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A CASE STUDY: APPLYING CONVERSATION ANALYSIS TO THE
UNDERSTANDING OF HOW TO TEACH ENGLISH TO AN 11-YEAR-OLD
CZECH PUPIL SUFFERING FROM ADHD

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Anotace

Výuka anglického jazyka u českých dětí trpících AD(H)D je dozajista náročným úkolem pro každého učitele, zvláště pak pokud se tato porucha projevuje bok po boku s dalšími specifickými poruchami učení. Neexistuje žádný praktický „návod" pro učitele, který by jim pomohl lépe naplánovat své výukové strategie. Tato bakalářská práce představuje případovou studii o tom, jak pracovat s jedenáctiletým žákem trpícím ADHD a také přináší postupy užité za účelem vytvoření efektivního výukového programu. Mimo jiné zahrnuje souhrn literatury týkající se oblastí získávání druhého jazyka (SLA) a speciální pedagogiky. Zejména však tato práce využívá předností konverzační analýzy k přezkoumání diskurzu, který utváří výukové interakce, za účelem vysvětlit, co se projevuje v rozvoji žáka a k ohodnocení dosaženého, případně nedosaženého, pokroku.

Abstract

Teaching English language to Czech children suffering from AD(H)D is clearly a challenging task for any teacher, especially when this disorder often manifests itself with some other learning disabilities. There is no single practical guide for teachers to assist them in planning their teaching strategies. This bachelor´s thesis presents a case study in how to work with an 11-year-old pupil suffering from ADHD and the strategies employed in order to deliver an effective learning programme. It undertakes a review of relevant literature in the areas of both Second Language Acquisition (SLA) and Specialised Pedagogy. In particular, the thesis takes advantage of the emerging role of Conversation Analysis to examine the discourse that is constituting the teaching interactions in order to explain what is occurring in the development of the pupil and to evaluate their progression or the lack of it.

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Introduction

The present thesis aims to set out a case study in how to teach English to pupils suffering from Attention Deficit Hyperactivity Disorder (ADHD). I will describe the ways in which ADHD makes it difficult for children to learn languages. Through the conversation analysis there will be demonstrated not only the symptoms that affect social interaction, but also the principles of several teaching strategies that I used to teach my own pupil suffering from ADHD. I will try to come up with the approaches that could be beneficial for ADHD pupils to help them reduce struggles that their disorder causes for the learning process.

I started developing my skills as a teacher through private tutoring. I was involved in educating two Czech pupils, both boys, with **ADHD**. Due to this condition, the amount of time for which a pupil is able to concentrate is limited. Therefore, it was challenging to identify the most appropriate way of teaching them English. Some of the strategies developed are discussed as part of a case study dealing with teaching English to an 11-year-old Czech boy with ADHD.

In order to interpret the statements established in this study cautiously, it is necessary to have a basic understanding of what the symptoms of the disorder are and how it influences learning. As reported by Bragdon and Gamon, there are **three most common symptoms** of ADHD (pp. 9 – 10). The first symptom is a **lack of attention**. It manifests itself in different ways. The most common ways, as observed by the author of the thesis, include not maintaining attention while completing some tasks, making mistakes as a result of being inattentive and not listening to the instructions of the tutor. The second symptom is related to **hyperactivity**. Hyperactivity, in general, describes the state of a child who is unable to sit without constant fidgeting and distracting other class members as a consequence. **Impulsivity**, as the third symptom, may manifest itself in a form of a child answering quickly before the question is finished, and butting in. Impulsive children usually cannot wait their turn. All of the above-mentioned symptoms can affect the process of learning, mainly as it is important for the child to be able to pay attention, concentrate well and to understand fully what is required of them in undertaking the task prior to commencing the activity. Some days the disorder did not manifest itself and it was possible for the pupils to learn new things successfully, and there were days when the negative factors of ADHD did not allow the child to concentrate, understand and memorise.

The impact of ADHD varies greatly and the approach to learning, therefore, needs to be determined and assessed on an individual basis. I was teaching both my pupils (pupil A and pupil B) for one year. I had to find an appropriate individual teaching style for each. Pupil A, who is the subject of the case study, was 11 years old. The sessions with him were between 45 to 60 minutes long and he was there alone with me - the teacher. We spent 51 English sessions together for one year. He exhibited the symptoms of lacking attention when he usually was not able to complete the task without being distracted by himself and mostly by his inner thoughts and impulsivity. He usually ignored the additional questions intended to lead him to the right solution. Also, he usually did not listen to the final parts of the question and answered impulsively in whatever way that came first into his mind. For example, his inability to maintain attention made it difficult for him to concentrate when putting some English phrases together.

Pupil B was 15 years old. The sessions with him were considerably longer than with the first pupil. They took between 1 to 2.5 hours and his mother was there almost always with us. Her role was to assist me with managing her son's inattention. I found it very beneficial because as his mother she knew her son much better and recognised the early manifestation of the disorder. Pupil B attended 20 sessions twice as long as those of pupil A but over the year they resulted in roughly the same amount of time being spent together. The symptoms that appeared during that time were also the lack of attention and impulsivity but expressing in slightly different ways. He was not able to follow the instructions and to complete the tasks when it was necessary to make a sustained effort. The problem of understanding and following instruction made it almost impossible for pupil B to learn English grammar and its rules. It took 3 months of more intensive sessions to find an effective way of teaching the older pupil. With the younger one (pupil A) it took 6 months. The sessions, however, were shorter in duration.

In addition, there were other aspects that significantly influenced the progress of the pupils' learning. These are introduced in Chapter 4. Although there were considerable differences between my pupils, after some time of teaching both pupils I began to observe some similarities in their behaviour and in how these were manifested in the pupils. I began to understand the types of strategies that assisted my pupils in their learning.

To the best of my knowledge, there is no single practical guide for teachers to assist them in planning their teaching strategies for children suffering from this disorder. After several months of studying the available literature and research, I uncovered a range of approaches in working with children with ADHD. I applied this knowledge in my teaching to find out that some strategies work better than others. I decided to carry out more research to develop a case-study guide which might assist other teachers inexperienced in educating pupils and students suffering from ADHD.

The pupil A chosen as the subject for the study was by that time an 11-year-old boy and I was supposed to assist him with improving his school results in both English and Czech. He suffered from a mild form of ADHD without hyperactivity. He also displayed the symptoms of dyslexia. The symptoms of dyslexia were observed before the symptoms of ADHD. The combined disorders made it difficult for him to learn a foreign language. From the point of view of a teacher, it was challenging to plan the lesson in advance as it was impossible to anticipate the behaviour and the attention span of the child. I had to improvise a lot. To ensure a successful session it was essential to adopt the best strategy with which to engage the pupil from the outset. It was equally important to continually build the teacher-pupil relationship in order to develop trust and mutual respect. The strategies as adopted by me as the teacher assisted in ensuring the pupil's ongoing co-operation and more importantly the ability to learn a new language.

The main focus of the work is to demonstrate understanding of the main symptoms of AHDH, to show how this disorder manifests itself in communication. The work also aims to describe the learning strategies used to reduce the manifestations of ADHD and to the improvement of the language skills of the ADHD child. Everything will be discussed theoretically in Chapter 2. The theoretical knowledge of the problem is applied to my own teaching experience in Chapter 4.

Because some symptoms of ADHD are frequently being manifested in speech and communication, I chose conversation analysis (CA) as a method that would be useful for making my observations. CA is introduced by Sidnell as "an approach within the social sciences that aims to describe, analyse and understand talk as a basic and constitutive feature of human social life" (3). The interaction between a teacher and a pupil is certainly a part of social life and the process of teaching-learning is provided

through talk. It will be explained in Section 2.1 that CA has an interdisciplinary position and for the purpose of this thesis that has several points of view on the case study became an effective method for examining the data collected and for the drawing final conclusions.

I had to collect some linguistic data to be able to use the approach of conversation analysis for description, analysis and understanding talk. To the best of my knowledge, the suitable material that would reflect the spoken language, which is, as defined by Fasold (1), "a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs"; in other words, this system is used as a basic instrument of human communication in talk, were transcripts. In transcripts there can be reflected the features such as gaps, overlaps and many more, that can have a specific meaning in communication. I will discuss this topic in Chapter 4.

The analysis of the recorded data transcripts presented an important part of the thesis. To find a reliable method for dealing with the issues that appeared during the sessions and for analysing these difficulties, it was vitally important to use the following assumptions.

Some of the manifestations of ADHD, especially the challenge of acquiring the foreign language for pupils suffering from this disorder, can be observed by this practical discipline, including the aspects of turn-taking, action, understanding and repair. After going through the collected and transcribed data, I chose a slightly different approach to the analysis. I studied manifestations of the disorder in communication especially through the occurrence of gaps, pauses and self-disruptions. I took a closer look on the positive and negative effects that the disorder has. I also tried to demonstrate how the teaching-learning strategies are reflected in the social interaction together with how trust is being built between the teacher, who is always seen as authority, and pupil that has primarily a subordinate role. I summarised my observations in Section 4.8.

In this study I used transcriptions of the recorded English sessions with my ADHD pupil. I read through them and found the key points in which his disorder manifested in form of aspects mentioned above. I analysed these parts, explained what was happening at those moments and also included the methods I used to make it easier

for my pupil to deal with the learning obstacles related to ADHD. I recorded and reflected on my teaching experience and identified the strategies and approaches that were successful in supporting the child to attain new language skills. These strategies provided fulfilment of the aim of each session. In the final part of the thesis, there is a summary of the results and of the progress achieved by the pupil, including the strategies adopted in my teaching style.

In the first chapter the main characteristics of the disorder are included together with its impact on learning and with a pedagogical work and strategies that are recommended when teaching children suffering from ADHD. Chapter 2 introduces the methodology used in the thesis – CA and principles for cooperation between teacher and pupil. Chapter 3 presents a data review with a short description of each session. Chapter 4 presents the analysis of various aspects that can be observed through the transcriptions and the overall summary of observations. The final part, conclusion, represents the main point of the thesis - the strategies that helped the pupil to successfully overcome the challenges caused by the disorder and learn a new language. It is based my own observations.

1   ADHD and pedagogical work with children

No doubts that ADHD is a disorder that has a considerable impact on learning. In this part, I would like to introduce the main characteristics of the disorder and historical changes in assessing it. Also, its way of influencing the process of learning, especially second language acquisition, will be described. These characteristics and their manifests I will explain in the examples taken from my own teaching experience. It means I will aim at a successful linking the theory with praxis.

1.1   Characteristics of the disorder

"ATTENTION- DEFICIT HYPERACTIVITY DISORDER (ADHD) is the most recent term given by psychiatrists to a childhood disorder that has had a variety of names in the past" (Wender and Tomb 1). What can be said without any doubt is that "the new 'official' term, attention- deficit hyperactivity disorder (ADHD), has been chosen by psychiatric experts, and its symptoms have been published by the American Psychiatric Association in its Diagnostic and Statistical Manual of Mental Disorders (DSM- 5)" (Wender and Tomb 2). ADHD is a common disorder. According the statistics introduced by Wender and Tomb "probably 5 – 10 per cent

of children and at least 3 – 5 per cent of adults suffering from attention-deficit hyperactivity disorder (ADHD)" (2) and of "ADHD being more common in boys than in girls" (2). What makes ADHD more difficult to cope with is the fact that it "is frequently accompanied by learning disorders in reading, spelling, or arithmetic, and by other behavior and emotional disorders as well" (Wender and Tomb 2). When teaching my pupil, I observed he was one of the children dealing not only with ADHD but also with dyslexia, both of which influence the process of learning. The pupil was not able to understand the differences between the spoken and written forms of English words, for both disorders negatively affected his ability to do so. Remembering both forms was usually hard for him and most often he remembered either the written form, or the spoken one.

The researches over the past three decades have changed the way of viewing and understanding ADHD:

> Child psychiatrists used to believe that the symptoms of ADHD diminished and disappeared as children grew older, but it is now recognized that ADHD is not a passing childhood disorder but is serious and can often be lifelong, with the symptoms frequently persisting into adolescence and adult life. (Wender and Tomb 2)

The development in knowledge made differences in the attitude to the disorder. This development is demonstrated on various examples given by Hallowell and Ratey in their book *Driven to Distraction (Revised): Recognizing and Coping with Attention Deficit Disorder from Childhood through Adulthood*. Their idea is that people suffering from ADHD may not necessarily know they suffer from this disorder. It used to be a common phenomenon in the past because ADHD had not been so well known as it is nowadays. Doctor Ratey, who is one of the authors of the book mentioned before, was born in 1948.He had not been knowing about himself suffering from this disorder till the 1990s either (Hallower and Ratey 14). "Back in 1994, few people had even heard of ADD, as it was then called (now it's ADHD, soon to change again, no doubt!)" say Hallowell and Ratey (13). They assert further, "Those few who had heard of it didn't really know what it meant. It conjured up stereotypical images of hyperactive little boys disrupting classrooms and turning life at home into chaos" (14). This stereotype still prevails with those people who know little about the disorder. From what I experienced, the Czech Republic is not an exception to the rule in this point. It is no wonder because "to the 1990s, most of the reported diagnosis, treatment, and research related to ADHD occurred in the United

States, where the diagnosis was originally devised and institutionalized" (Bergey et al. 1). From the literature cited it results that since then the methods for assessing this disorder have changed rapidly. Its symptoms manifested in the behaviour of children suffering from it became widely known. As a positive effect it has growing public awareness that can help with reaching a correct diagnosis.

Each of the symptoms of ADHD impacts on the ability of the pupil to learn. This is an important point for their successful results at school. For better understanding, it is necessary to describe and explain the most common symptoms of this disorder. In the context of institutionalised teaching, as in more general learning environment, typically, those symptoms that affect a class as a whole and are perceived as disrupting are usually described. I noticed that symptoms affecting especially feelings and psyche of the child are less known in public. These will be discussed later.

To understand the link, it is necessary to explain the term "institutionalised teaching-learning", It means the moment when children must attend school and must be educated within an institution. When they start their education at school, the way they are perceived changes. The earliest point in which ADHD children are usually clearly recognised is, according to Smith and Young, at primary school when "demands move away from play and academic expectations increase" (2). In other words, the higher the level of education it is, the more difficult it becomes for ADHD children to obey the school rules, or to fulfil the expectations given by the scholarly curriculum. From this point the manifests of ADHD become recognisable more easily than before, because children must become a part of a group of people in which successful cooperation and the ability to plan or organise various things is important. Because these abilities are also affected by some of the symptoms of this disorder, these symptoms then become widely-recognised and are often described in psychological books. It is the reason why I decided to describe them as first. Then I will continue with the symptoms less known, but not less important, that were the key point for my observations.

The first of the widely known characteristics of ADHD presented by Wender and Tomb is "easy distractibility or shortness of attention span" (11). They state that it is not always easy to recognise this symptom during psychological or pediatric testing. "A psychologist may note that the child can pay attention during testing. A paediatrician may observe that the child was not inattentive during the brief office

examination" (Wender and Tomb 13). This fact need not be the final solution to the problem. According to Wender and Tomb, "what is important is not how the child can pay attention when an adult is exerting the maximum effort to get him to do so" (13). Psychologists or paediatricians must consider the variability in children's behaviour. As a result, the evaluators "may incorrectly come to the conclusion that the child is perfectly fine and that the parents and teacher are overreacting" (Wender and Tomb 13). The same happened to my pupil. He had undergone a psychological test before I started teaching him. The result of this test did not display anything that would have led to a diagnosis of ADHD. Despite the results, during the process of teaching this pupil, I observed some aspects of the behaviour leading me to think about the possibility of him suffering from the attention deficit hyperactivity disorder. Gradually, the manifests of the shortness of attention span became obvious and together with other symptoms observed they initiated the diagnosis of ADHD. I will discuss this in detail in Section 4.1. I will explain what the problem was with establishing the correct diagnosis and why can this happen.

Another "very frequently described characteristic of ADHD children is 'impulsivity' or 'poor impulse control'" (Wender and Tomb 16). "The child 'acts without' reflection or consideration of the consequences" (Wender and Tomb 16). Smith and Young write that

> this can be experienced as a person saying what comes to mind before thinking it through, expressing feelings in the moment as they are experienced despite social consequences and acting on thoughts and desires without having thought about their implications and consequences. (99)

Wender and Tomb continue that this naturally changes with the age of a healthy child but "the ADHD child behaves like a child several years younger than his chronological age" (16). "Impulsivity is also shown in poor planning and judgment. It is difficult to specify how much planning and judgment one should expect of children, but, again, ADHD children show less of these qualities than seems to be age appropriate" (Wender and Tomb 17). A child behaving much younger and not being able to plan when it is necessary may become a disturbing "element" for the class. The teacher who is not familiar with the appropriate strategies for teaching such children may give up trying to improve the situation. It may lead to

undermining the self-confidence of the child. Because of the attitude of the teacher, the manifests of ADHD may become even worse. "A hazard of impulsivity is making mistakes and errors due to rushing and not planning ahead" (Smith and Young 115). This manifested in my pupil's behaviour as a tendency to answer the questions too early without thinking about it. This phenomenon appeared as guessing. When I asked the pupil whether he is thinking about what he was going to answer or whether he was just saying something to make me leave the topic, he answered that he always thinks about it first. He showed his way of thinking saying his thoughts out loud and I suddenly understood better where the problem was. The main task for me as a teacher was to show him how to avoid this tendency to what appeared as guessing or, at least, moderate its manifests.

The third feature presented is anxiety. It is described by Smith and Young as "a state of increased arousal affecting our physiological response, thought and behaviour" (121). They explain that anxiety is a natural phenomenon even for those who do not suffer from ADHD. "It should be kept in mind that anxiety is a normal and functional trait that occurs when reacting to stress or a perceived threat." (121). Smith and Young write that "up to 50 % of children with ADHD suffer from comorbid anxiety, which is associated with higher levels of inattention, impulsivity, school worries and lower social competence (Pliszka, 1998; Bowen, Chavira, Bailey, Stein & Stein, 2008)" (121). Anxiety is characterised by "negative thinking (cognitive), physiological arousal and avoidance (behavioural responses). It is associated with working memory deficits (e.g., inattention and concentration problems)" (Smith and Young 121). The main problem, according to Smith and Young, is that "for children with ADHD is that their symptoms become worse when they feel anxious (123). It means they become more inattentive, hyperactive and impulsive. Anxiety can cause more failure and bring ADHD children into a situation in which they realise they are worse than usual and they start trying to avoid such situations. At this point, I believe, parents or teachers should concentrate on immediate help and on being more supportive.

The idea here is that it is not good to underestimate manifestations that could be a hint for the realisation that a child suffers from ADHD. When a child has bad school results, it is appropriate to talk with a teacher and ask how the child behaves. Based on this, then try to solve the whole situation, because the manifestations of ADHD can be regulated thanks to the right attitude. As a result, the process of

learning could be easier for the child, not only because of the newly gained self-esteem. To sum up the main point, it is important to approach a similar situation cautiously without any prejudices. Any teacher, especially language teacher, dealing with possibly ADHD child should get to know the manifestations of such disorder, understand them and try to integrate the symptoms to the educational process of this child, of course, if possible, and take as much profit from it as possible. Language teacher, because learning languages requires more analytical thinking than other disciplines, for example, History. I observed this in both my ADHD pupils. They had worst results in languages – Czech, English, and the older pupil struggled also with German. On the other hand, they never struggled with Biology, History etc. None of the teachers had ever tried to solve the problem, that my younger pupil, who is also the subject of this study, had with languages. The only advice given was to learn more intensively at home and to pay more attention at school. They did not try to search for the cause of all these problems, or maybe they tried, but were not successful. As a private tutor I was expected to help my pupil and the first step I had to take was to find the cause, understand it and learn how I could work with it.

1.2 Impact of ADHD on second language acquisition

The impact of ADHD on second language acquisition is clearly described by Natalia Turketi in her work *Teaching English to Children with ADHD*. She quotes Witton's research from 1998 and says that "some studies have shown that the language abilities of an ADHD child are affected by a deficit of working memory" (5). "Frequently the initial warning of language difficulty presents itself during the period in which a child with ADHD acquires his first language. As I mentioned before, typically, both speech input and output are impaired, making the process of language acquisition rather challenging and confusing for such learners" (Turketi 5). The overall idea is that ADHD children having problems in their first language acquisition carry over difficulties to their second language acquisition. It is challenging for them to learn foreign languages. In the case of my pupil, in addition to his attention deficit disorder, his wrong pronunciation of the Czech phoneme "r" and the mild form of dyslexia affected his mother language but also in the foreign language – English. He had difficulties to remember the vocabulary, written form of language and his English pronunciation was not correct either.

Language input can be influenced by many factors. When taken from a point of view of institutionalised learning in a classroom, those factors may be noise made

by classmates, the noise coming from the street, ticking of the clock and other audio stimuli. Another important type of factors is those connected with children's sight. ADHD children may become visually attracted by anything in the classroom. Not only by things characterised by movement but also by steady things. It means they can "stare" at their fellows playing with their hair for as long as they can quietly watch a crack on the wall. This I observed in my two ADHD pupils. Overall, ADHD children are more sensitive to what is happening around them. "In addition, their sensory receptors are constantly at work" (Turketi 6). All the audio and visual stimuli can catch the attention of an ADHD child and make it difficult to distinguish only one and the most important piece of information that should be processed further.

Natalia Turketi quotes Mapou and writes that "an ADHD person has 'a weak span for auditory-verbal information' that causes problems with listening comprehension (Mapou, 2009)" (6). An ADHD child in the classroom can concentrate for a short time and in these moments the child captures less important information from a teacher and the attention is then grasped by something more interesting for the child. The child often concentrates on smaller details that gain a new dimension in the child's brain but the key points of a specific topic stay unnoticed and, as Turketi notes, "naturally resulting in an unsatisfactory outcome" (6). Nevertheless, it can be improved by the individual attitude to an ADHD child and by using a suitable method of teaching, for example, to present some grammar phenomenon in an interesting way, if possible, multiple times with multiple sources (Turketi 6). In other words she says it is possible to improve the learning skills of the ADHD child. The main principles are individual teaching/learning style. Also including more senses can be helpful. For my pupil, it was impossible to remember a new item of vocabulary or any grammar rule by simply listening. I also observed some points in which the boy could recall irrelevant details, but could not recall the main point of our topic or grammar phenomenon. When I chose individual approach and involved various boy's senses into learning, he remembered more than he usually could remember. He was also able to distinguish relevant information (connected to the topic of our session) from the irrelevant (personal stories) better.

According to Turketi, is this problem with for auditory-visual information that causes problem with listening comprehension characterised by the following aspects:

> [S]kipping letters, words and even lines, confusing similar characters (or confusing their order), misunderstanding and misinterpreting the content of what is being read, missing the key points and main ideas. ADHD students have difficulties with understanding the meaning of polysemous words and figurative language. (8)

From what I observed, it is difficult to distinguish struggles in reading caused by ADHD from struggles caused by dyslexia because the line between how these two are manifested when learning a second language is often blurred. In my pupil's behaviour there appeared symptoms that are common for both, ADHD and dyslexia, such as those mentioned above.

Problems with language output appear as a natural consequence of the problems with language input. Natalia Turketi explains ADHD children often fail in explaining their ideas and thoughts (11). She outlines using "a lot of gestures, movements and sounds that are to counterbalance for the lack of vocabulary and convey the meaning of the ideas expressed" (12). My pupil struggled while answering my questions. Rarely he could grammatically express the main ideas. Not only ungrammatically, but in a confusing way. It was complicated to find the right consequence of his thoughts. It had an impact on his results at school. The reason was that it was not possible for his teacher to give him enough time to think about his way of answering at school after the boy had been asked. On the other hand, for me as his private tutor, this was sometimes possible, so when we had good time management of our session, I gave him enough thinking time for expressing his Another reason could be the high level of stress when the pupil was standing at the blackboard alone answering to his teacher while the whole class were watching him.

As mentioned earlier, the pupil could not pronounce some of the English phonemes properly. Turketi also supports this idea by claiming that she experienced a similar situation of ADHD children struggling with some English consonants more frequently than the other children (10). Wrong pronunciation can make it more difficult to remember the vocabulary, both written and spoken forms of words. My pupil could not apply the general rules of English spelling because he could not hear it correctly pronounced by himself. It means the written output was affected too. This will be described through the practical examples in Chapter Four of this thesis.

To sum up the main ideas, second language acquisition by ADHD children is impacted at all levels as a natural consequence of the inability to acquire first language.

My pupil displayed many of the symptoms mentioned above. I was teaching him Czech so I could observe the problems and struggles common for both, his mother tongue and a foreign language, in this case, English. The sense for logical structuring was missing in his language skills. He could not organise his thoughts and ideas. Due to his bad results at school, his self-esteem was low. I saw a lot of anxiety expressed in his behaviour. My task was to find appropriate strategies and attitudes that would improve the whole situation. I knew I could help him because private tutoring itself can help AHDH children in managing their problems.

2   Methodology

Teaching is a social activity happening mostly through talk that is one of its core elements. Talk as one of the core elements of teaching, in addition to a number of roles having in the context of language acquisition, facilitates the exchange ideas. When trying to describe the problems I encountered while teaching a pupil suffering from Attention Deficit Hyperactivity Disorder, conversation analysis (CA) appeared as a suitable method for describing some manifestations of the disorder that influence learning a foreign language and for demonstrating the strategies that I used to improve the boy's ability to learn new things. I could analyse transcripts of our sessions that provided an insight into what has occurred discursively. Because talk has given rules, it enables detailed conclusions. Through this discipline, various situations of behaviour affected by the disorder can be studied as they often manifest both in behaviour and in speech. CA is a discipline that proved to be the most suitable for studying the conversation between me and my pupil.

2.1   Introducing CA

"CA emerged in the 1960s through the collaboration of Harvey Sacks, Emanuel Schegloff and Gail Jefferson" (Sidnell 6). Jack Sidnell introduces conversation analysis as "an approach within the social sciences that aims to describe, analyse and understand talk as a basic and constitutive feature of human social life" (3). "Conversation analysis is characterized by the view that how talk is produced, and how the meanings of talk are determined, are the practical, social and interactional accomplishments of members of a culture" (Hutchby and Woofit 1). According to Hutchby and Woofit "talk is a central activity in social life (1)". "Participants in conversation are seen as mutually orienting to, and collaborating in order to achieve, orderly and meaningful communication" (Hutchby and Woofit 1). "CA lies at a unique interface between sociology and other

major disciplines within the social sciences: principally, linguistics and social psychology" (Hutchby and Woofit 3). As mentioned before, teaching is a social activity happening through talk, so that CA became for the purpose of this thesis an effective method due to its interdisciplinary position.

2.2   Data collecting and transcribing

What is "data"? As Hutchby and Woofitt write "the data consist of tape-recordings of naturally occurring interactions. These may be audio or video tapes – although clearly, when the people who are being recorded have visual access to one another, an audio-only tape will necessarily miss out what could be very salient features involved in the management of interaction, such as gaze direction (Goodwin, 1981) and hand gestures (Schegloff 1984)." (Hutchby and Woofitt 69). Although "video-recordings have become more widely used" (Hutchby and Woofit 70), for the purpose of the thesis, audio data only is recorded. I recorded this data during the private sessions with my pupil. For the successful way of recording, after agreement with boy's mother, I used an audio recorder hidden in my pocket. We agreed on that it would be better that the pupil will not know about being recorded, because he could easily become nervous and manifestations of the disorder could become worse, resulting in inability to concentrate or learn. There would also be the possibility of boy's trust being damaged. So, I always tried to hide the recorder as thoroughly as possible as I wanted to avoid the observer's paradox. The observer's paradox is a situation when from the outset the participants understand they are being recorded and this may impact consciously or unconsciously on their contribution to the lesson. The results of the study may thus become less reliable and less representative. If I had told my pupil about being recorded, he would have felt being observed and as a positive result, he would have tried to be more successful in his English. A negative result would have been worse manifests of the boy's disorder leading to a higher level of self-disruption and not being able to concentrate. For example, he would have kept showing off. As I did not tell him about the voice-recorder, I did not include the observer's paradox into the thesis.

First, for further analysis of the data, it is necessary to transcribe them. Hutchby and Woofit introduce the process of transcription as the initial step for the analysis itself:

> The transcription of data is a procedure at the core of analysis, in two important respects. First, transcription is a necessary initial step in

enabling the analysis of recorded interaction in the way that CA requires. Secondly, the practice of transcription and production of a transcript represent a distinctive stage in the process of data analysis itself (Hutchby and Woofit 69)

I started listening to the recorded data and sorting out the appropriate material for the analysis. After choosing the audio recordings, I started playing them repeatedly and transcribing the basic conversations. Then after more listenings, I filled in the transcription symbols that are described in Appendix 1 in this thesis.

2.3   Applying CA to data collected

The first step I had to take after data transcription was to read through the transcripts. While reading them I was paying attention to the transcription symbols I used. I wanted to find their meaning in the context of the situation of teaching a boy with ADHD. It was equally important to observe the flow of turns between the teacher and the pupil. For example, when teachers ask a question, they expect their pupils to answer this question (an adjacency pair of answer-question). In this case of my pupil, this situation often failed and I did not receive any answer. This was a sign for me to analyse such moment in depth.

CA was a beneficial method for the clarification of my research question because I could repeatedly read through the data and capture the more significant moments of the conversation than in flowing talk that is not being recorded. This approach helped me to notice the irregularities and comment on them. I could mark everything by using the transcription symbols mentioned above.

Each symbol had its meaning originating in a natural communication between me and my pupil. It was necessary to highlight the significant moments when the boy's disorder manifested itself in his speech or behaviour. I commented on this in Sections 4.3 and 4.4. From these parts of the analysis we can deduce that the most usual symptom manifested was the impulsivity and it happened mainly through self-disruptions. I commented on this in Section 4.3, page 34. But the interruptions also appeared in connection to anxiety the pupil probably felt. Shortness of the attention span was another symptom frequently manifested in speech. It caused usually sudden switch into a different topic, not connected with English. In some moments of the speech, there were also some of the teaching and learning strategies expressed through the words. Those strategies were intended to make it easier for both, teacher and pupil,

to fulfil the aim of the English sessions. The strategies are described theoretically in Sections 2.4 and 2.4 and demonstrated practically mainly in Section 4.5.

For the analysis, I found the most significant moments on which I was able to describe what was exactly going on and discuss why this was happening. For example, I found several examples of the occurrence of longer gaps and pauses in the transcripts and I discussed what they could have signalled in the conversation. From the analysis, that is the main part of Section 4, I summarised my observations and commented on them.

2.4   Principles of cooperation between teacher and pupil
The principles of successful cooperation between the teacher and the pupil were not easy to establish. The reason was the problems the disorder caused to the boy. From what I observed it was necessary to build mutual trust between the participants of the sessions. The worse days when the disorder is significantly expressed should be dealt with both by the teacher and the child. They both should work together to improve the learning process and its outcomes affected by the disorder. A child suffering from ADHD often has difficulties at school. Such children are not able to maintain attention and it is hard for them to learn new things without an individual approach. It leads to anxiety and feeling of being less important than other pupils in a class. Young and Smith say that classes "are also places with a mass of distractions" (3) that becomes an environment "leading them to lose focus, go off-task and miss important information." (3) Private tutoring can turn into a helpful method for improving the school results and self-confidence of a child, because their struggles with learning or with social interactions can be approached individually. To aim this, trust is the beginning for greater progress. As a teacher, I had to stay more authoritative, but still friendly to my pupil. This strategy appeared helpful after a short period of time resulting in the boy telling me stories and jokes. In the end, he became open to me and he expressed his trust when he told me about being bullied and asking me for help. Another principle was to let the pupil know he can be as successful as his classmates. I achieved this by positive evaluation. Every time the boy's answer was correct, I told him he was doing great. It usually cheered him up and motivated him. He made a sustained effort in his learning.

What I considered to be the most important point, as I mentioned above, was to build mutual trust between teacher and pupil. One of the strategies that can improve teacher/pupil relationship is discussed by Rebeca L. Oxford. She writes about the

tradition when "teachers expect to be viewed as authority figures, identified with those roles like a parent, instructor, director, judge, leader, evaluator, controller, and even doctor who must 'cure' the ignorance of the students." (10) She continues and says that pupils/students should get on with the job, because "these familiar roles will stifle communication in any classroom, especially language classroom because they force all communication to go to and through the teacher. (10) This idea is developed deeper and Oxford notes that this change of roles might be uncomfortable for some teachers (10). Others, however, enjoy this new attitude. When this process is successful, it leads to the point at which teacher's "status is not based on hierarchical authority, but on the quality and importance of their relationhsip with learners." (11) The reason is "when students take more responsibility, more learning occurs, and both teachers and learners feel more successful." (11) This was the method I tried to apply on my way of teaching. It was different because our sessions were not at school, and I had to deal with only one child. Despite these differences, this approach was still worth trying. I hoped it could lower the level of anxiety in the pupil's behaviour and help with improving the overall relationship between me and my pupil. The result was more than good. The pupil showed me his trust clearly after I had shown him that he need not be scared of spending time with me teaching him English, that I was not so strict authority for him. We had some border to which I tolerated his "less respectful" behaviour (telling some jokes, making fun of something etc.) and the boy still respected me fully as his teacher, but the atmosphere was always friendly, and it helped us to reduce the level of stress and anxiety during our sessions. My role changed to "facilitator, helper, consultant, adviser, coordinator, idea person diagnostician, and co-communicator." (Oxford 10) This significant change was manifested through the more natural and relaxed communication between us. For example, the boy started sharing his problems with me, such as the one when he told me he had been bullied at school. He was afraid to talk about this with his mother, so he told me, and he asked me for help. It was the most prominent expression of trust I received from him. After the trust is built successfully, the teacher can concentrate more on pedagogical strategies

2.5 Pedagogical work with ADHD children

Within the process of institutionalised learning, it can be difficult to help ADHD children. Teachers do not have enough space for the individual work with such pupils. They need to deal with a higher number of pupils, using the method suitable for the major part of them. There is a wide range of methods and strategies for language

learning, but not all of them are suitable for ADHD children. For this purpose, we must choose the methods or approaches, that are for children with specific needs, in this case, ADHD sufferers (Turketi 22). First, it is necessary for a teacher to have enough time and patience. The methods described in following paragraphs are suggested by Turketi as the suitable ones, based on her own experience. From her work I chose two approaches she described, and I chose these two because I also used them during the sessions with my pupil. I will comment on them and I will demonstrate them further in the analysis.

The first method I would like to introduce through Turketi's work is the Total Physical Response (TPR). As the name suggests, it is a method working not only with verbal communication but also with many aspects connected with body language. The basic idea she gives is that learners need to experience the language which helps them to concentrate on a learning goal itself (24). " While focusing on action, the learner also, possibly unconsciously, focuses on the learning goal as well." (24) she writes. According to Oxford, TPR is a method "based on a strategy when students listen to a command and then physically act it out." (66) Slightly different use of this method is connecting a new bit of knowledge with physical sensation. In other words, learners connect the item with a movement or a feeling.

After trying this method, I observed the more senses were involved in learning, the more my pupil took of it. I tried to involve this technique for the first time into my teaching practise when I needed to teach my pupil vocabulary of body parts. I got this idea naturally because I remembered when I was at the elementary school, our teachers used to teach us the song called "Head and Shoulders" and all of the pupils were supposed to dance and touch the body parts they were singing about. So I asked my pupil to do so. First, he was not very happy about this idea, but then he got into it, started enjoying it and I realised he could learn much more than if we were only discussing the vocabulary. I described this in detail in Section 4.5.1. The more effective the method became when the boy started learning the vocabulary of everyday activities – brushing teeth etc. We could easily perform these activities, the pupil did not get bored and his ability to concentrate on English was quite strong at that moment. This method proved to be useful for me teaching my ADHD pupil.

Another method introduced by Turketi that I also frequently drew on is Task-Based Language Teaching (TBLT). This technique is about "shifting the focus of language learning from the form of the language to the practical use of it." (33) She explains this further:

> Specific grammar structures or vocabulary items are being taught not simply because "they have them in English", but due their knowledge is necessary in particular real-life situations. It makes the ADHD brain focus on a goal which is not linguistic in itself, deviating its attention from primarily language issues, the direct learning of which can be challenging for such students. (Turketi 34)

An Australian linguist David Nunan introduces several principles and practices that have been strengthened by this teaching method (1). I would like to put emphasis on two of them that proved me to be the most common in my teaching experience. The first one is "the linking of classroom language learning with language use outside the classroom" (1). This is what Turketi describes as "the practical use of language" (see the two previous paragraphs). The second principle I observed as the significant was "an enhancement of the learner's own personal experiences as important contributing elements to classroom learning" (1). This is the engagement of the real-life situation that children are familiar with.

I used this method because my pupil was only 11 years old. Younger children often struggle with learning something for "no purpose" or just "to be used at school". It is even worse with ADHD children with all the aspects that their disorder carries. Such children often suffer from anxiety and lack of motivation. When they are showed what they must learn can be used in everyday life, it can improve their motivation, ability to concentrate and they can even learn easier much more. I observed this in both ADHD cases I taught.

The principle Turketi highlights in connection with TBLT is the necessity "to give students the opportunity to reflect on their experience" (35). I very much agree with her, because I also saw the positive effect of expressing interest for pupil's feedback. He himself even initiated this discussion. It will be also demonstrated as part of the analysis.

3   Data

It was not easy to always complete the transcriptions due to the recorder hidden in the pocket. It sometimes caused disturbing sounds in the recordings, disabling a clear

understanding of the spoken words. Another aspect that made it difficult to understand was the incorrect pronunciation in both languages. The boy could not pronounce "r" correctly and often mumbled. The sensitivity of the recorder was not high enough to capture the mumbled words and this fact led me to play such parts of the recordings multiple times to hear everything as clearly as possible and to be able to include all the details into my transcripts. Detailed transcripts are the basis for a successful analysis.

3.1   Data review and description

The data overview is attached in Appendix 3. The data coding includes a number of each session, a number of each data sample, the date of recording, footage, duration of the recording, a short description of the aim of the session, and its key features. In this part, I will describe the sessions and summarise their key features from the topic of the session to the significant moments of that specific piece of data.

The first data sample was recorder on 29th January 2018. It was our fourth session that year. The aim of the session was to revise some vocabulary connected to colours and family members. This topic was not new for my pupil, so I expected him to be successful in his answers. Nevertheless, his answers were often wrong. The reason for this could be the fact that we started with English in the second part of our session, because we had to begin with learning Czech before learning English. As the session continued, the boy was getting more tired and his disorder worsened. I chose this piece of data, because the manifests of ADHD were considerably overt; also, the pupil showed his trust to me by telling a funny story about his younger sister.

The second data sample was taken from the next session the day after the fourth session. So, it was recorded on 30th January 2018 and it was our fifth session. It was another one when we learned vocabulary, this time some new. The topic was "Body parts". We worked with a picture of a human body in the boy's student's book. This piece of data was chosen because of the method I tried to teach him that vocabulary. It was a song "Head and Shoulders" and the boy accepted it well and, as I realised a week later, with good results. However, in the final part of the session tiredness manifested and the disorder appeared in a form of not being able to formulate his thoughts properly.

Another piece of data was recorded a week after the previous one, on 5th February 2018. The topic remained the same ("Body parts"). In this session the pupil was successful in answering my questions. My method proved itself to be chosen well (total physical response). He behaved without anxiety, what was almost impossible for him before. In the middle of the session there appeared a positive effect of the disorder – the pupil concentrated on his own success and initiated the self-reflection. He also commented on his language output.

Next piece of data was recorded on 20th March 2018. I chose the beginning of the session, when the boy cooperated well. Not only because he was not so tired, but also because the topic was a revision of some vocabulary he had already learnt.

The fifth piece of data was recorded on 3rd April 2018. The topic was "Expressing time in English". It was not new for my pupil, because he already knew the rules theoretically, but he struggled with applying these rules practically. I chose three samples. One from the beginning of the session, when we got to know the topic. The boy cooperated well because of the visual perception (the more senses were included, the more the boy learnt). The second sample is taken from the middle of our English session when I wanted him to explain the rules back to me. In this part it is important that the boy struggled with expressing his own thoughts, which is typical for ADHD children. However, he still made it obvious that he understood the topic. The third data sample comes from the final part of the session and I tried to show my pupil that he does not learn English not only to be successful at school, but also to be able to use the language for the future cooperation and communication with other English speaking people.

The last piece of data consists of two samples and was recorded on 24th April 2018. The aim of this session was to learn the short phrases connected with daily routine. The first part comes from the beginning when the boy due to impulsivity started speaking about a different topic not connected with English. I successfully managed to lead him back to our topic and concentrate on the language again. The second part comes from the middle of the session. I chose this part because the good relation between me as a teacher and between the boy as my pupil was expressed. It was necessary for the successful cooperation.

The chosen data show couple of facts. The first is that the most often symptom manifested was impulsivity. Another fact is that the symptoms kept appearing continually depending on a situation and I was not always successful in managing them. The last fact worth noticing is the positive influence of the good relationship and mutual trust between teacher and pupil on learning. These aspects will be observed, analysed and discussed in the fourth part of this thesis.

4 Analysis
4.1 Presenting the case study

In the Introduction, I have already briefly described who is the subject for my case study, but I consider it equally important to develop this description further. I would like to introduce my pupil in detail and explain the core of his problems, as I observed them, from the first time I met him. For the reader, this is important to get a complete insight into this study.

In October 2017 I was asked by a young mother to help her 11-year-old son to improve his school results. She was desperate, because she was not able to help him. He struggled with languages a lot. With his mother tongue – Czech, and also with his first foreign language – English. The boy´s mother told me she could not describe her son. She told me there was some problem, but nobody has yet established what the real problem was. After a while I agreed to become her son's private tutor and we arranged our first meeting, this time all three of us together. I had a chance to learn something about my new pupil. I gave him some activity based on vocabulary connected with a topic of animal names. The boy was shy, but he completed the activity successfully. At this point our journey began.

When our sessions started, I found it very difficult to co-operate with the boy. He seemed scared and lacked interest in doing anything. The first step I had to take was to find the cause for his behaviour. I asked him directly what was wrong. The answer I received was a long speech about his school problems and also his personal problems. He told me he usually had not any chance to show his abilities at school. For example, he was asked a question by his teacher, but formulating the answer took him more time so lacking time the teacher mostly just distracted his process of thinking and asked someone else. After hearing information of this kind, I got an idea about my pupil suffering from some learning disorder.

The next task for me was to realise which disorder made it so difficult for him to learn languages so that I could start to tackle his problems successfully. Observing his struggles and having a discussion with his mother I realised he might be suffering from ADHD and dyslexia. His mother confirmed to me that her son underwent some psychological tests and psychologists told her that he was on the edge with both of these disorders, but they could not confirm her that he is a typical sufferer.

I mentioned in Section 1.1 that it does not happen only to ADHD children, standing on the edge between being a healthy child or ADHD sufferer, that during the short examination they can appear "healthy", resulting in the situation in which the tests do not necessarily display positive results. It can happen also to the child obviously showing symptoms of the disorder. However, it should not be overlooked that these disorders may have some sort of impact on the pupil´s ability to learn. This exactly happened in this case. The boy manifested many symptoms of both disorders. So, I decided to look up strategies for dealing with his struggles. We had tried several strategies before we found those that worked. To find such methods was difficult because I could not fully prepare for the sessions (when the pupil came, he told me about what we should learn or practise) and I had to search for the right strategies by the method of trial and error.

In the end, the outcome was very satisfying. Private tutoring itself was beneficial for the pupil. He changed a lot. He became talkative, started sharing his problems with his mother and they solved them together. He started attending a different school where the awareness of ADHD was higher than in the previous school, so the teachers knew the strategies and the results of my pupil improved. He started returning from school not anxious and sad, but full of energy, determined to make it even better. The upshot was that the boy became part of a group of children in which there was no place for bullying. So, he found new friends and gained self-esteem. All these factors together created suitable conditions for reducing stress and manifestations of the disorders in the boy's behaviour.

4.2 Approach to the analysis of data

My initial approach to analyse the data transcriptions of our lessons was to draw on aspects described by Jack Sidnell. In his book *Conversation Analysis: An Introduction* he included chapters about turn-constructing, repair, opening and closing and many more.

I wanted to concentrate mainly on turn-taking and repair. However, I found this initial general approach unsatisfactory and I was not sure whether I would be able to find enough occurrences of these aspects in the data I had transcribed.

I have therefore decided to adopt a slightly different approach, one that would hopefully assist me better in achieving the goal of my thesis. I focused on two aspects especially: pauses and self-disruptions. Self-disruptions are part of the repair mechanism in speech. As described by Jack Sidnell "repair mechanisms exist for dealing with turn-taking errors and violations" (39). From what I observed, self-disruption is a type of interruption, when the speaker gets interrupted by their inner thoughts, usually in order to repair what has being said. This often happened to my ADHD pupil, but the expected, or even required, repair was not always made. Instead of repair, I mostly observed long pauses, or an unfinished answer. I took a closer look at the way the disorder was manifested through interaction, addressing not only the act of pausing but also the meaning that was being constructed through talk.

I reflected on how my teaching strategies formed the communication process and on whether and how they assisted the learning process of my pupil. I approached each excerpt and example individually to determine what was occurring and if there were any particular discursive features being replicated in the data. In the following sections I will discuss the key aspects considered in the analysis and will always attempt to demonstrate these with specific data examples.

4.3   The role of self-disruption and pauses

While describing the data, the first thing I noticed was the very frequent appearance of self-disruption. I wondered what the role of it was. I came to several observations. I will demonstrate my conclusions on the following pieces of data.

The first piece of data is a part of the fourth session in 2018, data sample 429012018, sub-code C. The topic was "Revision of the basic vocabulary". The recording comes from the end of the session when the boy seemed to be tired. The tiredness came early because of ADHD and the lack of motivation for studying.

In this excerpt, there is expressed self-disruption twice – in turn 04 and 06. Three times we can see significant pauses. One of them is 2 seconds long, another one 4 seconds and the last one 0.75 seconds long (lines 08 to 10). We can take a look at the transcription:

04	P:	Ehhh „sis-ter" je sestra.
		Ehhh "sis-ter" means sister.
05	T:	Hmmm
		Hmmm
06	P:	Mam-ka to nevim.
		Mo-mmy that I don't know.
07	T:	Ale víš °jak je mamka°
		Oh, you do know °how we say mommy°
08	P:	Hhhh, mamka je ta (2.0)
		Hhhh, mommy is the (2.0)
09	T:	Ono je to podobný. Začíná to taky na M (4.0)
		It is similar. It also begins with letter M (4.0)
10	P:	M (0.75) nevim
		M (0.75) I don't know

I made several observations from this piece of data. The first observation made from turns 04 and 06 is connected with the self-disruption that occurred in both turns. I concluded this might originate from the disorder of my pupil. If so, the interruptions would be the manifestation of the shortness of attention span and problems with concentration. It means the boy started thinking about the English word and, in the middle, he got interrupted by himself. In turn 04 he managed to finish the idea successfully by saying the complete form of the word, but in turn 06 he failed in recalling the vocabulary item. If this case was not an example of the manifestation of ADHD, it could possibly be the expression of the thinking process of the child, especially in turn 06. In the transcript, we can observe that the boy was thinking about the correct form of the word. Even though this moment ended up with failure, the self-disruption made a gap for thinking out the word. It appeared to me as if he was trying hard, but suddenly realised he did not remember the word form and failed.

The second phenomenon from the excerpt I will comment on is the occurrence of the pauses. In the casual talk, turn-taking is typically very smooth with pauses lasting anything between 0.1 to 0.5 seconds. Prolonged pauses of one or more seconds mark those points when the interaction becomes somehow difficult or problematic; alternatively, they may signal a change in the direction of talk. Hutchby and Wooffitt mention that "work on dispreferred responses (Davidson, 1984; Pomerantz 1984a) has

demonstrated that pauses even as short as two or three tenths of a second can have some interactional, and therefore analytic, significance." (76) They develop this idea further on Jefferson, who "produced an extensive exploration of the interactional significance that is attached to silences of one second length during conversation" (Hutchby and Wooffitt 76). I decided to analyse the prolonged pauses and their meaning in communication.

In the data, pauses manifested themselves as considerably prominent as evidenced for example in the data sample above. Their length ranged from 0.5-second-long pauses occurring in places where a minimal pause would have normally been expected to one- or several second-long pauses in other points of the teaching-learning interaction.

Examining the piece of data above, we can see two significantly long gaps, lasting more than one second, in communication. The pause in turn 08 is two seconds long, in turn 09 it has four seconds and in turn 10, it is 0.75 seconds. In the first case, the pause indicates prolonged thinking time. This is also manifested through the use of the Czech demonstrative pronoun "ta", in English translation through the definite article "the". This pause probably could have been longer, but I distracted the boy's thoughts and I tried to give him a clue about how to get the correct answer. In the next turn, the boy started to search for the solution again. The process of thinking is marked by the four-second pause in turn 09. I included this pause in the teacher's turn because it was I, who originally initiated the gap for thinking, but I did not expect it to be so long. In the pupil's next turn – turn 10 – he obviously gave up trying. It was possibly because I interrupted his flow of ideas again. The pause lasted 0.75 seconds. He stayed concentrated for less than one second and later I could not keep him attentive any longer.

The following excerpt comes from the same session and from the same part as the previous one (data sample 429012018, sub-code C). We were still discussing the same topic of the basic vocabulary – family members.

34   P: <u>Jo</u> já ještě něco vymyslim-

       <u>OK,</u> I'll come up with something-

35   T: [Brácha?]

       [Brother?]

36 P: [Ehhh]- ne, to ne. (2.0) A je to „brother".

        [Ehhh]- no, that not. (2.0) And it is "brother".

I was keeping the conversation flowing by asking my pupil several questions. Later, the pupil took over and was maintaining the floor himself. It happened in turn 34 when he came up with the idea that he could translate some more words into English. I ignored this idea and asked him to translate the word "brácha". He was not prepared for me asking him a question. So, during his process of thinking, he only answered that he did not want to translate this word for me, but after a two-second pause, he immediately told me the word in English. He wanted to show me he had learnt something, and this was the right way. The gap demonstrates the thinking process and a change of his decision made probably impulsively.

What cannot be seen in the transcription and the audio recording is, that after this the pupil seemed to be happy and proud of himself. It was one step of building mutual trust because at the very beginning he did not express his emotions as much as this time. To analyse this, it would be better to have audio-visual data recorded. If I had data of this type, I could analyse also the facial expressions, gestures and the overall body language that is no less important in communication than what is simply being said.

A further example of self-disruption can be observed from the fifth session – data sample 530012018, sub-code A. The goal was to learn the vocabulary of body parts. In the excerpt he was expected to translate "mouth" into Czech:

07 T: „Mouth" hmmm

        "Mouth" hmmm

08 P: Hmm to bude (2.5) nen- ruka?

        Hmm it might be (2.5) isn't- arm?

09 T: Ee

        Ee

10 P: (3.5) A my- jak to myslíš, košile nebo jako záda?

        (3.5) And do you mea- how do you mean that? Shirt or like back?

The interruption appears in turn 08 and is preceded by the long gap. The gap created space for thinking. The pupil´s initial discourse is the impulsive element of his response originating from the disorder. It creates an expectation in the teacher that an answer is forthcoming, and the teacher is prepared to wait for this answer. Thus, creating thinking space and the gap is therefore not considered difficult. The self - disruption is used by the pupil to acknowledge they do not know the answer but delivered in a manner "isn't- arm?" that might even create more thinking time. After the teacher's negative response in turn 09, the pupil asked for better explanation in turn 10 after a long 3.5-second-long pause, connecting the word "mouth" to the meaning of "back" or "shirt". It is interesting, because the word "shirt" had not been discussed before.

In this part of the thesis, I tried to illustrate and develop the idea of the appearance of gaps and self-distraction. I demonstrated that both phenomena were common for my ADHD pupil. The reasons were not only impulsivity as one of the symptoms of the disorder but also a natural need for gaining some extra time for thinking. When impulsivity is manifested, pupils suffering from ADHD tend to answer the first thing that comes to their mind. Teachers usually do not have enough patience to let the pupils try again. Sometimes teachers give their pupils some extra time, but it does not always have a positive effect. It happens to ADHD children that when they get more thinking time, their problems with concentration appear and they simply cannot come up with the right answer.

I transcribed 6 sessions with my pupil, of which I got 14 transcripts. I counted the occurrence of both phenomena and I made a conclusion from my observations. For the overall results summarised in a table, see Appendix 4. The final number for the occurrence of the significant gaps (longer than 1 second) is 74 in 6 sessions; it means in average 12,33 pauses per session. The highest number was 23 pauses during the fifth session (530012018) with the topic "Body Parts" (see Appendix 3). The same session had also the highest number for the occurrence of self-disruptions – 25 in total. In average, there were 14,83 moments of self-disruption per one session. Totally, it can be observed 89 self-disruptions. I outlined in Section 2.3 that impulsivity manifested mainly through the self-disruptions was more frequent than other manifests of ADHD. After I counted the phenomena mentioned above, I realised that I was right. The

occurrence of self-disruptions was really the most frequent manifest of the disorder from those I observed.

4.4   Manifests of ADHD – positive and negative effects

Beside the long pauses in speech, another frequent and significant manifest of ADHD in the behaviour of my pupil was impulsivity. I would like to highlight the moments beneficial for the pupil's learning process. Let's take a look at the following excerpt from the fourth session, data sample 429012018, sub-code C. The aim of the session was to revise the basic vocabulary:

33   T: Hmmm. Supr. Jsme tam. Tak-

               Hmmm. Super. We've got it. So-

34   P: <u>Jo</u> já ještě něco vymyslim-

               <u>OK</u>, I'll come up with something-

In response to the excerpt, we need to take a look at the meaning that is being constructed and also on the way of doing this. Before turns 33 and 34 we discussed spelling the word "mother" in English (not included, turn 20 to 32) . When the pupil did it correctly, he appeared to be motivated. The way he said "OK" in turn 34 was loud, full of energy. I considered this a burst of energy that is typical for the symptom of impulsivity. The sudden impulse came, so the boy had to share his thought with me in the form of the active participation in coming up with the words he had learnt. This time we received a positive result originating from the disorder.

The negative effects of the disorder were more frequent than the positive ones. They were caused by the shortness of the attention span together with impulsivity. I will demonstrate what I mean by this on the following piece of data taken from the same session as the previous excerpt (429012018C):

49   T: Eee (1.0) T H E R

       Eee (1.0) T H E R

50   P: (1.0) Jo! Jo T H E R

       (1.0) Oh! Yes T H E R

51   T: To je stejný, že jo?

It is the same, isn't it?

52 P: (.) Kolik času?

(.) How much time?

53 T: No, za chvilku to zabalíme a půjdem.

Well, in the minute we will end up and go.

54 P: A půjdete nakupovat?

Are you going to do the shopping?

In this data excerpt I demonstrate how distracted the boy could become and how quickly this can occur. Between turns 49 and 50 we discussed the spelling of the word "brother". After he succeeded, he changed topic and started talking about what we were going to do that afternoon. The boy seemed to be tired and unable to stay concentrated on learning English. At this moment I knew I could not bring him back to the topic, so I decided to use this part of the conversation for building our pupil-teacher relationship. Because this had happened shortly before our session ended, it did not affected the learning process as negatively, as it would if this happened at the beginning of the session.

Sometimes this switching between relevant (everything connected to the subject matter of our session) and irrelevant (information about hobbies, personal stories, jokes etc.)topics occurred naturally as, for example, in the sixth session – data sample 605022018, sub-code B:

41 P: Pusa a pusa je „mouth"

Mouth and mouth is "mouth"

42 T: °Tak°

°Exactly°

43 P: Jo! ((úleva))

Yeah! ((relief))

44 T: Vidíš to. Ty pudou.

You see? It will be OK.

45   P   Kde je kočka?

Where's the cat?

The aim of this session was to revise vocabulary connected with body parts. I tested-reviewed quickly what the pupil knew – he asked me to do so as he wanted to show me that he had learnt a lot – and when his answers were correct, I gave him positive feedback. It worked for him as a signal for not paying attention anymore and he asked me about my cat. I did not manage to attract his attention to English again, so we switched into Czech and started revising for the test from the Czech language. It was approximately in the middle of our session and it was very difficult for me to keep going. The boy remained inattentive to the end of the session. We had to finish earlier because I could not help him to stay concentrated. Due to the symptoms of ADHD being manifested prominently this session became one of the most difficult we had.

In this part of the thesis, I demonstrated the most common manifestation of ADHD in the interaction with my pupil. The most common symptoms of the disorder manifested were impulsivity and shortness of the attention span. They often occurred in a negative way as switching between topics and it was difficult to make the pupil concentrate again. When they affected the communication positively, especially the impulsivity, it was helpful to somehow transform them into a strategy that could work for effective learning, or, at least, for strengthening the bond between us. This bond then could become one of the most important aspects for successful cooperation both in achieving the goals of the lesson and in creating a longer term relationship of trust and openness .

4.5   Teaching and learning strategies

It was outlined in the theoretical part of the thesis, Chapter 2, that the learning strategies I used in the interaction with my ADHD pupil would be described through the analysis. I will firstly demonstrate the successful moments in the teaching interaction with my ADHD pupil. I will discuss those strategies that supported learning positively and when employed they helped to create learning environment in which the boy cooperated well. Afterwards, I will attend to a few examples when my teaching failed.

4.5.1 Successful strategies

To demonstrate the useful strategies, I chose five excerpts. I will show what the principles of these approaches were and why the outlined approaches were suitable for my ADHD pupil.

The first method that really proved itself was the method of Total Physical Response, described in Section 2.5, based on the principle of including the body language and all senses into learning. The excerpt comes from the fifth session, data sample 530012018, sub-code A, topic – body parts vocabulary:

13 T: Hele, naučíme se spolu písničku.

Listen to me, let's learn a new song together.

14 P: Hmmm

Hmmm

15 T: Co ty na to?

What do you think?

16 P: <u>Ne</u>e ((začal se bát toho, jakou aktivitu budeme dělat))

Noo ((got scared of what activity we were going to do))

17 T: Takovou strašně, strašně, strašně známou (1.5) a ono se tam zpívá. (1.5) Já ti to

nejdřív jenom řeknu, jo? Koukej na mě a ono se u toho jako i tancuje.

A very, very, very well-known song (1.5) and we sing there (1.5) I'll say that

to you for the first time, OK? Watch me and we will dance too.

18 P: Jo jo jo [jo jo]

OK OK OK [OK OK]

19 T: „[Head] and shoulders, knees and toes (0.75) toe" je palec, jo? Pak se to

opakuje a pak máš (1.0) „eyes" (1.5) ((ukazování na části těla))

"[Head] and shoulders, knees and toes (0.75 toe" means toe, OK? Then

repetition and then you've got (1.0) "eyes" (1.5) ((pointing at the body parts))

20 P: No

OK

The idea was to teach the boy a song "Head and Shoulders" where he should touch the body parts that he was singing about. I remembered when I was at his age, our teacher used to teach us many things through songs. I tried to draw on this technique in my teaching too. In turn 13 I suggested to my pupil we could sing a song together. In the next turn, his response was positive, but when you listen to the recording, he did not sound very excited. This can be observed in the transcript in turn 15 when I tried to make sure he would like to learn through a song and the response in turn 16 was negative. In turn 17 I started "singing", having a hope he would join me later and in turn 18 I received a positive response full of energy. This spurt of energy was an important point. It proved to me what I was trying to do was a beneficial strategy to teach my ADHD pupil, at least as a motivation.

The positive effect showed in the next session, one week after I had introduced the song. It was the sixth session, data sample 605022018, sub-code B. We continued with the topic of body parts:

07   P: Takže, nos je (1.0) „nose"

So, "nos" is (1.0) "nose".

08   T: Ano

Yes

09   P: Noha (4.0) „leg"

"Noha" (4.0) "leg"

10   T: „Leg" je celá ta noha, že jo, [tak]

"Leg" is the whole leg, isn't it, [so]

11   P: [Jo] a to je „foot". ((ukazuje spodní část nohy))

[Yep] and it is "foot". ((pointing at his lower part of leg))

All self-initiated answers were correct. The long-term effect of the method of Total Physical Response and its reuse was obvious. The pupil applied the method in turn 11 to the word that was one of the most difficult for him to learn – foot.

Another strategy I will comment on is Task-Based Language Teaching (TBLT), described in Chapter 2. According to Nunan, TBLT has strengthened the principle of "the linking of classroom language learning with language use outside the classroom". In other words, one of the principles of this strategy is the practical use of language. I built my analysis of TBLT strategy mainly on this specific principle. When I started applying this method, my pupil seemed like he was enjoying it. Finally, he learnt something not only to be used at school. I tried to use this approach more during our fourteenth session, data sample 1403042018, sub-code A. The topic was expressing time in English:

15 P: „Half past. Half past ten."

      "Half past. Half past ten."

16 T: „Past ten." °Ano° Hhm. Velká na devítce? ((ukazující třičtvrtě na jednu))

      "Past ten." °Yes° Hhm. The big one on number nine? ((showing 12:45))

17 P: (3.0) „Quarter to (2.0) one."

      (3.0) "Quarter to (2.0) one."

It was the second time of practising this topic. The pupil still had to think about the principles a lot. Thinking time is expressed by the long gaps in turn 17. The answer, however, was correct. It means he applied the rules successfully and the method was beneficial for him.

During the same session I used another teaching strategy, that is not connected to the TBLT, the strategy of switching roles. It was not only helpful for the pupil's process of learning, but also for building trust. The following excerpt comes from the data sample 1403042018, sub-code B:

01   T: Ještě mi řekni, jak se to teda dělá. Jak řek- Proč je tam „past", proč je

              tam „to"a tak.

              OK, so tell me how do we do that. How do you sa- Why is there "past",

              why is there "to" and so on.

02   P: Takže °já ještě tady zhasnu° takže „past" je tady ta půlka [a „to"] začíná

[tady] od toho. To je vod tý půl[ky to] začíná „to“[, a] když je to, když je to třeba-

So °I'll just turn the light off° so "past" is this half [and "to"] starts [here] from this. It's from the hal[f it] starts "to" [and] when it's, when it's, for example-

03   P: [Ano] [ano] [ano] [ano]

      [Yes] [yes] [yes] [yes]

I involved the idea described by Oxford connected to the new roles of teachers (10). I built my observations and use of the strategy on her idea that "when students take more responsibility, the more learning occurs" (11). I introduced her ideas in Section 2.4. The main idea here was that the pupil became a teacher for a moment and explained to me the rules for expressing time in English. He struggled with choosing the right phrases, but he could still make it clear he had understood the topic. In his turn, turn 02, there was not any hesitation or extra thinking time, signalling he was sure about what he was saying. He took more responsibility and the learning was successful.

The method of Task-Based Language Teaching was engaged during this session one more time. Data sample 1403042018, sub-code C:

05   T: „What's the <u>ti</u>me?" Hmmm, „What's the time?" (0.75) Koukni na hodiny.

      „What's the time? Tell me," pověz mi.

      "What's the time?" Hmmm. "What's the time?" (0.75) Look at the clock.

      "What's the time? Tell me," tell me.

06   P: Ehhhh

      Ehhhh

07   T: °„It's-"°

      °"It's-"°

08   P: Ehhhh, „it's half fiv- ne, half six"

      Ehhh, "it's half fiv- no, half six"

09 T: Ee, „half“

    Ee, "half"

10 P: Jo, „half past“

    Yep, "half past"

11 T: (1.0) A co? [Čeho]

    (1.0) And what? [What]

12 P: [Ehhh] °„four“°

    [Ehhh] °"four"°

13 T: <u>Ee</u>, po?

    Ee, past?

14 P: (1.0) Jo, „three.“

    (1.0) Yep, "three."

15 T: „Half past three. Hmmm, thank you“

    "Half past three. Hmmm, thank you"

I showed my pupil that the theory he had learnt before can be used in everyday life. It is expressed in turn 05 by the command "Look at the clock." At first, the boy struggled because he had not expected my question. His doubting is expressed by the frequent occurrence of hesitation sounds – turns 06, 08 and 12. I had to push him to the required answer, but it was understandable. It was at the very end of our session and the boy was tired, maybe he was looking forward to me leaving. Despite this, he managed to answer correctly.

4.5.2   Unsuccessful strategies.

To show strategies that did not work, I chose two data samples. On the first sample I would like to demonstrate that even though the used method of Total Physical Response in most of the cases appeared as a beneficial one, it need not be always like this. In the second case, I would like to focus more on Task-Based Language Teaching method that was ineffective at that point.

The first excerpt comes from session number 5, data sample 530012018, sub-code 5. The aim of the session was to learn the vocabulary of body parts. In the piece of data, we discussed two English words – head and hand.

For my pupil, they sounded similar. Because of the similarities in their form and pronunciation, they were difficult for him to learn:

19   P: (3.0) „Head"

(3.0) "Head"

20   T: „Head" (.) a jak byla ruka? Ta dolní? To bylo podobně, že jo?

"Head" (.) and how was the hand? The lower part? It was similar, wasn't it?

21   P: (4.0) „Head"

(4.0) "Head"

22   T: Máme „head" a tady máme- ((ukazování nejprve na hlavu a pak na ruku))

We've got "head" and here we have- ((pointing at the head and then at the

hand))

23   P: (3.5) Hm, nevim-

(3.5) Hm, I don't know-

24   T: „Hand"

"Hand"

25   P: „Hand"

"Hand"

For learning body parts I found it very useful to use the method of Total Physical Response. The boy was supposed to point at the body parts, touch them or move them. For example, when we spoke about ears, he touched them. When we spoke about eyes, he pointed at his eyes etc. I did the same for him to see that. In this case, the method failed. In turn 19 his response for my previous question was the English translation for the head. I caught my wrist and asked him about the word for the lower part of the arm. My clue for him was that the form is similar to "head". After a long gap that took 4

seconds, I got an answer that repeated the word "head". I tried the method with movement one more time, asking him the same question. After more than 3 seconds he answered he did not know – turn 23. In the next turn, I told him the right version because I wanted the session to progress and not get stuck on a single vocabulary item. I would not say that the method itself was wrong at this moment. This discussion took place at the end of our session, so the boy was extremely tired and his ability to concentrate was weakened more than usual.

In the following excerpt there is the method of Task-Based Language Teaching that is based on the practical use of language. This piece of data comes from the session number 12, data sample 1220032018, sub-code A. The aim of the session was to revise vocabulary for school subjects:

14 P: Ehhh „History", to je „History" je jako jako [něco dějepis]

Ehhh "History" it's something like [history]

15 T: [Dějepis nějakej] [ano]

[History it is] [yep]

16 P: [Potom] je „Chemistry-" to je chemika ((nezná předmět v praxi, nepamatuje si název))

[Then] there's "Chemistry-" and that's "chemika" ((he doesn't know the subject practically, he doesn't remember its name))

As the 11-year-old pupil he did not know Chemistry, it was still an abstract language unit for him. We can see this in his translation of the word in turn 16, where he used "chemika" instead of "chemie". This failure was not probably caused by the disorder but could be attributed to his lack of experience and knowledge.

4.6   Motivation and self-reflection

While teaching my ADHD pupil, I observed that motivation constituted a very important aspect of the entire learning process. As a natural consequence of the pupil´s motivation, changes in his learning behaviour started to occur. Instances of some of these, in my view, significant moments are commented on below.

The first sign of motivation I found in the data sample 429212018C that I mentioned in chapter 4.3. I chose a different part of conversation about vocabulary of family members:

18 P: „Mother!" Jooo [„mother!"]

"Mother!" Oh, I see, ["mother!"]

19 T: [Joo? Jo?] A věděl bys, jak se to na[píše?]

[OK? OK?] And do you know its written [form]?

20 P: [Ne] M (2.0) A

[No] M (2.0) A

In this excerpt, we discussed the spelling of the word mother. In turn 18, the pupil realised he knew the word. In turn 19 I asked him about the spelling unexpectedly. The answer to my question whether he knew the written form was, in turn, 20, negative, but the pupil continued and started spelling the word. He managed to overcome his initial resentment or fear to answer the question. He made the effort to think on his feet, to consider his answer (indicated by the two-second long pause) and not to give up with the occurrence of a first hesitation. In other words, his learning behaviour here was very much that of a co-operative and pro-active language learner.

Sometimes motivation became a driving force for the effortless active participation in the teaching-learning process. For example, in data sample 605022018, sub-code A, there occurred an impulse for choosing a topic for the session:

04 T   Ták. (6)Ták! °hh Tak se na to vrhnem. Máte nějaký úkol, nebo [budem] jenom

opakovat?

Exactly. (6) Exactly! So, let´s get started. Do you have any homework, or

are we just [going to] revise?

05 P   [Mmmm.] ((znamenající ne)) Můžem si asi udělat první ty slovíčka.

[Mmmm.] ((meaning „no")) We can probably do the vocabulary first.

06 T   Hmmm, chceš začít angličtinou teda?

Hmmm, do you wanna start with English, or?

07　P　Jo, začnem asi těma slovíčkama, abychom pak měli víc času na tu češtinu. °hh

Yep, maybe let's start with the vocabulary, so we would have more time for

Czech then. °hh

The pupil decided on his own to start the session with a revision of the English vocabulary connected with the topic of body parts. This topic was not new for him because he had already learnt some of these vocabulary items during our previous session. I would say he was motivated to succeed, self-driven to work on the task as he also wanted to complete his other homework (turn 07 in which he speaks about having more time for learning Czech; so, learning Czech was another homework). This was a positive impetus to the class.

In the same data sample, we can find a clear self-reflection on his success:

35　T　To chodidlo, ten spodek. No paráda! ((radostně)) Ještě něco jste tam měli?

The foot, the lower part. Good job! ((joyfully)) Do we have there anything

else?

36　P　Já jsem se učil jenom jeden den. Mamka to našla na stole, tak jsem se na to

vrhnul, [no, a]

I was learning only for one day. My mum had found it on my table, so I

got it done [and]

38　T　[No to jsi] šikulka, pěkně ti to jde. (3.0) No, hele a zkusíme si je napsat? Co ty

na to?

Well, what a clever boy you are! You're doing well. (3.0) Well, OK, and what

about trying to write these down. What do you think?

In turn 35 I praised the boy for being successful. This initiated his feedback in turn 36 in which I received information that it took him just one day to learn the new vocabulary. He was clearly motivated to learn, partly also thanks to his mother who helped him, which she did not do on a regular basis. She was a very busy woman and

because of her lack of time, she could not help her son with learning. Seldom she found some spare time for him, but when she did, it was very beneficial. This became especially apparent when I stopped teaching this pupil and the positive effect of his mother´s help became even more significant (see the Conclusion for an after-comment providing a more detailed description of the boy´s learning from that time).

The same session, sub-code B, provides another example of motivation for continuing learning:

01   P: Tak teď si uděláme (0.25) rychle ty slovíčka.

Let's do (0.25) the vocabulary, quickly.

02: T: Chceš ehh v rychlosti slovíčka, [jo]?

You want to run through the ehh the vocabulary quickly, [right]?

03   P: [Jo] abych se jakože jako večer. Když mě někdo vzbudí, tak musím- řekne

[anglicky slovíčka] tak mu je musím takhle [říct].

[Yep] for me to be like in the evening. When somebody wakes me up so I must

- he says [the vocab in English] so I must [say] them to him like this.

The motivation is expressed in turn 01 by the intention to revise the vocabulary and continues in turn 3 where the pupil indirectly told me that he wanted to know the vocabulary so well, then if I came to wake him up at midnight, he would be able to tell me every word we had learnt.

A notable example of self-reflection on the boy's performance is included in data sample 605022018, sub-code C:

01   T: Dneska ti to šlo.

You did well today.

02   P: (1.0) Jako každý- jako vždycky, heh

(1.0) Like every- like always, heh

03   T: No jako vždycky úplně ne, [občas to jde líp]

Well, not really, [sometimes you are even better]

04 P: [Ně́kdy jsem, někdy jsem] a ně́kdy jsem unavenej

[Sometimes I'm, sometimes I'm] and sometimes I'm tired

05 T: A někdy jseš °unavenej°. Ale dneska to bylo °v pohodě.°

And sometimes you're °tired°. But today it was °OK.°

07 P: Tak jo. Ty jseš tady! ((běží se mazlit s kočkou))

OK then. Here you are! ((running to cuddle with a cat))

The significant manifest of the self-reflection appeared in turns 02 and 04 in response to my assessment of the pupil´s today´s performance. These two comments were probably the most candid examples of him being relaxed during our class, self-reflecting on his own learning. Both in my view, interactionally very natural – joking in turn 02 and reasonably grown up – in turn 04 demonstrating understanding of when learning may take place. In turn 07 he then took the initiative to conclude our session with the "Tak jo/OK then" formulating move, after which he refocused his attention on the cat and physically terminated the learning part of our session.

4.7   Teacher-pupil relationship

In the final part of my discussion of the data, I would like to reflect on the teacher-pupil relationship as it was enacted in speech.

The first session in year 2018 began with a conversation transcribed in data sample 429012018A:

05 P: (1.0) To bych ani já si nedovolil.

(1.0) Not even I would dare that.

06 T: ((s pousmáním)) Já taky ne. Já jsem [nikdy]

((with a slight smile)) Neither would I. I would [never]

07 P: [Ale už] jsem to někdy- ale chtěl jsem to někdy vyzkoušet

[But I've] already- but I've wanted to try it

The pupil told me the story of his sister. She needed the signature of one parent for her homework. Because she forgot, she signed the homework herself at school. Her teacher realised this, and my pupil's sister was punished by her parents. The most important part here is turn 07 where the boy with a short moment of doubting expressed as self-distraction admitted that he had always wanted to try something similar. I

believe he would not tell the same story to his mother but by sharing it with me he expressed his trust. Maybe he wanted to show me that I could expect all kinds of behaviours from him. I prefer the interpretation of his trust being expressed because he had never behaved as he would like to show me how daring he was.

The pupil also expressed his trust and his interest in building our relationship during session 19, data sample 1924042018, sub-code B:

05   T: <u>No</u>? Vždyť já jsem byla ve škole a teď jsem ve svý podstatě v práci. Teď já pracuju.

<u>Wh</u>at? But I really was at school and now I am, let's say, at work. Now I am working.

06   P: (1.0) A budete dělat i něco jin- i něco jinýho?

(1.0) Are you going to do even something el- something else?

We were discussing short phrases connected with the daily routine. We got to phrases like "go to work" or "go to bed". The pupil was interested in what my real job was, what I was studying and much more. This idea is developed through the question in turn 06. The conversation continued:

11   T: Ale abych mohla učit, tak potom musím ještě dva roky studovat.

But to be able to teach, then I will have to study for two more years.

12   P: Vy chcete být ta? Učitelka?

You want to be the? Teacher?

13   T: (2.0) <u>Př</u>ekvápko! ((s úsměvem na tváři)) [Hehehe]

(2.0) <u>Su</u>rprise! ((with a slight smile on face)) [Hehehe]

14   P: [Hehehe]

[Hehehe]

Because it was at the end of our session, I decided to share something from my personal life with him. His amazement in turn 12 after getting the information that I

wanted to become a teacher made me laugh. We both started laughing and making fun of it. This moment was one of the moments that helped to build our friendship.

Showing my pupil that I am also only a human being was very beneficial. He started sharing with me more, he started to step out of his introvert behaviour, the manifests of anxiety almost disappeared and finding the suitable teaching and learning methods was easier for both of us. He knew he could tell me he did not like my way of teaching and if so, we would try to find a different strategy or approach.

4.8   Summary of observations

It has been mentioned many times that I tried to use strategies that were more or less beneficial for the learning process of my pupil. The strategies that I employed and try to discuss through the transcribed data include Total Physical Response (TPR) and Task-Based Language Teaching (TBLT), both codified pedagogical methods. Both very useful for my ADHD pupil; TPR because of involving the body language and more senses into learning (learning through activities), TBLT because of its practical use of language in everyday situations, not only for the purposes of school education.

In addition to these methods, I drew on strategies that facilitated the pedagogy of my teaching but were more methodological than psychological in their character. These were closely connected, for example, to the building of a teacher-pupil relationship and may be thus considered as interactional strategies rather than teaching methods.

All strategies employed and discussed through a number of data examples are by no means deemed to work hundred per cent for every pupil as I discussed in Section 4.5.2. It is always necessary to adapt the teaching approach to the situation and to the individual needs of the learner. On reflection, this was possibly the hardest challenge. I did not always succeed but when I did those were the most rewarding moments for my teaching efforts.

5   Conclusion

After I introduced the characteristics of ADHD, I moved to the case study itself. I described the way of collecting data and the process of transcription. I included even the struggles I had with gaining representative and authentic data of good quality. Last but not least, the situation of my pupil was described in detail together with the target that had been set up by the teachers and my pupil's mother – the improvement of the pupil's school results. I included the gradual process of building trust and finding the proper

learning method together. More than the authority I became a close friend to my pupil because he started sharing his secrets with me, those that he was afraid to tell his mother. After the mutual trust had hit this point, we could start cooperating much better.

In the analysis, I concentrated on the way the boy's disorder was manifested in his behaviour, in our communication. I described several approaches I found helpful in the whole process, including the methods called Total Physical Response and Task-Based Language Teaching. These methods did not always prove to be correct. The mental state of my pupil played a major role. When the boy returned demotivated from school, it was very difficult to convince him about his possible upcoming success. I highlighted the moments in conversation in which the self-reflection occurred. Self-reflection was useful not only for the child to realise own problem but also for me as a teacher because I received indirect feedback on my teaching style and intuition about what was the cause of his struggles. I summarised my all observations in Section 4.8.

Because I promised to come up with a short and brief guide for teachers who are desperate in teaching ADHD children, I would like to highlight the following ideas based on my observations. The behaviour of pupils can change positively if the appropriate learning environment is created.

From what I observed, it is important to always stay in contact with ADHD child to manage the shortness of the attention span. When the moment of concentration comes, take from it as much as possible. It is equally important to guide pupil's attention to the right way for successful learning. This can be achieved not only through using the right teaching methods and strategies but also through involving the principles for establishing a stable and friendly teacher-pupil relationship built on trust. All this can lead to a reduction of effects of ADHD on the process of learning and social cooperation.

Gaining self-confidence and building teacher-pupil trust is an essential first step to be established for successful cooperation. Especially in the context of private tutoring, the teacher can become a friendly authority for the ADHD pupil. It helps to reduce the stress and anxiety of the child and to improve the learning skills. This bond then could become one of the most important aspects for successful cooperation both in achieving the goals of the lesson and in creating a longer-term relationship of trust and openness.

When the obstacles for communication (anxiety, lack of trust, stress) have been overcome, teachers may try the methods suggested in this thesis in Section 2.5 – Total Physical Response and Task-Based Language Teaching. There is no need to get disappointed when these methods fail. Every ADHD child is unique and has specific needs. No one approach can succeed immediately as each individual is different, responds in different ways and different time periods.

If the strategies mentioned above seem to be not beneficial, teachers should study literature on this topic and try more methods suggested by various teachers and psychologists. It is important not to give up. It is time and resource-intensive process if pupils are to benefit and not withdraw from learning and classroom life.

Listen to your pupil. You can also obtain feedback on your teaching style and what works. The better your relationship is, the easier is for the child to share opinions on the teacher's strategies.

Every small success needs to be identified, celebrated and, also, to be evaluated over a significant period of time. There are many ups and downs on the journey, but you can get to the top of the hill.

Parents and home life have a significant part to play in helping individual learners. The reason is that they know their children best. They know the way to convince them about something. When they cooperate with the teacher, it can lead to successful results in the learning process. For example, I realised that the help of my pupil's mother was one of the most important parts on his way to improving his school results.

All of these factors, both good or bad, impact on self-confidence and personal motivation. Done well it creates a perpetual cycle of achievement and reinforcement of positive learning.

In this final part, I think it is necessary to finish the story of my pupil. Together we were able to improve his school results slightly. I expected a more remarkable, beneficial, long-term effect. I stopped teaching him after his fifth grade at the elementary school (June 2018). After this, his mother decided for a significant change – change of school. Since September 2018 the boy has been attending a different school. I met him and his mother for the last time in March 2019 and I was greatly surprised by what I heard. They told me the boy's school results improved a lot. The school he

started attending has teachers who know more about ADHD children and can help them in reducing the negative symptoms of this disorder. The classmates are also more tolerant and there is no place for bullying. It was not just the change of school that had a positive effect on my pupil. His mother changed job, so she has more time to spend with her children, especially with her son. He sounded happy when he told me this. They both told me they were really thankful for having me with so much patience because it helped the pupil a lot. He had learnt what his weak points were and how to cope with them. It was just a beginning for a better future. To the top of it I realised he misses our sessions we spent together and every time I meet him, he greets me warmly and he always has something to say to me.

I would like to give you one last but maybe the most important bit of advice. If you have been teaching an ADHD child and you struggle, do not give up. Together you can find the right way to success.

Appendices
Appendix 1: Glossary of transcription symbols
Transcription Conventions

[Separated left square brackets are used to mark the beginning of

            overlapping.

]   Separated right square brackets are used to mark the end of overlapping.

<u>Wo</u>rd   Underlined beginning of the word is used to show the rise in pitch

            or volume.

(1.0)   Numbers in parentheses indicate a noticeable pause or break between or

            within utterances measured in tenths of a second.

(.)   A dot in parentheses marks a pause or break between or within

            utterances that is shorter than 0.25 of a second; also called a

            "micropause".

?   A question mark indicates rising intonation. In my transcripts, they are

            usually in the final position of questions.

(( ))   Double parentheses were used for descriptions of non-linguistic

            information, e.g., speaker's gesture, description of tasks related actions

            and activities, pedagogy.

°hh   Letters h's with a degree sign indicate a hearable breath. The more h's,

            the longer and louder the breath is.

-           After some words or their parts, there is a hyphen. Its function is to mark

            a sudden cut-off or self-interruption.

°word°   A word, a phrase or any part of speech between two degree

            signs mean a part of speech much softer and quieter than the

            rest.

.	A full stop indicates the fall intonation.
D O G	The capitals with spaces between them are used for spelling.
/bʌs/	Where it is very important the pronunciation, slashes mark it and the pronunciation in IPA (International Phonetic Alphabet) is written in between them.
,	Comma indicates the natural pause between some parts of sentences.

Appendix 2: Informed consent

Informovaný souhlas s nahráváním dat a jejich dalším použitím za účelem vypracování bakalářské práce na Ústavu anglistiky Filozofické fakulty Jihočeské univerzity
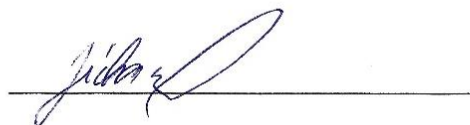
Já níže podepsaná **Klára Jíchová** souhlasím, aby můj syn byl během soukromých lekcí angličtiny nahráván a aby tato data byla dále zpracována anonymně bez užití synova jména za účelem vypracování bakalářské práce.

Informed consent for recording data and their subsequent use for the purpose of writing a BA thesis at the Department of English, Faculty of Arts, University of South Bohemia

By signing below, I, **Klára Jíchová**, agree with my son being recorded during his private English sessions and with the data processing anonymously without his name being mentioned, for the purpose of writing a BA thesis.

In Czech Budweis

1st March 2019

Session Number	Data Sample	DS Sub-code	Date of Recording (dd:mm:yy)	Footage	Aim of the Session	Key Features	Duration (mm:ss)
4	429012018		29.01.2018		Vocabulary - colours, family members		
		429012018A		00:00:00 - 00:00:29		Trust between the pupil and the teacher being expressed	0:29
		429012018B		00:00:38 - 00:03:14		The boy was tired after learning Czech. He was constantly losing attention and traits of impulsivity began to appear.	2:36
		429012018C		00:13:13 - 00:15:50		By the end of the session the pupil was self-disruptive and kept changing his thinking and focus to a different topic, he stopped thinking and switched to a different topic.	2:37
5	530012018		30.01.2018		Vocabulary - body parts		
		530012018A		00:00:00 - 00:03:00		After 30 minutes of learning Czech he refused to have a break and started revising vocabulary of body parts. When I realised he was a bit confused and could not maintain attention at the beginning of the English part of our session, I introduced a song called "Head, shoulders, knees and toes" as an interactive way of learning and as a tactic to improve concentration.	3:00
		530012018B		00:06:46 - 00:08:47		By the end of the session, the pupil was unable to concentrate or pay attention. He got lost and could not articulate his thoughts well, so we had to finish the session early.	2:01

6	605022018	05.02.2018	Vocabulary - body parts		
	605022018A		00:01:31 - 00:03:05	The boy was doing well. The topic for vocabulary was not new for him. He already remembered something from the previous session. It helped him to touch the body parts while saying their names. He himself naturally came up with this technique as a part of total physical response. He got a chance to show what he had learnt before and it lead him to behave without anxiety.	1:34
	605022018B		00:36:24 - 00:37:48	The boy himself initiated a revision of the vocabulary. It was probably because of his impulsivity. It appeared to me as a possitive aspect, because I knew he would like to be better in a foreign language. It was still neccessary to lead him and give the revision a structure. At the end, he also initiated the self reflection. It was very good. He was thinking about the success he could make and also about the days he struggled a lot.	1:24
	605022018C		00:54:08 - 00:54:26	The pupil commented on his learning and language output.	0:18

No.	Code	Date	Sub-code	Time range	Topic	Note	Duration
12	1220032018	20.03.2018	1220032018A	00:01:13 - 00:03:30	Vocabulary revision - School subj.	The beginning of the session, when the boy worked well.	2:09
14	1403042018	03.04.2018	1403042018A	00:00:00 - 00:01:40	Revision - Expressing time in English	The boy already knew the rules, but it took him some time to refresh them in his mind. He did that successfully. The picture I drew helped him a lot and it was one of the most successful strategies I used to teach him.	1:40
			1403042018B	00:06:19 - 00:07:20		I wanted the pupil to explain the rules for expressing time in English back to me. Because of his disorder he struggled with finding the words for it but he still made it obvious he had understood the topic.	1:01
			1403042018C	00:13:49 - 00:14:44		Obviously, a helpful and joyful strategy for revision. I looked at the clock on the wall and asked him to tell me the time. It was challenging for him, but he managed to do that and he probably realised he was not just learning to school, but also to use this in the the future in cooperation with other English speaking people. He was happy when I said "Thank you" to him.	0:55
19	1924042018	24.04.2018	1924042018A	00:00:00-00:02:20	Short phrases - Daily routine	Because of the impulsivity he suddenly started speaking about a different topic not connected with English. I successfully lead him to concentrate on English again.	2:20
			1924042018B	00:08:38 - 00:09:50		A good relationship between a teacher and a pupil is emphasised. It was one of the principles on which the cooperation was built.	1:12

Appendix 4: Table for the Occurrence of Phenomena

Session Number	Sub-code	Gaps	Self-disruptions
4	A	1	2
	B	8	3
	C	7	9
	Total	**16**	**14**
5	A	14	9
	B	9	16
	Total	**23**	**25**
6	A	3	3
	B	1	1
	C	7	3
	Total	**11**	**7**
12	A	7	10
	Total	**7**	**10**
14	A	6	8
	B	2	4
	C	1	2
	Total	**9**	**14**
19	A	5	16
	B	3	3
	Total	**8**	**19**
	Final Number	**74**	**89**
In Average per Session		**12,33**	**14,83**

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