find themselves in school experience difficulties in implementing some of the basic issues that form the foundations of education. For instance, some of the pupils are unable to think, talk, write, read, spell and compute arithmetic.

This situation has been compounded by the fact that some of the pupils are unable to make meaning out of what the teacher is communicating. However, when pupils exhibit the different types of impairment mentioned earlier, it means that they possess learning disabilities (Kirk as stated in Okenyi, 1989). Therefore, we shall examine definition, causes, classification, identification and assessment of specific learning disabilities.

1.1 Definition of Learning Disability

The field of learning is a vast one which authorizes from various disciplines explore. One would therefore expect many definitions of learning and learning disability from different field such as the psychologist, psychiatrist, philosopher, human biologist etc. The definition of the National Advisory Committee on the Handicapped of the united State Office of Education states that:

Children with learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of thinking, talking, reading, writing spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, development aphasia etc (1978, p. 752).

This definition implies that learning disability deals with a learning problem which may be specifically focused on communication problem, spelling difficulty, reading and arithmetic problems etc. It is worthy of note that the disabilities are usually apparent during the elementary school stage and can even lead to problems throughout high school and university level of education.

Smeckova (2003) argues that the definition of learning disability is not consistent. Some definitions focus on external manifestation of disability at the behavioral level while those at the psychological level, brain anatomy and physiology are said to have the predominant definitions today. In the pedagogical context, the most suitable definition which was originally propounded by American specialist is as follows:

Learning disability is perceived as concept which deals with group of difficulties that manifest themselves when acquiring and using reading, writing, arithmetic, speaking, listening. These difficulties are of individual feature that develops on the basis of central nervous system dysfunctions. Although learning disorders may occur alongside with handicap conditions (e.g sensor impairment, mental retardation, behavioural disorders) or together with other external factors (e.g cultural differences, insufficient or inappropriate guidance), learning difficulties are not direct consequence of these conditions or influences. (Zelinkova, 2003 cited in Smeckova 2003 p.25).

Similarly, the Learning Disability Association of Ontario, Canada in 2001 describes learning disabilities as:

...a variety of disorders which affects the acquisition, retention, understanding, organization or use of verbal or non verbal information. These disorders manifested from impairment in one of more psychological process connected to learning, and in combination with otherwise average abilities essential for thinking and reasoning. They are specific not global impairments and distinct from intellectual disabilities.

Children who fail to achieve grades at the level proportionate to their intelligence are the ones diagnosed with learning disability. The children manifests problems in the areas of spelling mistakes, difficulties with fluent reading words, articulation difficulties, mixing up sounds and syllables in a word, difficulties in perception and reproduction of sounds etc. Discovering these problems early is important because it could help in language learning and as well boost their self esteem as they progress form the elementary to other levels of education. Furthermore, the severity of learning disabilities affects some personal areas such as low self esteem, personal relations, social interactions, behavioural problems as well as educational pursuit (Comstock& Kamara, 2002).

1.2 Classification of Learning Disabilities

Learning disabilities are classified according to types. In Czech Republic, the terms dyslexia, dysgraphia, dysorthographia, dyscalculia, dyspraxia are familiar which is equivalent to the types according to World Health Organization (WHO). These types can be described as follows:

- Dyslexia - problem with reading
- Dysgraphia - problem with writing
- Dysorthographia - spelling and grammatical rules
- Dyscalculia - problems with Arithmetic
- Dyspraxia - fine kinetic skills

All of the above are the main types of learning disabilities and recognized by the WHO. But the benefit of this thesis and also the learning of English language as a foreign language, we shall be considering major types that disrupt effective learning of a language. Therefore, these major types are **dyslexia** (reading), **dysgraphia** (writing) and **dysorthographia** (Language rules).

1.2.1 Dyslexia

Jerabkova (2013) suggests that in the past, dyslexia can be used as a general term for all learning difficulties and as well spelling and reading disorders. She also mentions some distinct signs which are similar to the aforementioned. These signs are: Mixing up sounds and syllables, little vocabulary, guessing words, articulation difficulties, difficulties, and disorders in spatial orientation and in right –left orientation.

Dyslexia is a learning disability that deals with reading difficulties. It is the most prevalent and well recognized of the types of learning disabilities. A clinical diagnosis is conducted by an experienced clinician who has taken a careful anamnesis, observed the child or young adult reading, and administered test to find out the child's cognitive ability, academic skills which includes comprehension, spelling and language skills, particularly phonological process (Mazola & Shepherd 2005).

It is specific reading disorder that is referred to as “a diminished ability to complete inability to learn to read, which includes sufficient schooling, appropriate intelligence and sufficient socio-cultural opportunity”(Vitaskova 2006a, in Jerabkova 2013, p.85). Another important definition which is close to the above ideas mentioned earlier is the one adopted by the Pennsylvania Branch International Dyslexia Association in 2019, they see Dyslexia as:

...a specific learning disability that is neurobiological in origin. It is characterized by difficulties and accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. (PBIDA, 2019)

Apparently, this definition covers many areas of disabilities. Although it is a disability that affects language processing, when a child with this diagnosis is helped early, he or she will master study/language skills which has a correlation their performance in a school setting.

The International Dyslexia Association (2017) points out signs of children with reading problems. The individual displays difficulties in acquiring and using written language appropriately. It is believed that children with dyslexia read backwards, their spelling also look jumbled in most cases because they have trouble remembering alphabet, symbols and sounds. They reveal that the typical signs experienced by these dyslexic children as follows:

- Learning to Speak
- Learning letters and their sounds
- Organizing written and Spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Spelling
- Learning a foreign language
- Correctly doing maths operations. (IDA, 2017)

1.2.2 **Dysgraphia**

Dysgraphia is another learning disability that can affect study of language learning skills. It deals with learning difficulty in writing and drawing and is often associated with dyslexia. (Vitaskova, 2006a p.20) defines dysgraphia as “a diminished ability of complete inability to learning to write, with sufficient schooling, appropriate intelligence and sufficient socio cultural opportunity”.

Typically, pupil have problem with handwriting even though there is no severe disorder in their motor skills, cognitive and emotional aspects. Traits of learning disabilities in writing are often seen in persons who struggle with dyslexia and dyscalculia; this varies from person to person and at different ages and stages of growth and development. (National Centre of Learning Disabilities, 2004).

The DFS Literacy & Clinical Service in 2004 enumerates some of the signs and symptoms of **dysgraphia** as follows:

- General illegible writing
 - Inconsistencies in writing, e.,g mixtures of printing and cursive writing, upper and lower case, or irregular sizes, shapes or slant of letters
 - Unfinished words or letters, omitted words
 - Inconsistent position of letters on the page with respect to lines and margins.
 - Inconsistent spaces between words and letters
 - Cramped or unusual grip of the writing instrument, especially holding the writing instrument very close to the paper or holding thumb over two fingers and writing from the wrist.
 - Strange wrist, body or paper position
 - Talking to self whilst writing, or carefully watching the hand that is writing
 - Slow or labored copying or writing
 - Large gap between written ideas and understanding demonstrated thorough speech.
 - Difficulty organizing thoughts on paper
- (DFS Literacy& Clinical Service, 2004)

1.2.3 **Dysorthorgraphia**

This deals with problems of mastery of the rules of grammar of a mother tongue. Children in this category find it difficult to learn appropriately language structure not only in the own mother tongue but also in learning of a foreign language. This is the reason teachers and instructional methodology has to play an important role of improving language learning.

Zelinkova (2003) observes that the challenges in application of grammar rules are influenced by an insufficient development of speaking, particularly an insufficient sense for the language and languages skills in the mother tongue.

Children with dysorthograhia also have problems with writing and spelling. There is also a possibility that the person with dysorthorgraphia doesn't hear and understand the correct sounds and graphemes that make up a word. Typical errors of individuals in this category include leaving out letter on in words, forgetting diacritical marks, confusing voiced and unvoiced sounds (e,g b-z, g-k, m-n), interchanging sounds in words in such a way it produces incorrect application of grammatical rules. (CZ.NIC Association).

1.3 **Etiology of Learning Disabilities**

The causes of learning disability are not easy to pinpoint. However, most explanations put forward by psychologist agree that minimal cerebral dysfunctions or minimal brain damage can be responsible for learning disorders. This is based on the assumption that the cerebral cortex cells are not working properly. The cortex, a part if the human brain is the seat of mental activities in man and any damage to the cortex cell may affect learning (Iwuama & Ekwe, 2003). The minimal cerebral dysfunctions often take place during prenatal development and at birth of the child (Bierler, 1978).

There are several possible factors that can be considered as the cause of learning disabilities. Iwuama and Ekwe (2003) posit that several experts have come to the conclusions that among these are the factors: Genetic factors, Organic factors and environmental factors.

- *Genetic factors* are considered the most occurring case among children with learning disabilities. It is evident that learning disorder can be transmitted genetically and run in the family. Sometimes, there may be abnormalities in the genetic make-up of an unborn baby such that the outcome of chemical changes in a particular gene is caused by dangerous drugs taken by the pregnant mother. The drugs may alter the structure of amino acids which make a protein that is the basic major constituent of genes.
- *Organic factors* are the dysfunctions that may manifest in the central nervous system and affects the brain known as Minimal Brain Dysfunction.
- *External factors* are child's environment that constitutes learning problems such as malnutrition, inadequate learning experience and stimulations. The quality and quantity of the food taken by a pregnant woman and her child after birth are essential for healthy development of the child. The expectant mother requires a balanced diet which contains vital substances necessary for the health and growth of the unborn child. Malnutrition on the part of the pregnant mother and the baby at birth will result in stunting since malnutrition impairs growth. The brain cells require essentials substances to develop properly and the absence of this substance will no doubt cause the degeneration of the brain cells of the child (Iwuama & Ekwe 2003 p.121). Furthermore, researchers agree that when it comes to school experience, a child can develop learning disability due inappropriate instructional materials and teaching style which could hinder acquiring basic skills.

When a child is diagnosed with brain damage, the teachers may come to the conclusion that the brain injury prevents the child from learning and therefore there is slowness to analyze instructional procedure. In this light, Brain injury is one of the causes of learning disabilities and therefore, methods will not be changed when teaching students (Myers & Hammil, 1990).

Selikowitz (1998) came up with some theories of causation of learning disabilities. He points out:

- a. **Theory about the underlying cause:** Two groups of factors that are primarily the cause of learning disabilities: **Genetic factors and environmental factors.** Genetic

factors influence learning disabilities on persons that are more likely to have a close relative with the same problems. Sometimes it could be inherited from the mother or father; the boys outnumber the girls for all types of learning disabilities by about three to one with chromosomal play and finally, learning disabilities are more common with children due to certain genetic syndrome.

- b. Theory about brain damage, malfunction, dysfunction and maturation:** There has been failure to detect evidence of brain damage in persons with learning disabilities from tests. This gave rise to the undetectable brain damage theory. Some of children diagnosed of other conditions have the same brain damage diagnosis with children with learning disabilities. Other theories under this are minor brain malformation; minimal brain dysfunction and maturation lag theories.
- c. Theory of cerebral dominance failure:** Learning disabilities as a result of the failure of one side of brain to become dominant over the other.
- d. Theory of information processing deficits:** The brain is designed to learn just as the computer process information. Information goes into the brain, stored in the memory for recall by the sense organs. Hypotheses are analyzed where there could be a deficit in information processing in the brain.

Furthermore, it is pertinent to note that there are other causes we do not know for sure or probably there can be combination of causes.

1.4 **General characteristics of Children with Learning Disabilities**

No child has the learning disabled child label on his or her forehead. It is therefore necessary for any teacher dealing with children especially at the elementary school level to watch out for children who have difficulties in reading, writing spoken language. For the teacher to be able to detect children with learning disabilities, he or she must first of all possess knowledge of characteristics of children with these problems.

According to Lerner (2003), persons with learning disabilities are heterogeneous population, they have different characteristics that are associated with learning disabilities, but each individual is unique and will show only some of these characteristics. Pupils with

learning disabilities display varieties of behavioural traits, which is why an individual will not exhibit all of them.

Most authorities Kirk et al. 1972, in Biehler, 1978; Mc Carthy and Abang, 1981, in Okenyi 1989) on learning disabilities highlighted the following characteristics which are common to children with learning disabilities.

- i. They have perceptual motor problems which may take the form of either hyperactivity or poor motor integration or clumsy movement etc.
- ii. They experience disorders of attention. i.e they are easily distracted, have short attention spans and are unable to direct attention selectively to one major part of a given situation.
- iii. They are impulsive and manifest this through their ability to take rapid decisions etc on the spur of the moment without considering the outcome of their action.
- iv. They have problems with perceptions concerning sight and hearing
- v. They have language problems or disorders and find it difficult to form concepts easily since the easy formation of concepts depends on good language development.
- vi. Their maturational rate (especially as this concerns processes that might influence reading skills) is usually slow.
- vii. They have low self esteem and do not possess self confidence. These situations result in their engaging in self denigration.
- viii. They are insensitive to people and perceive social situations poorly, as a result, they find it difficult to learn social skills
- ix. They experience specific difficulties in arithmetic, reading, spelling and writing.

1.5 Identification and Assessment

Most classrooms have a large number of children in such a way that teachers find it difficult to identify who have disabilities. Although this does not apply in a typical Czech school, the teacher's ability to know children with learning disabilities depends on his alertness and thorough knowledge of methods of identifying learning disabled pupils. Kirk and Gallagher (1989) observe that it is not easy to identify persons with learning disabilities because distinguishing learning disabilities with other conditions should be quite

challenging. Iwuama and Ekwe (2003) posit that the teacher or counselor who wants to help pupils with learning disabilities must be a keen observer. Therefore, observation is an essential basic instrument to identify disabled learners. Furthermore, they explained that the pupil who is experiencing reading difficulties may be partially sighted. Such a pupil will often hold a book too near or far from his/her eyes, rub the eyes frequently, frown and distort his face when the eyes are used. The child may also be unnecessarily sensitive to light levels that are normal. His/her performance when reading print at varying distances is often inconsistent.

The teachers identification of pupils who exhibit the symptoms just pointed out can only be achieved through observations. Though the best method for identifying a pupil who is partially sighted is a thorough eye test by an expert, observation remains the basic tool for carrying out initial identification (Iwuama & Ekwe, 2003).

The examination of a child's basic skills and knowledge is another method of identifying and assessing learning disabilities. For example, reading, writing and oral expression of language are among what may be termed basic skill and knowledge. An examination of reading will include rate and flexibility of reading, volume of reading, level of comprehension and vocabulary, interest and habits like word-reading, finger tracing with interfere with smooth and good reading (Biehler, 1978).

Diagnostic test can also be used to identify, investigate and understand the dimensions of proportions of learning disabilities. Diagnostic testing is administered after it has been established from the teachers observations or even a survey test that a child may have learning disabilities in children between the ages of three and ten. Kirk (1972) notes the following abilities are measured by test:

- To receive and understand what is seen and heard
- To make associations and understand interrelationships of what is seen and heard.
- To express oneself by verbal and motor responses
- To grasp automatically the whole of a visual or verbal expression when only part of it is presented, and
- To remember and repeat visual and auditory sequences of materials. (p.55)

Another method pointed out by Iwuama and Ekwe (2003) is to identify and assess learning disability like reading backwardness is to estimate the child's level of intelligence. One simple way of achieving this is to assess the child's language level in relation to his or her peers. According to them, the essential things to assess are:

- i. The size of the child's spoken vocabulary
- ii. The ease or ability with which the child communicates
- iii. The nature of the sentences he or she uses (i.e the length and complexity of the sentences)
- iv. The child's ability to react to given commands and requests, and finally
- v. The child's ability to give meaning to stories.

The manifestations of immature, neurological development like poor muscular coordination, inability to perceive forms, speech defects, reversal of letters, and words of figures when writing or drawing must be put into consideration just as the enumerations of symptoms earlier stated. (Iwuama & Ekwe, 2003)

2 LEARNING STRATEGIES

Learning is the ability to change behavior. It includes how an individual behaves, thinks, perceives and evaluates an engagement that produces results. Richard and Rodgers (2014, p.337) sees strategy as “specific actions learners take to address particular learning task or language use situations.” There are some processes called learning strategies that can be used by learners to promote better learning. These strategies can also be applied while learning a foreign language.

According to Chamot (1987, p.105), “Learning strategies are techniques, approaches, or intentional actions that learners take in order to facilitate the learning and recall of both linguistic and content area information.” Language learning strategies are certain activities, behaviors or techniques adopted by students for improving their foreign language skills, internalizing, discovering and utilizing what they have recently learned, mostly in a planned way (Oxford, 1990, p.18). He further maintains that students need to learn and the role of the teachers is to enhance the process. Although learning can be done unconsciously, it demands human condition and efforts in form of skill in self motivating learning. Learning strategies can improve and develop skills for learning a second or a foreign language as well as internalization, storage and retrieval. Rubin (1981) suggests classification strategies that affect language in a second language which includes: Monitoring, memorizing, deductive reasoning and practice.

In the language learning process and success, Oxford (1990) identified the range of strategies used by learners. They include:

- i. **Memory Strategies:**
 - help students store and retrieve information
 - include arranging things in order, making associations, reviewing

- ii. **Cognitive Strategies :**
 - used for forming and revising internal meta models.
 - involve manipulation or transformation of the target language by learners.

- iii. **Compensational Strategies:** -allow learners to use language despite gaps in

knowledge.

-make up for inadequate grammar or vocabulary.

- iv. **Metacognitive Strategies:** -allow learners to take control of their cognition
-involve planning, arranging, focusing and evaluating their learning.
- v. **Affective Strategies:** -enable learners to control feeling, motivation and emotions
-include lowering anxiety, encouraging oneself and taking risks.
- vi. **Social Strategies:** - help students learn through interaction with others
-include asking questions and cooperating empathizing with others.

The above strategies have been proved to be very effective in language learning process. It includes comprehensive structure and understanding strategies that will not only be beneficial to students alone but teachers and researchers.

2.1 Teaching learning strategies and benefits

Teaching students effective strategies to learn helps to speed up the ability to learn. Jones et al. (1987, in Clarke, 2008), reveals that there are three components of skills that are considered important what a strategy is and how to apply it. First, learning skills are taught in the context of content area of instruction, the approaches use to teach them should be age and grade based and teaching about strategies should be explicit.

Prothero and Clarke (2008) are of the opinion that the effective use of learning strategies can improve child's ability to perform well in his/her academics. It is certain that due to student's differences, some are able to apply learning strategies while some cannot. By implication, teaching learners how to use learning strategies by helping them in the implementation helps them to develop their intellectual abilities as well as their language

learning. Interestingly, this also supports not only the normal struggling learners but also for individuals with learning disabilities. In the light of the above, Oxford (1990, p.8) states that strategies makes “learning easier, faster, enjoyable, self directive and of course transferable to new situations.”

The application of learning strategies is a foundational necessity for effective and successful learning but it cannot be overemphasized. In the same vein, Oxford (1990, p.1) declares that learning strategies are “especially important for language learning because they are tools for active, self –directed movement that is essential for the developing of communication competency.” This proves that these strategies obviously enhance learning pace especially in the mastery of a foreign language. In addition, to assist students with learning disabilities overcome their difficulties in the learning of a new language, teachers should modify instruction, processes and strategies these learners depend on to achieve language skills.

Furthermore, teaching learning strategies is an essential factor for the developing independent learning. This helps them invest energy and take charge of what works for them in the process and as well become aware of their own learning strategy. This is why Cohen (1998) believes that teaching learning strategies helps students investigate ways language can be learnt effectively and the significant role strategy instruction plays in expanding learners independence. Cohen (1998, p.70) says that:

The strategy training movement is predicated on the assumption that if learners are conscious about and become responsible for the selection, use and evaluation of their learning strategies, they will become more successful language learner by (...) taking more responsibility for their own language learning, and improving their use of the target language out of class. The ultimate goal of strategy training is to empower students by allowing students to take charge of their own process of learning.

Finally, strategic learning instruction is also beneficial to students with specific learning disabilities. Although these students often lack effective learning strategies; when they are trained to be strategic learners, it boosts their independence, help them figure out what is going wrong and possible way to try. Protheroa and Clarke (2008, p.34) make it

clear that learning strategies instruction should be very useful to students with specific learning disabilities:

An increasingly strong research base points to the potential strategy instruction to help support struggling learners, including students with learning disabilities... teaching students how to use learning strategies and helping them choose and implement them effectively, helps to strengthen their metacognitive abilities – and this, in turn, connects to improved students learning.

2.2 Individual differences in learning

There are no arguments to the fact that individuals differ in many aspects of life – physically, psychologically and emotionally. Psychologists conclude that “No two persons are the same, even identical twins.” One reason for poor academic performers in schools is the teacher’s unawareness of differences in the class. Nwamuo et al. (2006) agree that to arouse student’s interest and desire of class activities and participation, teachers must understand and appreciate the differences among these students and teach them in such a way that it will be beneficial to the group.

Lerner (2003) maintains that it is important to preserve and protect the minds of persons with learning disability. With this, their strengths and weakness are being evaluated. While some students show difficulties in reading, they could also possess intellectual strength in areas like arithmetic, music, arts or sports.

It is necessary that each child is unique and must be considered in relation to what is normal for him. Nwamuo et al. (2001) came up with educational implications on individual differences in the classroom:

- i. Teachers should ensure that instructions given to children are relative to their environment. The idea of comparing one child to the other should be avoided.
- ii. In providing instructions, students should be grouped based on their previous achievement. This will enable teachers teach at the level suitable for each group.
- iii. Provision of educative experiences geared towards learner’s potentials, interest, needs should be considered. Therefore, different teaching materials and procedures must be employed by teachers to ensure effective learning

- iv. Learners require special assistance through remedial instruction to help them progress at their own rate.
- v. Teachers should assist learners to master basic concepts at the lower levels before moving to the next higher level.
- vi. Teachers must employ practical ways to control learner's emotions. Motivation, encouragement and understanding help to avoid low self esteem.

Furthermore, for lessons to be structured according to the needs of the learners especially those with a learning disability, appropriate methods and awareness of individual differences in term of individual learning strategies, styles, and multiple learning intelligences should be put into consideration.

Schneider and Crombie, (2003, p 6) comment that “it is important to be aware of the students and their particular strength through regular dialogue and an agreement between student and teacher to experiment with a variety of strategies to find the ones that work best for each individual in order to maximize chances of success.”

Although this could be very demanding for the teachers to put together instruction, activities with varieties of approaches in order to meet the needs of the different learners, it is also helpful if learners apply their own learning strategies and styles in other to make easier and as well enhance the effective teaching and learning processes.

2.3 **Learning styles**

The style of learning is another aspect of learner-centeredness which means that every student learns differently. Richard and Rodgers (2014, p.337) defines learning styles as “a general predisposition or preference to approach learning in particular ways”. Many people recognize that each person prefers different learning styles. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.

Learning styles can help capture the ways pupils with learning disabilities respond to teaching methods. This will help to identify their strengths and weaknesses, so that teachers can form lesson plans and approaches to different subjects or skill. Reid 1995;

Richards and Lockhart (1994 in Richards and Rodgers, 2014, p.338) identify taxonomies of learning styles:

- i. Visual Learners: The learners in this category respond to new information in a visual fashion and prefer visual, pictorial, and graphical representations of experience. Students benefit most from reading and learn well by seeing words in books, and then they write to remember information learnt.
- ii. Auditory Learners: These learners learn best from oral explanation. These can be in form of listening to recordings, communicating with classmates and teachers.
- iii. Kinesthetic learners: Learners in this category learn best with physical movement. When they actively take part in some activities such as role play and field trips.
- iv. Group learners: The learners prefer group interaction and class work with other students and learn best when working with others. It helps understand information better.
- v. Individual learners: This category of learners prefer to work on their own. Working alone helps them to internalize information better and faster.
- vi. Authority-oriented learner: This group of prefers the teacher as an authority figure. They are less comfortable with consensus-building classroom and they like to have clear instruction and know exactly what they are doing.

2.4 **Parents/Teachers role in learning**

The family is the basic foundation in the development and growth of any child. This implies that parents must ensure that they provide the child adequate care in terms of feeding during prenatal and infancy stages. They should also participate in helping the child to develop language skills. The case is not different with a child with a learning disability; the parents also have a role to play in terms of helping the child develop all around including his/her language skills. In this age of nursery and elementary schools, most parents neglect their parental role of the teachers in pursuit of material acquisition. The childhood is a sensitive period in a child's life that parents should consider. Part of their role is to cultivate a positive self image and self confidence by their use of reward systems and consistent encouragement at home (Denga, 1987 in Iwuama & Ekwe 2003).

Although, this is a different ball game in some European countries for students learning English as a foreign language, this is because it is a non English speaking country and does not consider English as an official language. Because of the relevance of English globally, English language is now incorporated in the curriculum in order to remove this barrier. Most parents of these children have no knowledge of the English language and as such have no contributions particularly to the learning of English language as a foreign language.

The teacher is the major influence in the life of a pupil as regards learning, and participates in the management of the learning disabilities and the implementation of remedial educational programme. The process of teaching these learners is not easy which is why Schneider and Crombie (2003, p. 11) say that:

...their reading and writing difficulties, as well as associated problems with memory and automaticity of language processing, can be stumbling blocks. With patience, determination on the part of students and tutors, and motivation on the part of student, success can be achieved.

The teacher must exercise a lot of patience especially in the teaching and management of persons with learning difficulties. He/she must always reinforce such pupils positively whenever they make genuine attempts to learn. Schneider and Crombie (2003) declare that success can only be achieved if there is harmony between the teacher and the learner and an atmosphere of trust in the knowledge that constructive risk-taking can only be of benefit.

Teaching strategies that enhances successful learning can be divided into three: didactics, tools and assessment strategy. Didactics focuses on the teacher modification of methods that are suitable for persons with disabilities. For example, using of chants, songs, pictures, storytelling with constant repetition to help pupils internalize information. Tool based strategy refers to using technology equipment or instructional materials to simplify language activities such as textbooks, computer access, audio books to mention but a few. Assessments are deliberate actions teachers use to evaluate pupils. It helps teachers understand strengths and weaknesses, make adjustments to teaching presentation. These assessments include homework, oral presentation, questions, quizzes etc.

Teaching persons with learning difficulties demands the use of approaches, instructional techniques, teaching strategies and materials to make learning easy and beneficial to the learners. Iwuama and Ekwe (2003) comments that the profuse use of models and dramatization or role-play is highly recommended. Schneider and Crombie (2003, p. 12) concluded that:

It is, however, the right of every student to be able to attempt a foreign language and it is the responsibility of teachers to be aware of how they can maximize students' potential. The only way to find out what the potential may be is to provide the opportunities for success and support students to achieve it.

2.5 Barriers of English Language learning

Some obstacles incurred in foreign language learning have influenced academic performance of pupils, acquisition and development of English language skills. These challenges can be eradicated by constructing a better future of the language. However, the teacher plays a major role to shape learners towards this direction. These barriers include:

2.5.1 Quality of Instruction and instructor

A good teacher is said to be one who has the aptitude for teaching, he possesses expert knowledge of his subject area, and also possesses a sound methodology for the transfer of the knowledge. Njoku and Izuagba (2001) say that in the educational system, the instruction and the instructor are the main sources of data to learners. They also reveal that for a language teacher to be effective, he must be up to date and utilize various instructional accommodations, being able to ascertain with methods are appropriate, he must determine what is suitable for the learner with disabilities, the subject matter taking into consideration, the socio-economic and cultural setting in which he is teaching.

2.5.2 Effective use of Native language and Interference

Learning a foreign language requires insight on how learner's mother tongue works in order to transfer knowledge to English language. According to Njoku and Izuagba (2001) it is certain that students with a learning disability lack the understanding of the dynamics of their native language and therefore have challenges when learning the foreign language. On the other hand, inference is a technical term used to describe the effect of

transferring the grammatical, phonological and semantic features associated with one's native language to the language being learnt. Sometimes this can disturb the pronunciation and grammatical levels of language in many cases. It is worthy of note that no two language share similar grammatical systems and structural patterns, therefore errors are bound to occur when the pattern is transferred to the target language.

3 TEACHING ENGLISH TO PERSONS WITH LEARNING DISABILITIES.

Learning disabilities are perceived in the context as children with ‘learning difficulties’. Children with learning disability portray difficulty in language skills involving pronunciation (phonology), symbols (graphemes), meaningful word units (morphemes) and sentences (syntax/semantics). Therefore, it shelters every part of the English language.

The legislative regulating the education of children with disability in the Czech Republic for example i.e Act 561/2004 provides special education provisions for children with special education needs.

The educational provisions or accommodations which includes also measures, instruction strategies, approaches, methodologies to achieve success in impacting knowledge and developing learners with learning disabilities. Peer and Ried, (2003, p.44), support the above; they agree that “dyslexic learners are allowed specific provisions according to their needs. It is intended to give a fair balance for people who have difficulty processing information in the same way as their peers due to a disability.”

Teaching a foreign language is likely to be uneasy for persons with these disabilities or difficulties. The right approach to instructional activities will undoubtedly make a huge difference. In a foreign language class, close monitoring is very essential to be able to keep track of progress, awareness and identification of individual weaknesses and strengths. It is also important to note that when learning becomes unbearable for learners in terms of inability to master language skills, then, certain alternatives within curriculum is needed to overcome these challenges provided it does not affect motivation and self esteem of the dyslexic learners. Moreover, the children with these problems may need effective approaches in the long run which make ‘variety’ key (Peer & Ried, 2003).

3.1 The Importance of English as a Foreign Language

The importance of learning English language as foreign language especially cannot be overemphasized. English has become the lingua Franca in a multilingual world. Therefore, learners with language difficulties should be adequately provided with support, help and motivation in learning process. Elizabeth and Rao (2004) summarize the importance of English language as follows:

- i. It helps in international trade and industry
- ii. It leads to better understanding between the different nations of the world.
- iii. The latest and up-to-date information in the field of science and technology is available in English only.
- iv. A person knowing English stands opportunities of employment almost in every country
- v. It helps in bringing people of different nations in closer contacts.

English is a common language of interaction between diversity of cultures in different aspects of life including education, business, employment etc. It is without doubt English will remain a vital linguistic tool for many business people, academics, tourists and citizens of the world who want to communicate easily across nationalities for many years to come (Harmer, 2001). Therefore, it is necessary that English should be one of the core subjects to be incorporated into the school curriculum in non-English speaking nations in order to fit into any society. In addition, communicating in English should be encouraged among people in these areas. Learners also should be encouraged to speak English in and out of the school environment by so doing; they will develop confidence and mastery of English language effectively because ‘to be taught is to practice’.

In the educational system of many countries, there is almost no school curriculum that English language is not one of the major subjects. There is a probability that most students in the world study the English language due to the fact it is in their curriculum. For example, in many European countries, English as a foreign language is taught in the elementary and the high schools because of its important use globally. Therefore, the school-age learners are mandated to learn the foreign language irrespective of their choices. In this light, the stakeholders, teachers have the responsibility of ensuring materials used in the classroom are organized and implemented such a way that they meet individual learner’s needs (Otanjac, 2006). This process is therefore more problematic in an inclusion classroom as needs of persons with SEN will require teachers to get appropriate support to be able to meet their needs.

3.2 Principles of Teaching

There are principles governing the effective teaching and instruction in a classroom situation. Mercer and Mercer (1993) believe that the teaching procedures that follow, emphasis the major findings of selected research in regular and special education. When teachers incorporate teaching principles in their daily instruction, there is a tendency that the success of students will be increased. These principles are derived from psychology as a science and they apply to language learning teaching. The American Psychologist, learner-centred principles, (1997) points out some of the principles as follows:

3.2.1 *Motivation*

Teaching pupils on appropriate practices under conditions that motivate them requires careful planning and monitoring of progress. The teacher must be highly organised which is an approach to instruction. Since the process of learning involves the interaction of the teacher, the learner and the subject matter, it is important know whether the learners co-operate to boost their interest or motivation. Motivation is a process that activates, guides, maintains behaviour over time. This implies that motivation is not only the driving force that sparks off a behaviour, it is also necessary for sustaining the behaviour.

Motivation can be intrinsic and extrinsic. The intrinsic factor lies on the pupils interest and participation in a learning process. The learners are mostly attracted and interested in their learning environment. Teacher are meant to provide them relevant materials such as charts, models, flashcards, blackboards, pictures, devices and other accommodations. The purpose is to fully maximize exposition on the foreign language.

3.2.2 *Reinforcement*

Reinforcement is another tool that facilitates learning. Psychologists view it as anything strengthens or increases the probability of a specific response. Learners of language are reinforced in a positive way to encourage improved behavior and learning, this technique can be quite successful than when used in a negative way. When the child is praised, it improves behavior but when a child is constantly frowned at, the result can be emotionally disabling for the recipient especially for the child with learning disability who is prone to emotional disruption.

3.2.3 *Constant Practice*

Acquiring long-term knowledge and skills is largely dependent on practice. Students develop academic and non academic skills which must be processed in some way before being stored in long-term memory. Consistent and deliberate practice involves attention, rehearsal, and repetition that lead to new development into more complex knowledge and skills. Learning a language requires some activities as play, drill and repetition to improve performance or long-term retention of content.

3.2.4 *Clear Explanatory and Timely Feedback*

Feedback is an efficient tool to help students learn things better. Feedback that is occasional and perfunctory. For example, saying “good job” is neither clear nor explanatory and does not increase motivation and understanding. Taking time to explain clearly on their work, help to improve learning. In an inclusive classroom, with the quality of interaction of between the learners and teacher, it will help the student put efforts and stay focused on goals.

3.2.5 *Frequent Review or Repetition*

This is a principle that helps in the retention of what is being taught. This process will enable learners to understand and grasp better, faster and clearly. The teachers need to make good use of recapitulation, revisions, exercises, home work to help the learner retain a good percentage of what is taught for a longer time. Therefore, frequent review of same content and material is necessary for retention.

3.2.6 *Self learning/regulation*

Teachers should encourage self efforts in the language learning class. Self regulation skills includes organization, self control, learning strategies used in a learning process by students. Because of individual differences, they have different approaches and behavior to learning. Teacher may start with lecture method and gradually allow students explore self learning situations.

3.2.7 *Student creativity can be fostered.*

Creativity is defined as the generation of ideas that are new and useful in a particular situation. The skills involve the ability to identify problems, generate potential solutions, evaluate the effectiveness of those strategies, and communicate with others about the value of the solutions are all highly important to educational achievement, success, quality of life. Creativity inspires enthusiasm in the learning process by engaging student and modeling real-world application of knowledge across domains.

3.3 **Instructional Accommodations**

According to Crombie (2002, p.222), an accommodation in the foreign language classroom is defined as “a set of enabling arrangements which are put into place to ensure that the dyslexic person can demonstrate their strengths and abilities, and show attainment.” Orim (2018, p. 24) also sees accommodations as “practices, procedures and devices that provide access during instruction and assessment of students who have documented evidence of disabilities.” He argues that accommodations are basically utilized in four areas: presentation, response, time schedule and the overall educational setting. In the same vein, Koga and Hall, (2004 in Bigge, et al., 1999, p.62) declare that accommodation means “modification to the delivery of instruction or method of student performance and does not change the (grade level) content or conceptual difficulty of the curriculum.” From the above, it is worthy of note that accommodation should not change content and grade-level expectations for same age peers.

The use of technology based accommodation has been a tool for facilitating teaching and learning process in the classroom. There is need for teacher’s awareness in terms of utilization of accommodation and the process of using it with learners with specific learning disabilities. As an essential part of the educational legislation, the application of accommodation helps to minimize difficulties that persons with special education needs (SEN) encounters. Furthermore, accommodation in the school system is designed in such a way that learners are adequately equipped; access equal rights as well as participation in the activities in the classroom. Therefore, the choice of the appropriate accommodations for the teaching of foreign language will be interesting, beneficial and reduce difficulties for learners with learning disorders.

3.4 Approach, Method and Technique

Anthony (1963), an American applied linguist explains three levels of conceptualization and organization, which he distinguished as approach, method and technique. The diagram below illustrates their differences.

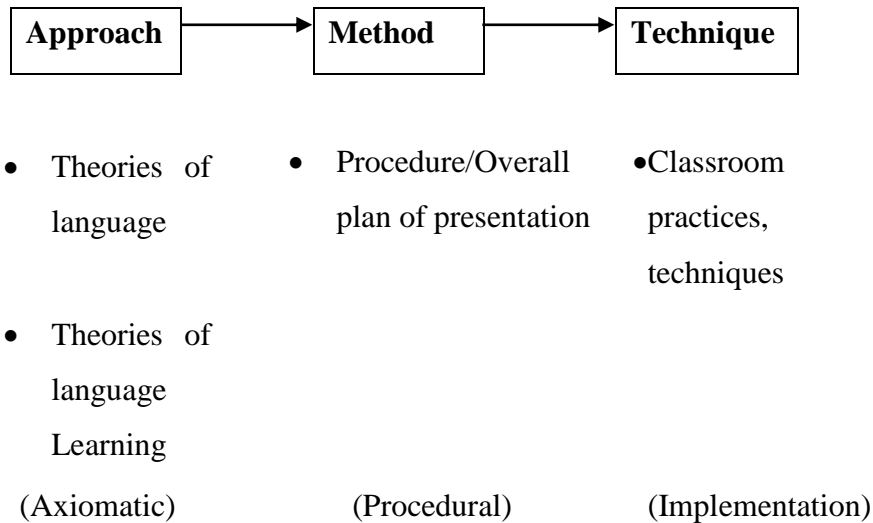


Figure 1. Diagram of Approach, Method, and Technique. (Anthony, 1963)

Anthony (1963, p.94) explains that approach is “a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning, an approach is axiomatic.” A subject matter is basically described by an approach. According to this model, the theories and language and theories of language learning are bordered by the concept of approach. The structure of an approach explains how language is learned.

Method is “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural”. (Anthony 1963, p.95)

A technique is “an implementation which actually takes place in the classroom. It is a particular trick, strategy, or contrivance used to accomplishment an immediate objective. Technique must be consistent with method and therefore in harmony as well” (Anthony 1963, p.96). Therefore, a technique influences practices done by teachers when presenting language content.

3.5 **Methods of Teaching English Language**

A method is a particular procedure for accomplishing something especially in a systematic way. As earlier stated, in language learning, Anthony (1963, p. 95) defines Method as “an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach.”

There are approaches, methods and techniques designed by specialist for improving the efficiency of language teaching and learning. Linguist and language experts attempted to enhance the standard of language learning in the 19th century, they referred to general principles and theories about how languages are learnt, how knowledge of language is represented and organized in memory, or how language is structured (Richard et al., 2001). Therefore, teachers should use teaching strategies that can establish successful outcomes for all learners including those with special education needs.

These strategies show how students are able to internalize what they have been taught and the most effective ways teachers can present and transfer information. As earlier stated, teaching methods used by teachers should not make pupils with learning disability feel embarrassed, uncomfortable or unequal with the other peers. This could bring lack of motivation and low self esteem; the emotional wellbeing and progress of the learners should be put into serious consideration.

It is important to note that teachers also should have the ability to be creative outside and within these methods in an inclusive language learning class. Elizabeth and Roa (2004) suggest that a language teacher can teach the language any way he likes but what is important is the knowledge and application of certain principles to help him teach the language effectively in language classroom.

Orlich, (2013) points out some teaching recommendations for students with disabilities as follows:

- Breaking instruction into smaller parts
- Assuring that students understand the skills learned in the previous lessons before moving on to the next.
- Provision of intensive practice
- Asking many questions and creating a discussion with students, asking them to explain how answers are derived and letting them think aloud to work out answers.
- Supply quality feedback

- Providing models, examples, and problems that have a solution the student can discover
- Allowing for lots of practice and frequent reviews to improve long-term memory.

Also considering:

- Not assume the student will slow down the rest of the class
- Not single out the student during class for special attention which may embarrass them.
- Engage students in process type questions, such as “How is the strategy working?”

3.6 Teaching Approaches

3.6.1 *Multisensory Approach*

The multi-sensory approach is one of the most popular used when working with learners with learning disabilities in their native language and also proved effective in the teaching of English as a foreign language. The use of senses simultaneously by learners has made it easy to improve language learning content (Cimermanova, 2015). In addition, it helps learners use their strongest sense to process information and strengthen their weaknesses.

Multi-sensory approach is also known as VAKT (visual-auditory-kinesthetic tactile) which implies that students learn best when information is presented in different modalities (Mercer & Mercer, 1993). This explains that incorporating these four modalities into learning practice, pupils can progressively learn a concept. Therefore, the MSA helps a child to learn using more than one sense. Below illustrates the five sense of multisensory approach.

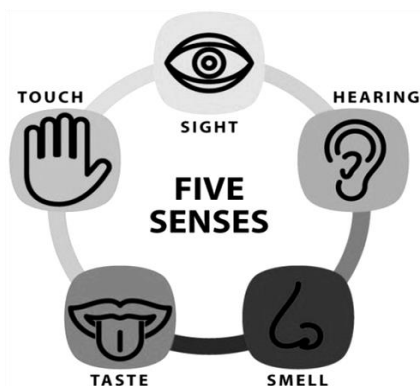


Figure 1

Source: <https://matankids.org/balancing-a-multi-sensory-approach-and-sensory-overload/>

Multisensory approach enables pupils with learning disabilities to use their personal areas of strength to help them learn. Progress can be achieved by moving from simple to complex, depending on the needs of the student and the task at hand.

Teaching children with learning disabilities for example, words can be broken into separate graphemes that student can recognize by sight, then duplicated by writing it down and pronounced phonemically. The teachers could also distinguish the letters in the word. For example, the word CAT could be taught by colour coding each grapheme for better recognition, understanding and distinction, using flash cards to practice sounds and letter relationship, placing vocabulary words into a context by including pictures and images, signs and meta-cognitive teaching to explain differences and similarities between native and foreign language, using movement to practice vocabulary and commonly used phrases by role play, listening to audio-Cds during reading assignments (Sparks & Miller 2000, p. 127-130) to mention but a few.

Kleinert et al. (2007) also supports the above view, they suggest that color-coded phonics cards are highly useful for helping students who are struggling with decoding. Different varieties of phonics cards could be used to assist students in practicing phonics, and effectively improve mastery of vowels through multi-sensory experiences. For instance, different letters of vowel sounds are recognized and represented by a colour. Furthermore, an electronic presentation of phonics could be used for color-coded vowels, this could be in form of audio pronunciations, animation, and tactile components. For example, drawing the shapes of letters, tangible letter shapes which could be manipulated, to encode more elaborately the experiences and promote phonological awareness (Sparks & Miller 2000). This experience can help pupils with learning disabilities reduce anxiety, and creates flexible learning engagement.

According to Sparks and Miller (2000, p.127-130), there are five classroom activities used in multisensory approaches that could be effective to teach English as a foreign language. These activities includes: oral drills, phonology/orthography drills, grammar instruction drills, vocabulary and dialogue drills and reading/communicative activities.

- ***Oral Drills:*** The class begins with a warm up activities in form of questions and answers interaction between the teacher and the students. For example, asking questions like: What did you have for breakfast, what is the day, date or even the colour of an object. These questions provide revision on what they have previously learnt and as well preparing them for the present lesson.
- ***Phonology/Orthography Drills:*** The use of direct teaching of phonology to pupils with learning disabilities cannot be over emphasized. The teacher models a sound (phoneme) while writing it on the board. The pupils listen to pronunciation, say the sound aloud and write down. Each sound symbols should be practiced several times in the lesson and revised in other lessons. To effectively master the phoneme/grapheme connection is for learners to write shape of the letter in the air using their hand while saying the sound aloud simultaneously. The entire process uses the auditory, visual, and kinetic in direct teaching. Sounds (phonemes) and letters (graphemes) already learnt can be added to flash card deck which should be reviewed from time to time. It also provides them with tactile-kinetic input. In addition, similar sounds in pupils' native language can also be presented along with the target language.
- ***Grammar Instruction and Drills:*** The Grammar instruction and drills require direct teaching for learning disability learners. The aim is to enable pupils understand morphemes that make up a word form. It is important that English language teachers should explain the grammar concept and rules using pupils native language, then followed by multisensory drills. For example, teaching Pronouns, the teacher illustrates on the board, first, second and third person pronouns, and helping learners understand their differences by a close work with them with their notebooks. Drills can be commenced by teacher asking questions.
- ***Vocabulary and Dialogue Drills:*** This involves hearing, seeing, reading and saying a word until it is mastered. For instance, using audio-tapes, learners can listen and repeat what is heard by saying it aloud. Vocabulary practiced can be continuous until they can read without the audio-tapes. Visual aids such as pictures are helpful in teaching new words and colour coding helps to memorize. Some of the words can be used in communication activities such as role play or dialogues.

- ***Reading/Communication Activities:*** Communicative activities using textbooks are essential ways to practice speaking and listening. Working in pairs, turn taking in reading and communication activities are vital skills of the target language.

According to Oakland et al., (1998 in Lerner, 2013), points that multisensory methods have the following features:

- Help anchor verbal information by providing links with the visual, auditory, tactile, and kinetic pathways for learning.
- Use highly structured phonics instruction with an emphasis on the alphabetic system.
- Include abundant drill, practice and repetition.
- Emphasize explicit instruction in the language rule systems to guide reading and spelling.

Conclusively, multi-sensory teaching deals with the use of visual, auditory, kinetic and tactile learning styles simultaneously to improve memory and understanding of written language. There are connections made between the visual (what is seen), auditory (what is heard) and kinetic tactile (what is felt) to learn to read and spell (Cimermanova, 2015).

3.6.2 ***Total Physical Response (TPR)***

The Total Physical response is another approach for effective internalization of instruction for persons with learning disabilities. It was propounded by a psychologist Dr. James Asher who sees TPR as a natural method, a second language learning that is parallel to first language acquisition. This reflects the development of a child at different stages of acquiring his/her native language where children hear the language before developing the ability to speak.

This method is useful for language learning for persons with learning disability; it is designed to use movement, conversation to engage learners in activities that will improve or enhance language acquisition. The listening and responding with activity helps to learn vocabulary forms and language inputs. According to Richards and Rodgers (2014, p.277), The TPR is a language method is built around the coordination of speech and action, It attempts to teach language through physical (motor) activity. Some principles of TPR

method includes, it emphasizes comprehension skills that precedes speaking and movement in learning a language, the teaching should be delayed until comprehension skills are well established, listening skills transfer to other skills, teaching should emphasis meaning rather than form and teaching procedure should minimize stress on learners. (ibid, 2014, p.278). Below illustrates principles:

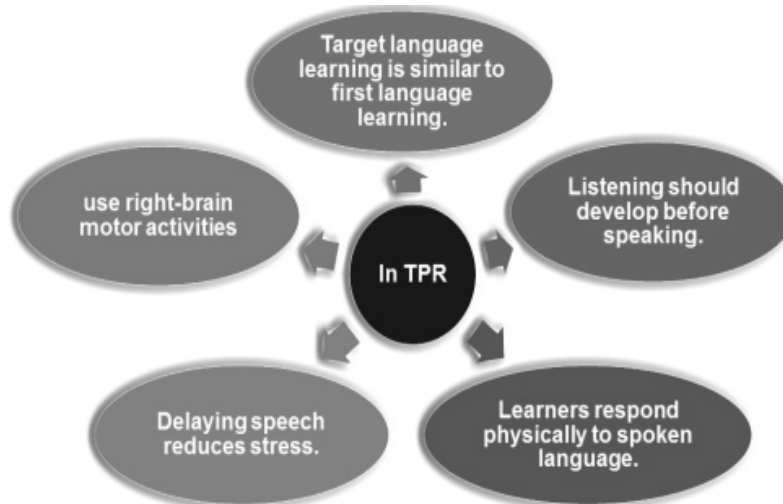


Figure 2 TPR principles

Source: <https://www.emaze.com/@AOFZZOIFI>

In an inclusive classroom situation, speech process begins to function spontaneously after they might have grasped language through listening practice. Therefore, James Asher’s believes developing listening skills is the best way to develop speaking skills. It is also worthy of note that grammar is not taught to the learners; rather, they are induced to acquiring grammatical structure of English language subconsciously. Cimermanova (2015) suggests that the process in this total physical response method can be simplified into three steps: **hear – understand – react**. Furthermore, the TPR method is seems to be most useful to young learners including those with learning disabilities. It can be used in different areas:

- Using game or craft activity
- Using mime- with sing, rhyme, chant or action
- Storytelling and role play

Asher, (1977 in Richard and Rodgers, 2014) captures three learning theory of TPR approach which he considers influential learning hypotheses:

- i. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
- ii. Brain lateralization defines different learning functions in the left and right brain hemispheres.
- iii. Stress (an affective filter) intervenes between the act of learning and what is to be learned, the lower the stress, the greater the learning (ibid, 2014, p.279).

Teacher and Learner Roles

In a TPR classroom, pupils with learning disability are involved in the learning activity as listening and performing. They listen to their teacher's commands, and follow instructions by their actions. These instructions or imperative commands can be given several times (drills) to help the pupils clearly comprehend the concept of what has been heard. This active process helps learners to keep track of their progress.

The teacher plays the active and direct role in Total Physical Response technique. "The instructor is the director of a stage play in which the students are the actors" (Asher 1977 in Richard & Rodgers 2014,p.282). The role of the teacher is parent-like in giving commands and feedback during children first language acquisition stages. Therefore, the commands are given by the teacher and the students are required to carry out the instructions by physically performing the activities. Also, teachers need to incorporate TPR technique to build comprehension of vocabulary and language structures while using textbooks.

Procedures in teaching follows imperative drills in the classroom begins with warm-up activities intended to review previous lessons or what pupils already know. These activities stimulate pupils with learning disabilities to effectively learn without stress. For example, teacher can instruct pupils to stand up!, sit down!, close your eyes!, open your eyes! etc. The learners show comprehension by correctly following commands physically. This is done because the teacher uses the imperative grammar structure to introduce new inputs. Teaching activities using role play and pictures should dwell on every day situation, such as restaurant, schools, supermarket to provide visual centres which is followed by teacher's commands such as "what is the colour of the teachers dress? Which person in the

picture is a student? Learners can demonstrate their consolidated structures and vocabulary by reading and writing (Richards & Rodgers, 2014).

Frost (2004) enumerated why this method should be used in the classroom as follows:

- It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.
- It is very memorable. It really helps students to remember phrases or words.
- It is good for kinesthetic learners who need to be active in the class.
- It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It doesn't require a lot of preparation or materials. As long as you are clear what you want to practice (a rehearsal beforehand can help), it won't take a lot of time to get ready.
- It is very effective with teenagers and young learners.
- It involves both left- and right-brained learning. (ibid, 2004)

In conclusion, Total physical response approach creates motivating and a positive climate that minimizes stress. It is a friendly approach for learners and it stimulates them to effective language learning.

3.6.3 Summary

The theoretical part of this research was divided in three chapters. The nature learning disabilities were clarified. The aim was to discuss the definition, types, cause, symptoms and diagnosis of pupils with learning disabilities. It was stated that learning disability is a neurological defects that affects cognitive processing and short term memory, auditory and visual perception which affects the learning process of an individual. For this

reason, emphasis was laid on teacher's position to enhance and improve learning process of these pupils using appropriate teaching strategies, methods and techniques.

Secondly, learning and teaching strategies and its significant use was explored. The theory on language leaning such as memory, cognitive, compensational, meta-cognitive, affective and social strategies cannot be overemphasised. Certain learning styles that are applicable to different types of learner were considered and learning principles that are beneficial for both teachers and the learners.

Lastly, two approaches were indicated as most current trends that include various combinations of activities used with respect to the needs of individual learners or pupils with learning disabilities. Concerning pupils with learning disability, the multisensory and the total physical response approaches could be evaluated to be the most suitable to fit their needs.

4 PRACTICAL PART

4.1 Design of the study

The main instrument for collecting data in a survey research is known as a questionnaire. It is focused on a procedure of collecting information from respondents in form of questions prepared by the researcher. The design of this study is a descriptive survey aimed gathering responses from English teachers according to the aims below.

4.1.1 Research Aims

Basically, the main aim of the study is to find out teachers awareness of learning disabilities, strategies, approaches that facilitate teaching and learning of English to pupils with learning disabilities. Two English language teaching approaches were introduced in the theoretical part of this thesis.

The partial aims of the study were stated as:

- i. To find out the awareness of English teachers about pupils with learning disability.
- ii. To find out about teachers knowledge on learning styles and their usage.
- iii. To find out about the teaching strategies of English teachers and usage.
- iv. To find out whether the English teachers use elements of multisensory and Total Physical Response approaches when teaching pupils with learning disabilities.

Following the standpoints indicated in the theoretical part and the partial aims of the study, the following four hypotheses were outlined.

- **Hypothesis 1:** There are more English Language teachers who are aware of pupils with learning disability than those who are not.
- **Hypothesis 2:** There are more teachers of English who use their knowledge of learning styles to teach pupils with LD than those who don't use
- **Hypothesis 3:** There are more English language teachers who use teaching strategies to facilitate English language learning of pupils with LD than those who do not use it.
- **Hypothesis 4:** There are more teachers who use elements of Multisensory and Total Physical Response approaches when teaching pupils with LD than those who do not use it.

4.1.2 **Method of data collection**

The researcher designed an online questionnaire for primary schools in Olomouc region of Czech Republic for an effective research. The Head teachers of these schools were contacted via email and were sent a link to an online questionnaire, which they sent to English language teachers in their various schools to complete.

The online questionnaires were answered by some teachers of primary schools following the instructions given by the researcher on how to complete the questionnaire. An overview of the researchers aim was explained to the teachers which will help to provide accurate information. The data collected from teachers were converted to simple percentage. By implication, the information collected will help trace effective teaching, strategies, methods and approach for pupils with learning disabilities.

In the majority of questions, the respondents could choose either one answer only or multiple answers and they were also given a chance to express their own ideas or in addition to options given. The first page of the questionnaire was four (5) questions about information of the teachers which includes: gender, years of experience, class of focus i.e elementary or lower secondary and the qualification of teachers. The second page contains fourteen (14) questions related to the four (4) outlined hypothesis.

The questionnaire which was designed online via a free interactive questionnaire online tool makes it easy to reach all English teachers of elementary schools in Olomouc region and for the researcher who do not have to be at the schools physically for distribution. In all, 72 head teachers were contacted via email, 41 questionnaires were completed, and so, the return rate can be considered satisfactory.

4.1.3 **Description of research sample**

The area of the study is in Olomouc region of the Czech Republic. It was designed for basic schools in Olomouc both elementary and lower secondary school level. The research was conducted in 72 inclusive basic schools and 41 English teachers responded to the questionnaire. The main language of Instruction is the Czech Language. English Language is one of the compulsory subjects offered by schools at various grades of basic education.

The schools are integrated elementary schools which accommodate both intact and pupils with special education needs. The inclusive system has made it possible for classes in basic schools to have about two teachers - the main teacher and teacher assistants for classes of pupils with special needs.

4.2 Collected Data and Data Analysis

This is concerned with the presentation and analysis of data collected using the research hypothesis which was formulated for the study. The total number of respondents was 41 teachers. The researcher administered an online questionnaire to teachers of English language and the questionnaire responses were converted into simple percentage calculation.

Five main areas which includes; Teachers demographics, teacher awareness of pupils with disability, learning styles, teaching strategies and multisensory + TPR approaches were presented and illustrated in table provided.

4.2.1 Teachers Demographics

Questionnaire entry No. 1

The data shows that there were 3 male and 38 female respondents, representing 7.3% and 92.7 respectively. From the data gained, the majority were female respondents.

Table 1:

Gender	Responses	Ratio
Male	3	7.3%
Female	38	92.7%
Total	41	100%

Questionnaire entry No. 2

The second data gained was about teachers years of experience which was divided according to specific number of years as follows:

Table 2:

No of years	Responses	Ratio
1-5 years	14	34.1%
6-10 years	4	9.8%
11-15 years	13	31.7%
More than 15	10	24.4%

Questionnaire entry No.3

Concerning the level of elementary school where the teachers teach, two options are contained in the questionnaire which includes: elementary schools and lower secondary schools. The questionnaire was designed for a multiple choice answers because some teachers may be involved both categories. Therefore, the results of the data gained shows that 28 teachers, representing 68.3% are teachers of elementary and 31 teachers, representing 75.6% are for lower secondary. The questionnaire had options where teachers could specify other ideas but none was indicated.

Table 3

Qualification	Responses	Ratio
Elementary (1. stupeň ZŠ)	28	68.3%
Lower Secondary (2.stupeň ZŠ)	31	75.6%

Questionnaire entry 4

Concerning the qualification of teachers, the data shows that 5 respondents representing 12.2% are bachelor degree holders, 34 respondents representing 82.9% are masters degree holders and 2 respondents, representing 4.9% are doctoral degree holders. Overall, respondents with a masters degree are the highest qualification in the elementary schools. Below is the table representation.

Table 4:

Qualification	Responses	Ratio
Bachelor Degree	5	12.2%
Masters Degree	34	82.9%
Doctoral Degree	2	4.9%
Other	0	0

Questionnaire entry No. 5

The research also shows interesting results regarding the field of education. There are four options in the questionnaire which includes: Teachers for elementary schools, English language, Special Education and other. 16 respondents, representing 41.0% are teacher for elementary schools, 25 respondents, representing 64.1% are for English

language, 8 respondents, representing 20.5% are for special education and lastly, 5 respondents, representing 12.8% went for specification on *other* areas such as teacher for secondary school, Czech and Pedagogy, Maths/Chemistry, Economics and Pedagogy. The options in the questionnaire did not include combination of English language and other areas. Therefore, it is assumed that the teachers in these areas can be connected to the teaching of English as well. Below is a clearer representation.

Table 5

Field	Responses	Ratio
Teachers for elementary schools	16	14.0%
English Language	34	64.1%
Special Education	2	20.5%
Other	5	12.8%
<i>Other:</i> Teacher for secondary School, Czech and pedagogy, Maths/Chemistry, Economics, Pedagogy.		

To sum up, the data collected shows that elementary schools in the Olomouc region are more of female English teachers than the male counterparts. The level of education is impressive, because majority falls in the masters degree category and may have a combined fields of study.

4.2.2 Teachers Awareness of Pupils with Learning Disabilities

Questions 6 - 9 cover the awareness or knowledge of teachers about learning disabilities in the classroom.

Questionnaire entry No.6

Question 6 was to find out about teachers who have encountered types of learning disabilities. The question was a multiple choice question provided by the researcher, which allow respondents to choose one or more options and give more details of other types of learning disability they have encountered. From the data collected, 39 respondents, representing 95.1% have encountered dyslexia which is focused on reading difficulties. 38 respondents, representing 92.7% have encountered dysgraphia which deals with writing difficulties. 31 respondents, representing 75.6% indicated that they have encountered dysorthographia that is focused on difficulties with language grammar. 8 respondents,

representing 19.5% indicated other types of learning difficulties or other disabilities connected to learning disabilities as shown on the table below:

Table 6

	Responses	Ratio
Dyslexia	39	95.1%
Dysgraphia	38	92.7%
Dysorthographia	31	75.6%
Other	8	19.5%
<i>Other:</i> a. ADHD, behavioural disorders. b. Long-term memory problems. c. Asperger syndrome, low intellectual ability. d. Autism, ADHD, ADD, dysphasia. e. Autism, ADHD. f. dysphasia g. dyslalia. h. ADHD		

The data collected from the correspondents shows that teachers are fully aware of the learning disabilities and other related disabilities associated with learning problems as represented in percentage.

Questionnaire entry No. 7

Question 7 was focused on how teachers get information about pupils with learning disabilities. It was also a multiple choice question, where respondents are allowed to choose one or more options, as well as give specific information about other sources. From the data, 25 respondents, representing 61.0% indicated they get information about pupils with learning disabilities for their colleagues. 24 respondents, representing 58.5% get information from special teachers. 12 respondents, representing 29.3% get information from the counseling centres and 3 respondents, representing 7.3% indicated other sources of information about pupils with learning disabilities. The 3 respondents indicated: Class teacher, class teachers and books respectively. The additional information provided by 2 respondents does not show difference between teacher and colleagues. One respondent indicated getting information from book which I considered not clear about what specific book information about pupils with learning disability will be sought from. Below is the table for clarity:

Table 7

	Responses	Ratio
Colleagues	25	61.0%
Special teacher	24	58.5%
Head teacher	12	29.%
Counselling centre	21	51.2%
Other	3	7.3%
<i>Other:</i> a. Class teacher, b. class teachers ,c. books		

Questionnaire entry No. 8

Concerning awareness of pupils with learning disability, question 8 was to find out whether teachers could identify pupils with learning disabilities in the classroom. From the data provided, the question was a yes or no question. The respondents were meant to choose only one answer. 40 respondents, representing 97.6% indicated yes, which means they are able to identify pupils with learning disabilities in the classroom while only 1 respondent, representing 2.4% indicated no, showing inability of identification.

Table 8

	Responses	Ratio
Yes	40	97.6%
No	1	2.4%

Questionnaire entry No. 9

Lastly, in relation to the awareness of prevalence of learning disabilities, question 9 was focused on difficulties teachers experience while teaching pupils with learning disabilities. It was a multiple choice question where respondents could choose more than one question and give specific details about other ideas. From the data, 28 respondents, representing 68.3% indicates that pupils have problem with time management. 40 respondents, representing 97.6% indicated that pupils have concentration problems. 25 respondents, representing 61.0% indicated that pupils have disciplinary problems. 31 respondents, representing 75.6% indicated problems with understanding spoken and written instruction. 11 respondents, representing 26.8% indicates difficulty in using books. 3 respondents, representing 7.3% indicates other specific ideas as shown in the table below:

Table 9

	Responses	Ratio
Pupils have problem with time management	28	68.3%
Concentration problems	40	97.6%
Disciplinary problems	25	61.0%
Written instruction	31	75.6%
Difficulty in using books	11	26.8%
Other	3	7.3%
<i>Other:</i> a. slow pace in writing, it takes them a long time to understand new terms, problems to orient in long texts. b. Difficulties in spelling, listening and repeating c. problem with understanding English or Czech.		

4.2.3 Learning Styles

Questionnaire entry No. 10

Questions 10-13 cover the knowledge and use of learning styles that facilitates learning of pupils with learning disabilities. Question 10 focused on the awareness of learning styles of different learners based on a yes or no answer. Interestingly, the data collected proved that all respondents are fully aware of learning styles of learners. The figures show that 41 respondents, representing the 100% use their knowledge of learning styles to teach pupils with learning disability.

Table 10

	Responses	percentage
Yes	41	100%
No	0	0

Questionnaire entry No. 11

Question 11 was to find out whether the teachers are familiar with visual, auditory, read/write, kinesthetic (VARK) learning styles. From the data, 5 respondents, representing 12.2% indicated they have heard about VARK learning styles. 14 respondents, representing 34.1% indicated they have some experience with them. 20 respondents, representing 48.8% indicated they are familiar with them. 2 respondents, representing 4.9% indicated they have

never heard about the VARK learning style. On the whole, majority of teachers are aware of the learning styles for different learners. Table below show figures.

Table 11

	Responses	percentage
I have heard about them	5	12.2%
I have some experience with them	14	34.1%
I am familiar with them	20	48.8%
I have never heard about them	2	4.9%

Questionnaire entry No.12

Based on the VARK learning styles, question 12 was designed to find out whether the English teachers incorporate learning styles in the activities they use when teaching learning disabilities pupils. Multiple choice answers were allowed; teachers could choose one or more option and give other specific details if necessary. From the research data, 34 respondents, representing 82.9% showed that they use visual learning style. 25 respondents, representing 61.0% indicated they use auditory learning style. 18 respondents, representing 43.9% indicated the use of read/write style. 24 respondents, representing 58.5% showed that they use kinesthetic style and 4 respondents indicated other specific ideas of teaching activities applied in teaching, they came up with examples shown in the table below:

Table 12

	Responses	percentage
Visual learning style	34	82.9%
Auditory learning style	25	43.9%
Read/write learning style	18	43.9%
Kinesthetic style	24	58.5%
Other	4	9.8%
Other: a. combination of all learning styles depending on learning disability. b. multisensory style c. repetition. d TPR. These areas are approaches which have elements connected or included in the VARK learning styles		

Questionnaire entry No. 13

Concerning the use of learning styles and how it facilitates learning for pupils with learning disabilities, question 13 requires only one answer from three possible options

designed by the researcher. From the information collected, 31 respondents, representing 75.6 agreed that the use of learning styles for pupils with learning disabilities is effective. 10 respondents, representing 24.4% do not know about the effectiveness of learning styles on pupils and there was zero response on disagreement about the subject matter. As far as the inquiry about learners preferences of learning styles and teachers awareness, the research shows that majority of teachers incorporate individual VARK learning styles when teaching English as a foreign language to pupils with learning problems.

Table 13

	Responses	Percentage
I agree	31	75.6%
I do not know	10	24.4%
I disagree	0	0

4.2.4 Teaching Strategies

The information on strategies teachers use in the facilitation of learning during instruction for pupils with learning disabilities is gathered in questions 14-16.

Questionnaire entry No. 14

Question 14 is a multiple choice question; respondents could choose one or more options and give additional information if necessary. Question 14 is concerned with the instructional tools as a strategy that teachers adopt to teach English language to pupils with learning problems. According to the data collected, 30 respondents, representing 73.2% indicated they use computers, 12 respondents, representing 29.3% indicated the use of audio books. 39 respondents, representing 95.1% indicated the use of pictures, 34 respondents, representing 82.9% indicated the use of videos. 34 respondents, representing 82.9% indicated they use textbooks and 6 respondents, representing 14.6% gave additional information about other instructional tools they use in the classroom for pupils with learning disabilities shown in the table below. The research proves that there is a wide range of instructional tools that teachers could adopt as a strategy to help learners with learning disabilities to learn better and effectively.

Table 14

	Responses	percentage
Computer	30	73.2%
Audio books	12	29.3%
Pictures	39	95.1%
Videos	34	82.9%
Textbooks	34	82.9%
Other	6	14.6%
<i>Other:</i> a. 2 respondents gave more information about using games, b. 1 respondent added TPR plus drama (acting, sketches), songs and chants and self made aids. c. 1 respondent added the use of grammar card and the last respondent included the use of worksheets		

Questionnaire entry 15

Question 15 is concerned about the use of formative assessment as a teaching strategy that promotes successful learning for pupils with learning disabilities. The question contained three possible answers. The respondents were expected to choose only one option. According to the data collected, 28 respondents, representing 68.3% agreed that formative assessment has an impact on successful learning. 13 respondents do not know if formative assessment is an effective strategy and lastly, none of the respondents disagreed about the use of assessment. By implication, the idea of formative assessment could be new to some teachers who may have no idea about its effectiveness in the learning process. On the other hand, the majority respondents are aware with formative assessment teaching.

Table 15

	Responses	Percentage
I agree	28	68.3
I do not know	13	31.7%
I disagree	0	0

Questionnaire entry 16

Question 16 is focused on how teachers of English can motivate pupils with learning disabilities. The researcher provided a number of classroom activities that could help motivate pupils to learn. From the Psychological point of view, Motivation is a force that drives or triggers behaviour. Teachers could use various activities in classroom to

engage and involve learners. Question 16 is a multiple choice question which allows respondents to choose or more options including additional ideas. From the data provided, 34 respondents, representing 82.9% indicated the use of visual support to motivate pupils, 38 respondents, representing 92.7% showed that using games and entertainment activities motivates pupils with LD. 21 respondents; representing 51.2% showed that real communication with English motivates pupils. 8 respondents, representing 19.5% indicated that reading aloud is a motivational activity and only 1 respondent, representing 2.4% added information about other motivational factor with the use of TPR which is an approach and not exactly teacher self motivating activity.

Table 16

	Responses	percentage
Using visual support	34	82.9%
Using games and entertainment activities	38	92.7%
Real communication with English	21	51.2%
Reading aloud	8	19.5%
Other	1	2.4%
<i>Other: TPR</i>		

To sum up, the inquiry about teachers strategy such as instructional tools, formative assessment and motivation showed positive reactions to their usage, which could encourage teachers to apply them during instructions to promote learning,

4.2.5 **Multisensory and Total Physical Response.**

The last part of the theoretical part dealt with the multisensory teaching approach and the TRP. Studies have proved the use of multisensory and Total Physical teaching approaches are effective with teaching pupils with learning disabilities. Questions 17-19 cover the inquiry about the use of elements of the above approaches during instruction.

Questionnaire entry 17

Question 17 is concerned with how effective the multisensory and TPR approaches in the development of reading, listening, writing and speaking skills. From the data collected, 31 respondents, representing 75.6% agreed that the both approaches are effective for pupils with learning disabilities. 9 respondents, representing 22.0% do not know if they

are **effective** in English language teaching. 1 respondent, representing 2.4% indicated a disagreement of their effectiveness

Table 17

	Responses	percentage
I agree	31	75.6%
I do not know	9	22.0%
I disagree	1	2.4%

Questionnaire entry No. 18

Question 18 is focus on inquiry about the use of multisensory and Total Physical Response to teach English to pupils with LD. Question18 was a yes, I do not know and no options, designed to also find out teachers awareness of the two approaches and their application during English language lessons. According to the information gathered, 37 respondents, representing 90.2% showed that they use both approaches. 3 respondents, representing 7.3% revealed they do not know if the use these approaches and 1 respondent indicated that he/she does not use the two approaches during English language teaching. Since English language is an activity filled subject especially in the areas of language skills development, teachers of English should use elements of multisensory or TPR approach in the classroom. By Implication, I suggest that the respondent who indicated non usage of this approaches may fall under a non English language teacher. According to the information collected under teachers demographics, there were respondents who indicated other fields of study which may likely not be a combination of English language, Unfortunately, the questionnaire did not make provisions for subject combination as mentioned earlier. See table below:

Table 18

	Responses	Percentage
Yes	27	90.2%
I do not know	3	7.3%
No	1	2.4%

Questionnaire entry No. 19

Question 19 was the last question of the survey, it dealt with inquiry about motivation and participation of pupils with LD when using multisensory and TPR teaching

approaches. Respondents were meant to choose one answer from the option given. According to the data gathered, 36 respondents, representing 87.8% agreed that pupils with LD are motivated and participate when using the two approaches in English language learning. 5 respondents, representing 12.2% revealed that they do not know if these approaches motivate or involves learners. None of the respondents disagreed on pupils' attitude on the issue of motivation and participation.

Table 19

	Responses	Percentage
I agree	36	87.9%
I do not know	5	12.2%
I disagree	0	0

In conclusion, the aforementioned approaches are not only related intentionally to pupils with LD, this is because we assume that these approaches are used quite often with intact pupils as well to make learning process the most meaningful and successful.

5 Results of the study/research

This chapter shows information gathered from the data analysis, that was based on hypothesis formulated. The theoretical part of this research is summarized in the hypotheses put forward. Therefore, from the analysis and research results of the previous chapter, the hypothesis will be proved or not proved.

Hypothesis 1 states that there more English teachers who are aware of pupils with learning disability than those who are not. The analyzed results confirmed this assumption because 87.8% of respondents indicated their knowledge on the three main types of learning disability associated with English language learning which include: dyslexia, dysgraphia and dysorthographia. 8 of the respondents added other kinds of disabilities such as ADHD, dysphasia and dyslalia with are also connected with learning difficulties. Secondly, the majority of respondents, about 97.6% also confirmed they could identify pupils with learning disabilities in the classroom. In the same vein, there was lot of reactions concerning the difficulties they encounter when teaching these pupils. Therefore, **the awareness of learning disability of English teachers has been proved.**

Hypothesis 2 states that there are more teachers of English who use their knowledge of learning styles to teach pupils with LD than those who do not use it. From the analyzed results, it is proven that teachers are aware of various learning styles of pupils. 100% of respondents confirmed their knowledge on this. On the other hand, only 2 respondents admitted that they have not heard about the VARK learning styles. 61.5% of respondents indicated the incorporation of visual, auditory, read/write and kinesthetic styles when teaching. As far as the result on learning styles are concerned, the majority of English teachers use learning styles of pupils with learning disabilities during the English language classes. This shows that **the second hypothesis is justified.**

Hypothesis 3 states that there are more English language teachers who use teaching strategies to facilitate English learning of pupils with LD than those who do not. I specifically presented some teaching strategies that could be effective in teaching English. These teaching strategies are instructional tools, formative assessments and motivation as pointed out in the theoretical part of this thesis. The information analyzed on these three strategies shows that English teachers use different kinds of instructional tools in the classrooms. 6 respondents gave additional information about other teaching tools such as

dramatization, songs, chants and self-made aids which was not in the questionnaire options. 13 teachers representing 31.7% out of 41 they do not know if formative assessment can help facilitate English language learning, while 28 teachers representing 68.3% agreed on this issue. There are also a lot of positive reactions of ways to motivate children which the factors enumerated by the researcher in the 16th questionnaire item. **Overall, this was partly proven.**

Hypothesis 4 states that there are more teachers who use elements of Multisensory and Total Physical Response approach when teaching pupils with LD than those who do not use them. There are other existing teaching approaches that are not mentioned in this thesis, but 1 deliberately chose these two approaches because of its efficacy. The results from the analysis proved the usage of the two approaches by English teachers. Questionnaire item 19 reveals that 37 English teachers, representing 90.2% out of 41 indicated that they use the multisensory and TPR approaches in teaching English, 3 English teachers do not know if they use them while 1 teacher indicates non-usage. As mentioned earlier, English language teaching requires a lot of experiences that cover multisensory and physical response activities that facilitates in the acquisition of various English language skills. These approaches do not only apply to pupils with LD, but the intact pupils as well. By implication, **results show that the research hypothesis was justified.**

5.1 Discussion

The researcher had an optimistic prediction about the outcome of this research. The four hypotheses that were put forward contained relevant information about teaching and learning of English language. The areas of learning strategies/styles, teaching strategies and teaching approaches characterize effective tools teachers use to facilitate learning.

From the first research assumption, the awareness of teachers about pupils with learning disabilities was proven. It is evident that from the research data, English teachers in basic schools in Olomouc region are fully aware of persons with learning disabilities. This further proves the fact that tertiary institutions in the Czech offer special needs education in the field of education to promote awareness of persons with special needs with the aim of supporting and developing persons in this category. In addition, studies by some

students of Czech universities have also proved the awareness of teachers about pupils with learning disability. With reference the research of Voldánová (2015) on the same issue of awareness reveals in one of her questionnaire items that 75% of teachers said they had met a pupil with learning disabilities many times. 24% of teachers reported having a pupil with learning disabilities occasionally, and 1% of teachers haven't met with pupil with learning disabilities.

The result of learning styles was proven because the importance of the knowledge and usage of learning styles for diversity learner cannot be overemphasized. Psychologists assert that “no two individuals are the same, even identical twins” Individual learners have multiple intelligence or learner's preferences that promote learning. To this effect, teachers are aware of various learning styles which include activities based on visual, auditory, read/write, kinesthetic in the learning process which are beneficial for intact pupils and persons with learning disabilities.

Teaching strategies can be seen from different perspective. The theoretical and practical part of this thesis exposed three teaching strategies teachers could use to teach for effective learning such as the instructional materials or tools, motivation and the use of formative assessments. The results in this area was partly proven, which could be traced by diverse views of what teaching strategies could be. There are many helpful ways and self-created activities that teacher could employ to make learning successful. Therefore, teaching strategies in my opinion is completely individual.

Finally, the multisensory and the TPR approaches are also proven to facilitate teaching and learning of English as a foreign language from the research data. The adoption of multisensory approach (using five senses) makes an effective impact, not only on pupils with learning disabilities but with intact pupils. The English language involves an unavoidable active-learning process that requires activities connected to the five human senses.

5.2 **Recommendations**

Having concluded findings on current situation of pupils with learning disabilities and English language learning, emphasis should be laid on the following areas:

We recommend that future research explores other teaching approaches and teaching strategies that may be seen as having considerable potential to enhance learning.

Teaching approach should be focused on active learning - promoting participation and engagement that has a promising way forward of motivating, authentic assessment, promoting self-esteem, fostering creativity and social development.

There should be a connection between learning in school and learning outside the school. Re-establishing extra-curricular or leisure time activities such as games, sports etc to further help the development of pupils with learning disabilities.

Lastly, to understand the teaching of mixed group of learners, it is important for English language teachers to support individual learner by responding to their personalized learning styles or preferences.

Conclusion

This thesis was based on an investigation of methods and approaches that facilitates the teaching and learning of English as a foreign language to pupils with learning disabilities. The theoretical part dealt with the nature of learning disabilities- the meaning, causes, types and identification and characteristics of various types of learning disabilities. For the purpose of this thesis, we focused only on three types of learning disabilities such as dyslexia, dysgraphia and dysorthographia which are associated with language learning.

There was also a theoretical knowledge about instructional strategies and tools which can be teacher's strategies or learners strategies. Working with pupils with learning disabilities is not easy for teachers, pupils find it difficult to respond or internalize what has been learnt and so teachers have to be equipped with knowledge and the use instructional strategies – understanding the disability, the pupil and the learning style of the learner in order to achieve a successful behavior. The knowledge of individual difference was not excluded. It drew our attention to the awareness and how teachers could work with different type of learner which covers learning strategies and styles. Motivation is a key principle of an effective learning. e.g facilitating collaboration learning with peer tutoring, engaging in real-life solving problems and other strategies to build self-esteem and emotional growth. The teacher should approach pupils with learning disabilities and try to motivate and engage them in different ways when teaching English as a foreign language.

We have also focused on two English teaching approaches which are connected to teaching mixed group or persons with learning disabilities. Basically, the multisensory and Total Physical Response (TPR) are the approaches we introduced in the course of this study. There are other approaches and methods that could be useful for teachers that we deliberately did not mention. As far as pupils with learning disabilities are concerned, the multisensory structured approach was presented as the most appropriate to adopt.

The practical part of this thesis was focused on methodologies and approaches teachers use to achieve successful teaching. A quantitative questionnaire survey was conducted to investigate the aforementioned teaching conditions. The questionnaire was distributed using an online tool to head teachers of primary schools in Olomouc region who sent links to their English teachers to answer. The response rate was satisfactory and took about a space of one month to end response exercise. Four hypotheses were developed

from the standpoint of the theoretical part. The results collected were analysed using simple percentage. Finally, the results proved that the majority of teachers in the sampled area are fully aware of learning disabilities and are updated with various methods and approaches that can facilitate learning English as a foreign language for pupils with learning disabilities.

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APPENDIX 1

Vážená paní ředitelko, vážený pane řediteli,

jsem studentkou posledního ročníku bakalářského studia na Pedagogické fakultě Univerzity Palackého v Olomouci a aktuálně pracuji na závěrečné práci na téma: **Teaching English as a foreign language to pupils with learning disabilities.**

Cílem studie je zjistit, jaké metodické postupy, výukové metody a nástroje využívají učitelé anglického jazyka při výuce žáků se specifickými poruchami učení.

Byla bych Vám vděčná, pokud byste mohl/a poslat odkaz (viz níže) na krátký dotazník vyučujícím anglického jazyka na vaší škole. Jejich pravdivé a upřímné odpovědi jsou pro mě nedocenitelné.

Toto je online odkaz na dotazník:

<https://www.surveymonkey.com/survey/d/Q9A3I0J5C3E5D1A0U>

Děkuji Vám a věřím ve Vaši pozitivní reakci a spolupráci.

S pozdravem,

Ngozi Nwaukwa

zahraniční student

APPENDIX 2

Questionnaire

Dear Teachers,

I am a final year bachelor degree student of Palacky University Olomouc currently carrying out a study on: *Teaching English as a foreign language to pupils with learning disabilities*.

The next page is a questionnaire. There are four or more options to each question, you can select more options. Your valid and honest answers would be received with gratitude and treated in confidence.

Thank you in anticipation to your response and cooperation.

Your's faithfully,
Ngozi Nwaukwa
(Foreign student)

Section A: Personal Data

1. Gender: Male _____ Female _____
2. How long have you been teaching English (in years) _____
3. Where do you teach:
Elementary _____ Lower secondary _____
4. Qualification: Bachelor degree _____ Master degree _____ Ph.D
_____ Others (please specify) _____
5. Field of Education: Teacher of Elementary school _____ English Language.
Special Education _____ Other (specify) _____

Section B

LD (Learning disability), **VAR**K (Visual, Auditory, Read/Write, Kinesthetic), **TPR** (Total Physical Response).

6. I have encountered some type of learning disabilities
 - a) Dyslexia
 - b) Dysgraphia
 - c) Dysorthographia
 - d) Other (*specify*) _____
7. I get information about pupils with learning disabilities from
 - a) Teacher
 - b) Special teacher
 - c) Head teacher/Head-master

- d) Educational counselor
 - e) Counseling Centre
 - f) Others (*specify*) _____
8. I can identify pupils with LD in the classroom,
 - a) Yes
 - b) No
 9. I experience some difficulties while teaching pupils with Learning disabilities.
 - a) Problem with time management
 - b) It is stressful teaching them
 - c) Concentration problems
 - d) Disciplinary problems
 - e) Problem to understand spoken and written instruction
 - f) Difficulty in using books
 - e) Other (*specify*) _____
 10. I am aware that learning styles exist for different learners.
 - a) Yes
 - b) No
 11. I am familiar with visual, auditory, read/write, kinesthetic (VARK) learning styles
 - a) I have heard about it
 - b) I have some experience with it
 - c) I am familiar with it
 - d) I have never heard about it.
 12. For pupils with LD, I use activities based on the
 - a) Visual learning style
 - b) Auditory learning style
 - c) Read/write learning style
 - d) Kinesthetic
 - e) Other (*specify*) _____
 13. Using VARK learning style facilitates learning for pupils with LD
 - a) I agree
 - b) I do not know
 - c) I disagree
 14. I use some type of instructional tools to teach English to LD pupils.
 - a.) Computer
 - b.) Audio Books
 - c.) Pictures
 - d.) Videos
 - e.) Textbooks
 - f.) Other (*Specify*) _____

15. Using formative assessment during instruction is a strategy that promotes successful learning for pupils with LD.
- a) I agree
 - b) I do not know
 - c) I disagree
16. From my experiences, motivating pupils with LD in foreign language learning is based on
- a) Using visual support
 - b) Using games and entertainment activities
 - c) Real communication with EL
 - d) Reading aloud
 - e) Other (*Specify*) _____
17. From my experience, I think that the Multisensory and TPR techniques are more effective for teaching reading, listening, writing and speaking skills
- a) I agree
 - b) I do not know
 - c) I disagree
18. From my experience, the Multisensory and TPR motivates and facilitates participation of pupils with LD in classroom activities.
- a) I agree
 - b) I do not know
 - c) I disagree