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**Application of the Computer Programme 'Languages without
Barriers' in Teaching English to Dyslexic Children**

Diploma thesis

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I hereby declare that I wrote this Diploma thesis on my own based on the reference of literary sources that are mentioned in the Bibliography section.

Znojmo, 24th March 2014

Veronika Blahynková

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ABSTRACT:

This diploma thesis is focused on teaching English to dyslexic children, especially on the application of a special computer programme designed for dyslexic pupils, called *Languages without Barriers*.

The aim of the theoretical part was to give a report on who dyslexic pupils are, what textbooks and other special materials that encourage dyslexic children are available in the Czech Republic and to outline the way dyslexic pupils should be approached in English lessons.

The aim of the practical part was to look briefly into the current situation of teaching English to dyslexic children in the Czech Republic and find out whether Czech teachers have enough information on how to approach such pupils. The main aim of this part was to focus on the special computer programme *Languages without Barriers*. This diploma thesis aimed to find the optimal application of this programme. To accomplish this task a research was carried out. The programme was introduced to three lower secondary schools in Prague, where it was applied in several English lessons and later at home to help children prepare for their English lessons. The research was based on a combination of qualitative and quantitative analyses. The research shows that *Languages without Barriers* is a useful programme for dyslexic pupils as well as for their English teachers. It facilitates dyslexic children their learning English and helps English teachers to approach their dyslexic pupils.

KEY WORDS:

dyslexia, dyslexic children, Languages without Barriers (LWB), English lesson

NÁZEV: Využívání počítačového programu *Jazyky bez bariér* při výuce angličtiny žáků s dyslexií

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ANOTACE:

Tato diplomová práce se zabývá výukou angličtiny žáků s dyslexií. Zaměřuje se především na využití speciálního počítačového programu *Jazyky bez bariér* určeného pro dyslektické děti.

Cílem teoretické části bylo definovat, kdo jsou děti s dyslexií, jaké učebnice a další materiály podporující jejich výuku angličtiny jsou k dispozici v České republice a nastínit způsob, jakým by mělo být k žákům s dyslexií přistupováno v hodinách anglického jazyka.

Cílem praktické části bylo stručně definovat současný stav výuky angličtiny žáků s dyslexií v České republice a zjistit, zdali mají čeští učitelé dostatek informací o tom, jak s takovými dětmi pracovat. Hlavním cílem této části však bylo zaměřit se na počítačový program *Jazyky bez bariér* a určit jeho optimální využití. K dosažení cíle byl proveden výzkum, během něhož byl program představen na třech základních školách v Praze a v těchto školách potom aplikován v hodinách angličtiny a následně i doma při přípravě dětí na hodiny angličtiny. Průzkum byl založen na kombinaci kvalitativní a kvantitativní analýzy.

Bylo dokázáno, že *Jazyky bez bariér* jsou užitečným programem nejen pro děti s dyslexií, ale i pro jejich učitele. Program usnadňuje dětem s dyslexií proces učení se anglickému jazyku a učitelům pomáhá správně přistupovat k žákům s dyslexií v hodinách angličtiny.

KLÍČOVÁ SLOVA:

dyslexie, děti s dyslexií, Jazyky bez bariér, JBB, hodina angličtiny

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Introduction

Four years ago a lady came to one of our seminars at the Faculty of Education. Her name was Dagmar Rýdlová. She started talking about dyslexic children and how teachers have to teach English in a different way to them because they are not able to learn in the usual way. They need special attention, special materials and help. This woman was dyslexic herself. She briefly introduced a computer programme, *Languages without Barriers* (LWB), that she had developed to ease the process of learning foreign languages for such children. She came not only to introduce this programme but also to ask us for help. She needed volunteers to prepare some files for her computer programme according to various English course books so that dyslectic children could use them with this computer programme at home to prepare for individual English lessons. She gave out her cards with an email address and left. At that time I did not have any teaching experience, I did not know anything in particular about dyslexic children and their needs. I only knew about one of my aunts whose son was dyslexic and who was desperate because she did not know how to help him; and neither did his teachers. After the lesson I decided to write to this woman that I was interested in helping, and this is how our short-term cooperation started. I recorded some English vocabulary according to *Project I* (2nd edition), a textbook frequently used in Czech lower secondary schools. However, I only worked on preparing files for dyslexic children for half a year. Then I went to study and work abroad and our collaboration ended. A few years later, when I was back at university in Prague, I had my first teaching practice. At that time I encountered dyslexic children in reality for the first time. There were a few of them in each class and I had to teach them. However, I did not know how. We did not get any information at university on how to approach such children, how to help them, what exercises or methods to use with them. I was completely lost. My senior teacher at that lower secondary school told me to avoid calling on such children. Maybe this was because she saw that I did not know what to do with them but what I needed was the complete opposite. I wanted to hear from her *how* – how to help them, how she does it, what she uses to ease their way of learning English. The only thing she told me was not to force such children to note down grammar rules. They were given them written on a sheet of paper. Maybe I was not curious enough, maybe I did not show enough interest, I do not know. However, I was really disappointed at my incapability to work with such children and at the fact that I had not received any information. The following semester I enrolled in a general course about dyslexic children and children with other learning disabilities at our

university. It was very rewarding and interesting but again it did not give me any practical advice, any practical tips on how to deal with dyslexic children in reality. And then the time came for me to choose the topic of my diploma thesis. I knew that I wanted to write about something practical, about a current problem, about something I do not know much about so that it would be a thesis I would be interested in. And this is how the idea of writing about the way English should be taught to dyslexic children crossed my mind. I realized that I continually headed towards this topic and I remembered Mrs Rýdlová and the special computer programme I used to work with. I found out she was still promoting her programme *Languages without Barriers* and I decided to visit one of her lectures on this topic. The people who came to this lecture were enlightened teachers who were interested in their dyslexic children and wanted to get to know new methods of working with such pupils. Then there were desperate mothers who cared about their dyslexic children, knew they had a problem, but were not able to help them and did not even get any help from their children's teachers. And last but not least there were some dyslexic people themselves. During this lecture I realized how necessary it is for every teacher to know how to approach dyslexic children. It is of vital importance to us, teachers, to be able to give information to their parents on how to prepare for English lessons with such pupils, what their studying at home should look like. Because we are the ones who possess the skill to teach, who studied various methods at university and we are sometimes the only ones desperate parents can count on if they need help. These are the reasons why I have decided to deal with dyslexic pupils and the way English should be taught to them in my diploma thesis.

In my thesis I look into what the situation in the Czech Republic is like regarding the way English is taught to dyslexic children. I present some theoretical hypotheses; I examine the Czech Education Act, Czech curricula, and the materials and support Czech teachers have at their disposal when teaching languages to such pupils. In my practical part I focus on the computer programme *LWB* and research its implementation in schools.

Hypotheses

There are several hypotheses I would like to prove or rebut at the end of my research.

1

I think that only a few teachers pay enough attention to dyslexic children in their classes. I assume that most teachers do not know how to approach them because they lack information of that kind.

2

I also suppose that teachers do not have enough information about the materials available on the Czech market that facilitate teaching English to dyslexic children and their learning English. I think that most of them do not know *LWB*.

3

I think that *LWB* can improve the situation in Czech schools and help teachers and ease their teaching of dyslexic children. *LWB* facilitates learning English for dyslexic children, and it can also give support to parents who usually do not know how to help their dyslexic children.

Methodology

This diploma thesis consists of two main parts – a theoretical and a practical part.

The aim of the theoretical part is to give a report on who dyslexic pupils are, what the current Czech Education Act says about them and what percentage of our population is dyslexic. It also focuses on how prospective teachers are educated in this area. The thesis also spotlights English textbooks that encourage dyslexic children and other special materials and specialized literature written and developed to help such children. The core of this part is working with specialized literature, Czech laws, and other sources on the Internet, as well as fieldwork. However, as there are not many works dealing with dyslexic children and the way they should be approached in English lessons, it was necessary to rely largely on the experience of other people and on my own research methods.

The practical part starts with a brief research into the current situation in some Czech schools (especially schools in Prague¹) with respect to dyslexic children and how they are approached in English lessons. However, the main aim is to focus on the special computer programme *Languages without Barriers*, which is designed to help dyslexic children and facilitate their language learning. This diploma thesis sets the goal to find the optimal application of this programme. To accomplish this task the programme will be introduced to three schools in Prague and applied in English lessons as well as at home to help children prepare for their English lessons. The thesis wants to prove or rebut that this computer programme is of vital importance to dyslexic children, that it should be used in English lessons as well as at home for individual preparation, and that without this programme dyslexic children are not self-reliant and need much more help from their parents or various competent English users.

To carry out the first brief research into the current situation in Czech schools a questionnaire was put together and handed out in two seminars organized by Mrs Rýdlová – one in Oxford University Press for teachers of various types of schools and one at Charles University for teachers and for students of a two-year extension programme. Other samples of

1

It is not possible to establish the exact number of schools that were approached. There is only an exact number of teachers (61) who answered my questionnaire. The questionnaire was anonymous, asked about the type of school they teach in, but did not ask about the name of the school.

this questionnaire were given to senior teachers in Czech lower and upper secondary schools and grammar schools who supervise Charles University students during their teaching practice. The questionnaires were handed in during the seminars in the first two cases and during April 2013 in the third case.

To find out how best to apply *LWB*, cooperation with three lower-secondary schools was established. This was effected via the teachers in Mrs Rýdlová's seminars, who were asked to participate in the research. In the next step, the class of one of these teachers with the highest percentage of dyslexic children was chosen to be the model class for this research. Three English lessons were observed in each school during this research, with additional focus on the homework of dyslexic children. There were three model situations:

- an English lesson without *Languages without Barriers* and home preparation without *Languages without Barriers*
- an English lesson with *Languages without Barriers* and home preparation without *Languages without Barriers*
- an English lesson with/without *Languages without Barriers* and home preparation with *Languages without Barriers*

During this research, specifically during each of the English lessons, new grammar or vocabulary was introduced. Observation focused on dyslexic children in those classes, their work and their active participation in the context of the participation of the whole class. Another focal point was the teacher's work during the lessons and his/her teaching style. At the end of each lesson the whole class was given a questionnaire that tried to monitor how well the children understood the new grammar/vocabulary, how interesting the lesson was, how much they would study this new grammar at home etc. The teacher was also given a questionnaire asking how satisfied he/she was with their lesson, what they did to involve dyslexic children and facilitate their learning and what could have been done in a better way. Each pupil also received a second sheet they would use to make notes about their home preparation – how often they prepared for English lessons, how they practised English, who they learnt at home with, how long and if they liked it. These sheets were collected by their English teachers after the new grammar/vocabulary was practised enough. Then the teacher also obtained a questionnaire asking how satisfied he/she was with the whole class and with the dyslexic children and their mastering of the new grammar or vocabulary, how they practised the new grammar or vocabulary in further lessons and what the results of tests done by the dyslexic children were.

Each class was also given a questionnaire at the very beginning of the experiment asking general question about their learning style and their relationship to English language and English lessons. At the end of this research the whole class received one more questionnaire about *LWB*. The children were asked to express their opinion on this programme, say whether they thought it was useful, whether they preferred it at school or rather at home. A similar questionnaire was also given to the teachers to obtain their opinions on this computer programme and its best application.

The practical part relies on my observations, questionnaires completed by pupils and their teachers, personal interviews with the teachers, and a discussion with each of the the classes at the end of this research. The success of a child at school does not depend only on the children themselves or their teachers. Parents also play a key role. The fact whether they support their children, whether they motivate them to study at home and help them with their homework constitutes a substantial part of the whole outcome. However, this diploma thesis does not involve parents because of the limited capacity of the thesis. At the end of the research all questionnaires, notes from observations and personal interviews were interpreted and evaluated with the aim to assess the best application of this computer programme with respect to the invested effort and achieved results of both teachers and dyslexic children.

Theoretical Part

1. General information about dyslexia

1. 1. What is dyslexia?

‘Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge’ (www.interdys.org).

Dyslexia is a learning disability that affects reading, in particular speed, correctness, technique and understanding (Zelinková, 2005: 13).

Although speed is not an essential characteristic of reading, it is related to other signs. If a child cannot read words as a whole but can only distinguish and read various letters or syllables, their ability to understand will not be sufficient. Such reading is not reading but rather decoding and cannot be used to gain new information. On the other hand, an excessive speed of reading, even rashness in reading can be also a sign of dyslexia. In such case a child does not focus on the content of what they are reading but only on the decoding of the text lying in front of them. This is typical of adult dyslexic readers who can read fast and fluently but usually have to read a text more times to understand what it is about (Zelinková, 2005: 13).

Incorrectness of reading is usually noticeable in reversals of similar looking letters such as b/d/p, n/u, m/n and of those which sound alike, for example v/f, b/m and many others. Dyslexic people also tend to omit, add or anagrammatize letters or syllables in a word. They can also read into words or even guess them. Such signs are typical of all dyslexic people, no matter what their mother tongue is. However, if such signs appear it does not always have to be a symptom of dyslexia. Sometimes it is only a signal that a child lacks automation in putting phonemes and graphemes together (Zelinková, 2005: 14).

The way a person reads shows their reading maturity. If a child tends to repeat letters or syllables of a word, if they do not read fluently and make a lot of pauses, it suggests that they

have not mastered the first stages of reading such as the identification of letters and the fluent reading of letters and words (Zelinková, 2005: 14).

The ability to comprehend a text is a crucial condition when learning how to read. We need to be able to reproduce the content of texts, to work with them and sometimes even remember them. As far as dyslexic children are concerned it is better if they read more slowly, make mistakes and are not completely accurate but absorb the content of the text. It is much worse if they read very fast with no mistakes but have no idea of what the text they have just read is about (Zelinková, 2005: 14).

1. 2. What causes dyslexia?

There are many theories which try to come up with what causes dyslexia and other learning disabilities such as dysgraphia², dysorthography³, dyscalculia⁴ and dyspraxia⁵. In the past some scientists looked for the roots in brain disorders, some psychiatrists searched for them in the disturbed communication between a child and the surrounding world (Zelinková, 1994: 16). Although the research in this area has advanced dramatically over the past years, there is still no clear and universally accepted explanation of what exactly constitutes dyslexia. Basically, there are three main areas experts have been focusing on recently: neurobiological factors, cognitive processes, and educational factors (Reid, 2009: 3). Here are some research outcomes which tend to be accepted and may be the triggers for dyslexia in some cases. They usually do not appear separately but are often combined and their intensity varies in individual cases (Zelinková, 2005: 4).

Heredity

Heredity can be seen as the trigger for dyslexia in 40 to 50 percent of cases. If a parent suffers from dyslexia, their child is likely to have similar problems. This tendency is slightly

-
- 2 writing disability
 - 3 spelling disability
 - 4 arithmetic disability
 - 5 disability of movement skills

higher in boys. However, there is no one gene responsible for causing dyslexia. It is the interplay of a number of genes that participate in the ability to read, for example the global perception of words, phonemic awareness, and short-term memory. The positive fact about dyslexia as a kind of inheritance is that a dyslexic parent can be of better help to their children because they had to or even still have to struggle with similar problems in their everyday lives (Zelinková, 2005: 4, 5).

Brain structure and operations

It cannot be said that the brain of a dyslexic person works worse or better – it works in a different way. A research was carried out on dyslexic people from different countries and all of them featured lower activity of the left hemisphere in the temporal area when dealing with tasks focused on reading. They also featured this lower activity when exposed to tasks based on rhyming and short-term memory. As far as this cause of dyslexia is concerned, some scientists are concerned with the question whether the deficit of brain structure and operations in dyslexic people is not a precondition for the exceptional skills and abilities that some dyslexic people display. This is the reason why many experts also prefer to say that the brain of a dyslexic person is different, but not defective. The divergence can originate in pregnancy, during childbirth, or in early childhood (Zelinková, 2005: 5).

Eye movement and visual perception

Psychologists and neuropsychologists have come up with the fact that dyslexic people feature different eye movements and visual perception. They do not speak of a visual handicap, but rather an inaccuracy of visual differentiation, perception of details, and distinguishing of shapes (Zelinková, 2005: 5, 6).

Auditory perception

The inaccuracy of auditory perception means in this case a lowered ability or inability to distinguish individual phonemes in a word, to put phonemes together to make words, or to recognize the different phoneme in minimal pairs (Zelinková, 2005: 6).

Speech

The newest definitions of dyslexia feature the deficit of speech as the main cause of this problem. The first sign is the late speech development when children start saying their first words at the age of two and first sentences at the age of three (Zelinková, 2005: 6).

Cognitive processes

Dyslexic people display short-term memory and automation disorder and also problems with concentration (Zelinková, 2005: 6).

Educational causes

A teacher who does not respect the development stages of children and neglects methodology in teaching reading can contribute to difficulties similar to dyslexia, dysgraphia or dysorthography. They cannot really cause dyslexia as such but the problems they constitute are serious and a great deal of attention has to be paid to them (Zelinková, 2005: 6).

1. 3. How widespread is dyslexia?

Recent studies show that about 15 to 20 percent of the population nationwide have some of the symptoms of dyslexia, however the exact numbers are not known. The symptoms include slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. However, not every one of those people would qualify for special education.

Dyslexia can occur in people of all backgrounds and intellectual levels. Dyslexic people may be very intelligent, some of them are even gifted in areas such as art, computer science, design, drama, electronics, maths, mechanics, music, physics, sales, and sports (www.interdys.org).

1. 4. How is dyslexia treated?

Dyslexia cannot disappear, it is a lifelong condition. If proper help is provided, many people with dyslexia can learn to read and write well. However, early identification and treatment is of crucial importance and helps such people achieve better results at school and in life in general. Most dyslexic foreign language learners need a multisensory, structured language approach. They need to be taught systematically, using explicit methods which involve several senses such as hearing, seeing, touching at the same time. Many individuals with dyslexia need one-on-one help, which enables them to move forward at their own pace.

Dyslexic students also often need a great deal of structured practise, drill and immediate, corrective feedback.

Schools can also help in many ways to facilitate the conditions for dyslexic students when learning languages. They can provide such pupils with extra time to complete tasks, help with taking notes, and enable them to work assignments that are modified appropriately. Teachers can also use alternative means of assessment for dyslexic children. Dyslexic students can benefit from listening to books and using special computer programmes designed to help them with text reading and word processing (www.dystefl.eu).

2. Current system of teaching dyslexic children English in the Czech Republic

2. 1. Czech Education Act

The Czech Education Act 561/2004 Coll. describes the way dyslexic children should be approached at schools in Section 16, Education of Children, Pupils, and Students with Special Educational Needs. Such children are characterized as disabled people or people disadvantaged by their health condition or social position. Dyslexic people belong to the group of disabled people who are defined in article 2 in more detail: ‘For the purpose of this Act, disability shall mean mental, physical, visual, or auditory disability, language deficiency concurrent with other deficiencies, autism, and developmental deficiencies in learning or behaviour’ (Act No. 561/2004 Coll.). Article 6 further says that the content, form and methods used in the education of such children, pupils, and students should correspond to their educational needs and possibilities. They are entitled to work in conditions enabling such education and to make use of advisory assistance. In terms of evaluation the Education Act says that the nature of their disability and disadvantage must be taken into account when evaluating such children. They are further entitled to use special textbooks and other didactical and compensatory teaching aids provided by the school. Special classes, departments, or study groups might also be established for such pupils, and these would utilize adapted educational programmes. The last article of this section states that head teachers have the option to establish the post of a teacher’s assistant for classes and study groups with children with special education needs. The final words of this section note that children with special educational needs should be provided with official certification: ‘In the case of disabled children, pupils, and students, or children, pupils, and students disadvantaged in terms of health conditions the opinion of the school advisory facility shall be required’ (Act No. 561/2004 Coll.).

Act 563/2004 Coll. on Pedagogical Staff describes the qualifications that teachers working with students with special educational needs should have. However, it only specifies this for teachers who teach in classes or schools established for children with special educational needs. Those teachers should either complete an accredited master’s study programme in the field of pedagogical sciences focused on special educational needs; or should gain this qualification through education programmes for teachers of the second level of basic school under sub-section 1, and for higher education by completing an accredited bachelor’s study programme in the field of pedagogical sciences focused on special educational needs, or by

completing a programme of life-long learning organised by a higher education institution and focused on special educational needs. This Act does not mention teachers who work with children, pupils, and students with special educational needs in integrated classes.

2. 2. Dyslexia in the Czech curriculum

The *Rámcový vzdělávací program* (Framework Educational Programme, or RVP for short), the Czech national curriculum, mentions learners with specific educational needs, including dyslexia. According to this document teachers should pay attention to the individual needs of the pupils, to the current state of their knowledge, and provide them with effective support. However, no particular steps or methods on how to achieve better results in such children are given in the document.

Each school then has to design their own school education programme based on the Framework Educational Programme which should include more specific ways of working with such pupils.

2. 3. Teachers' training and education related to dyslexia

'Foreign language teachers often lack sufficient understanding of the nature of dyslexia and the difficulties it causes in foreign language learning and are not familiar with the relevant teaching techniques and methods to further the language learning processes of dyslexic students. Therefore the preparation of teacher training materials for this target group of language learners is both timely and highly needed' (www.dystefl.eu).

This statement is valid not only for Czech foreign language teachers but also for many others. It comes from the website Dyslexia for Teachers of English as a Foreign Language. The website accompanies a project supported by the European Commission, which started in 2012 and finished in August 2013. It aimed 'to develop a training course and self-study materials for pre- and in-service teachers of English as a foreign language in order to raise their awareness of the foreign language learning needs of dyslexic students' (www.dystefl.eu).

At first a needs analysis was carried out by 375 participants in six partner countries (Austria, the Czech Republic, Germany, Hungary, Poland, and the UK), which revealed that 'the opportunities for training dealing with dyslexia in foreign language learning provided on either a pre-service or in-service level are rather scarce and do not correspond with the current educational trends. [...] [A m]ajority of the respondents think that their pre-service and in-

service teacher training did not equip them with the necessary information about dyslexia and did not teach them what a suitable approach in teaching dyslexic students should look like. Most of the respondents showed low levels of confidence, knowledge and experience when identifying, teaching and assessing dyslexic individuals' (www.dystefl.eu).

The materials created during this project are available on the website www.dystefl.eu.

2. 4. Sources, materials, and aids for dyslexic children available in the Czech Republic

There are some institutions in the Czech Republic which care for dyslexic people, try to offer them useful information and provide them with special courses, materials, and aids that can facilitate their lives. However, they are not many and not every teacher knows about them. Furthermore, the information one can get is rather general, it does not focus on specific areas and there are not many materials and aids which would only focus on helping dyslexic children learn foreign languages.

In 1999 the Czech Society 'Dyslexia' came into existence. It mainly focuses on lectures and seminars on dyslexia, which present practical aids and materials for dyslexic learners and their teachers. It focuses not only on the learners and their teachers, but also on the parents. The society also offers foreign experts' opinions on learning styles in pupils with dyslexia (Kucharská 2000: 140–142). The findings and activities provided by this institution can be found on www.czechdyslexia.cz. Anyone can become a member of this institution.

There are also several 'dys-centres' in the Czech Republic. They offer many courses that help to treat dyslexia and other specific education problems. They involve club, educational and consulting activities. They cooperate with the Ministry of Education and provide the public with specialist literature and useful aids for dyslexic people. They meet regularly during their Dys-Centre Association Sessions (Kucharská 2000: 142–149).

Furthermore, there are some materials and aids that facilitate the lives of dyslexic people. One of them is a special compensatory computer programme called EasyTutor, which helps all people who struggle with reading. It facilitates the understanding of written texts by applying multisensory perception of the written text. The text is synchronically converted into acoustic form so that one can read and hear the text at the same time. The currently read text is also highlighted with colours (www.ceskaskola.cz).

Those were examples of organizations and aids that offer some kind of help to all dyslexic people in general. There are also some specific materials on the Czech market which focus on

the learning of foreign languages by dyslexic children and on the teaching of languages to them.

There are some books and games that were designed to ease English or German learning in those pupils. Here is a list of them:

- Loto s němčinou (Helena Prokopová)
- Angličtina v kostce (Pygmalion)
- Anglický nápadníček (Dana Hurtová et al.)
- Nebojte se angličtiny (Zdeňka Kastlová)
- Cizí jazyky a specifické poruchy učení (Olga Zelinková)

Some teacher's books, however not many, also provide the teachers with a page aimed at dyslexic learners and give practical advice on how to approach such learners in English lessons. Examples of such textbooks are *English Plus* and *Maturita Solutions* by the Oxford University Press.

Another way of facilitating learning English and even other foreign languages in dyslexic people is a special computer programme *Languages without Barriers* which this diploma thesis introduces in detail. The next chapter is fully devoted to the programme, its history, conception, accessibility, and all the functions it offers.

3. The special computer programme Languages without Barriers (LWB)

3. 1. History

The programme *Languages without Barriers* exists thanks to Dagmar Rýdlová – a studied economist who decided to quit her job of programmer and analyst and devote her life to children with dyslexia. She is also a dyslexic and had to struggle with languages when she was a child and then again when her dyslexic children had to learn languages at school. She could not bear to look at her desperate children and wanted to change the way they would learn languages. Her father used to work in a research institute and from her early childhood she was surrounded by people who kept inventing new things so the idea of inventing something that would help young learners with English just popped in to her mind. In 1991 she started inventing special teaching materials and organizing seminars for teachers to offer them alternative ways of teaching English to dyslexic children and others who struggled with it. Her useful tips (visual aids for teaching English vocabulary and grammar) can now be found on her website www.jazyky-bez-barrier.cz. The more time she spent with dyslexic children, the more she realized that the children needed more than just a few tips on how to facilitate their English lessons. She wanted to create something learners could use at home and use systematically. And this is how the idea of a special computer programme for foreign language learners appeared.

3. 2. Conception

The conception of English textbooks aimed at pupils in lower secondary schools may not be always suitable for dyslexic children. A dyslexic child has to study new grammar via words he/she already knows and vice versa, such a child has to study new vocabulary via already acquired grammar. However, this is not how English textbooks work. They present new grammar together with new vocabulary. A pupil gets all the information at once and he/she is lost. *LWB* follows a different conception based on drill exercises. The programme makes it possible to present grammar and vocabulary separately and tries to facilitate the learning of languages to dyslexic children.

When presenting new grammar, a child always gets the grammatical rule explained at the beginning and this is followed by various sentences in which the new grammatical rule is applied. They are usually similar, e.g. only the person changes or just a word is different so that the learner has a chance to focus on the rule and is not disturbed by miscellaneous

aspects. All the sentences are provided with a visual aid – suitable pictures or photographs that help the learner understand the sentence. There is also a Czech translation of the sentences, which does not have to be there (the user can remove it if he/she understands without it), but it is included because many pupils only memorize and apply some rules without knowing what they mean. *LWB* tries to prevent such situations. The third component, which is also of vital importance for dyslexic children, is the soundtrack – each sentence is recorded with the correct pronunciation and learners can play it several times to remember and practise the correct pronunciation. To summarize, each English sentence presented in this programme is provided with a visual and acoustic aid and a Czech translation.

Learning new vocabulary is based on the same concept. Each new word is accompanied with a suitable picture or photograph, a soundtrack, and a Czech translation.

3. 3. Accessibility

In the past, everyone who wanted to use this programme needed a licence. This was how the programme operated even a few months ago. Since September 2013 the programme has been upgraded and it now works easily online without any licence, requiring only a registration, which is for free. However, the former programme that I worked with during my research in Prague schools required a licence. When this programme appeared on the market the licence cost approximately 500 CZK for anyone who wanted to use this programme at home. For schools the price was approximately 2,000 CZK, however it entitled the school to use this programme on all computers in that schools and also on their pupils' computers in their houses. Although the price was not very high there were not many schools that wanted to invest in it. After a few years of persuading schools that this would be good investment Mrs Rýdlová gave up and decided to offer the programme for free. She was tired of everyone making excuses why they would not buy the programme. After that, the learners downloaded the programme on their computers and could use it for free for 30 days, after which it was necessary to write an email to Mrs Rýdlová for a free licence. After that the programme was ready to be used.

Nowadays (March 2014), after the upgrade of this programme the situation is slightly different. There are several ways of using *LWB*. One can still follow the old procedure and download this programme to their computer; however, it is not necessary because now everyone can use it for free on the Internet. It is accessible on www.jazyky-bez-barier.cz. One just has to click on Online Programme, fill in a registration form, and start using it by

choosing a file he/she wants to work with. There is also an application for mobile phones and tablets, which is easily downloadable from the main webpage of the programme.

On the whole, anyone can use the programme nowadays; there are no obstructions or fees to be paid.

3. 4. Programme description

The *LWB* programme has three components: an editor, a browser, and an online library.

Editor

The editor enables the user to create various files that can help learners with English. It is intended for teachers and other competent English users who are able and willing to help anyone who has difficulties with English learning. Whoever wants to create a useful file has to write everything in English, then in Czech, record everything in English and Czech, and find and upload a good picture or photograph to accompany each word, phrase or sentence. The files can be structured into units and exercises. All this is done in the editor. Via the editor it is also possible to transform the soundtracks into MP3 format, which can easily be listened to on mobile phones.

Browser

The browser is for everyone who wants to use this programme and learn or teach English with it. It enables to browse through the created files, which are stored in the online library. The browser has further functions. It offers various interactive ways of learning English. One can set if he/she wants to see and hear the English or Czech version. The soundtrack can be also repeated several times which can also be adjusted according to individual needs. There are also four icons on the right, which offer specific functions. There is a mouse, an elephant's foot, a hand with a pen, and a hand with a marker.

The mouse is connected with the basic function of this programme and it is called 'Explore'. One can see and hear the words, phrases, or sentences and see the pictures. At this stage one can remove the English or Czech version when learning the new vocabulary or grammar and one can also decide how many times the Czech and English option should be repeated or if he/she can do without it.

The elephant's foot function is called 'Scrap and Build' and it makes it possible to remove the words of individual sentences by leaving only lines that correspond to the removed words in a phrase/sentence. By clicking on the lines the missing words reappear. It is a good way to

practise new grammar. It helps the learners divide the sentences and phrases into smaller units by showing the learner how many parts they need to put the phrase or sentence together.

The hand with a pen's function is called 'Scrap and Write' and it makes it possible to remove individual letters from a word, phrase, or sentence by leaving a dot behind for each letter. The whole word disappears by clicking on Esc. One can also scrap the word by clicking on individual letters. The learners then try to type the words. Each letter that is completed and is correct is rewarded by a special sound effect. Each mistyped letter prevents the learner from going further. Lost learners can ask for help. By touching the following dot with the cursor the correct letter is shown.

The last function, portrayed as a hand with a marker, encourages visual perception and is called 'Colour'. Learners can use various colours to highlight any letters or whole words that could cause them trouble, e.g. they can highlight doubled letters and so become more aware of this phenomenon, or when learning present continuous forms they can highlight the final 'ing' ending. This visual aid should help them remember such peculiarities.

When learning and practising new grammar or vocabulary one can also decide whether he/she wants to follow the order that the author of the file created or whether he/she wants to practise everything jumbled. It is also possible to set an automatic shift to the next word, phrase, or sentence in each file.

Apart from those functions that modify the content of each file and offer various ways of learning English and practising new grammar or vocabulary there are also other icons, which represent further functions of this programme. There is an icon of a file, which enables the user to open new *LWB* documents. There is an icon of a printer, which starts the process of printing. The icon of Adobe Reader transfers the *LWB* document into a PDF document. And the last icon of a hand with a pen and a bubble opens the editor.

Online Library

There are many *LWB* documents that have been created since the programme appeared. All of them are stored in an online library accessible via www.jazyky-bez-barier.cz for the older version. The online version offers the option to enter the editor, browser, or online library before starting to work with *LWB*.

In the older library one can choose the files according to their category (adapted materials, methodological inspiration, and files of interest), language⁶, type of school, or author. It is

also possible to go to an expanded search option, which enables the user to look for documents according to textbook titles or their focus on grammar, vocabulary, or a particular topic. The programme can also search for documents recorded in a studio or by a native speaker.

The upgraded version offers all *LWB* documents according to their titles at the very beginning in the library. It then allows the user to retrieve individual documents according to their category, language, type of school, author, and textbook.

Practical Part

4. A brief research into the current situation of teaching English to dyslexic children in Czech schools

This part of the diploma thesis presents the results of the quantitative and qualitative research that was carried out. The results of the quantitative research are shown in statistics and tables and the results of the qualitative research are described in words.

In the hypothesis it was assumed that the situation in Czech schools with regard to dyslexic children and how they are approached would not be satisfying. To prove or rebut it, a brief research into this area was carried out among teachers of several Czech schools. The research addressed 70 teachers of Czech schools and received 61 answers. The selected teachers⁷ were given a questionnaire with open and closed questions that focused on their teaching strategies and the methods they used with dyslexic children. The concise results of the questionnaire are shown in Table 1 below.

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Selected teachers = teachers who attended two different seminars by Mrs Rýdlová, teachers who were studying a two-year extension programme at the Faculty of Education at Charles University, supervising teachers of Charles University students, who were responsible for the students during their teaching practice.

Table 1

QUESTIONNAIRE 1: Brief Research into Current Situation of Teaching English to Dyslexic Children			
T E A C H E R	My sex	<i>Female</i>	90 %
		<i>Male</i>	10 %
	My age	<i>20 – 29 years</i>	38 %
		<i>30 – 39 years</i>	25 %
		<i>40 - 49 years</i>	23 %
		<i>50 – 59 years</i>	14 %
	My teaching practice	<i>0 – 4 years</i>	48 %
		<i>5 – 10 years</i>	25 %
		<i>11 – 20 years</i>	25 %
		<i>21 – 30 years</i>	2 %
	School⁸ I teach in	<i>Primary school</i>	48 %
		<i>Lower secondary school</i>	59 %
		<i>Apprenticeship</i>	2 %
<i>Upper secondary school</i>		11 %	
<i>Grammar school</i>		5 %	
<i>Other types</i>		16 %	
DYSLEXIC PUPILS	Dyslexic children	<i>are not in my classes</i>	15 %
		<i>are in my classes</i>	74 %
		<i>might be in my classes, however I am not aware of them</i>	11 %
Work with dyslexic children	<i>I work with dyslexic children</i>	46 %	
	<i>I do not work with dyslexic children</i>	54 %	
LWB	Languages without Barriers	<i>I know this programme and I use it</i>	7 %
		<i>I know this programme but I do not use it</i>	33 %
		<i>I do not know this programme</i>	60 %

The most important information is that 46% of those teachers try to work with dyslexic children in their schools and 74% of those teachers admit that they have dyslexic children in their classes. Of the rest, 11% do not know whether there are any and 15% claim that there are no dyslexic children in their classes. The teachers who try to work with such pupils have various methods and strategies, which they briefly noted down.

In some schools children are divided into groups according to their level of knowledge in English. One group in each year is always formed by children with special educational needs. In such schools teachers then have plenty of time to focus fully on dyslexic children and to help them. They provide their pupils with more time to accomplish all the tasks in individual lessons. They revise more often than in other classes. They do not force their pupils to read aloud if they do not feel like it. They shorten texts that have to be written. They work with experts on dyslexic children and discuss their needs with them. They respect specific mistakes such pupils often make. They try to integrate all senses in their lessons; they focus especially on sight, hearing, movement, and sense of touch. They involve dramatization and project

⁸ Some teachers have had practice with more than just one type of school so the sum does not equal 100

education, use flashcards, computers, and interactive boards with special programmes that are designed to help dyslexic pupils. As for the results of such specialized education in those schools the teachers agree that the success does not depend only on them and their teaching methods and abilities. An essential part comprises the motivation and willingness of the dyslexic child to work and prepare at home for the next lesson, and also the willingness of their parents to participate in preparing their children for English lessons at school. If all those components work well, children have a great chance to fit in a group of children without any special educational needs. The teachers with this focused approach, which was also encouraged by their schools, made up 7%.

In some schools teachers use similar ways of teaching but they do not work with all dyslexic children in a year together so they do not have the opportunity to devote so much time to working with them. They at least try to focus on such pupils more often to make sure that they are involved and keep up. However, as some teachers confess there is almost no time to devote for extra work with dyslexic pupils in big groups. These teachers made up 31%. Of those teachers who responded positively to my question whether they work with dyslexic children or not, 8% think that they work with them but they only do the very minimum they are obliged to do. They do not force dyslexic pupils to write that much and take into consideration the specific mistakes such pupils make. It is not satisfactory but there is at least some level of adjustment to the pupils individual needs.

Those were the 46% of the respondents who try to work with dyslexic children in their lessons. Some of them are more successful, some of them less, but the most important fact is that they know about this group of pupils, take them into consideration, and try to facilitate their learning conditions. It is worth noting that the teachers who most actively work with dyslexic children and who filled in their questionnaires in the most complete and elaborate way, including many useful tips for teaching dyslexic children, were those teachers who attended Mrs Rýdlová's seminar in Oxford University Press. These teachers made the effort to look up the seminar and spent their free time listening to more useful tips on how to work with such pupils. This is probably a group of enlightened teachers who keep working to improve themselves and who realize how much dyslexic children have to struggle when they face lessons where no one respects them.

However, more than a half of my respondents (54%) do not work with dyslexic pupils at all. The reasons were similar: 10% do not have time to prepare any additional materials for dyslexic children, 11% do not have time to work with dyslexic children in their lessons, 18% of those teachers do not know how to work with dyslexic children, 9% stated other reasons,

e.g. that there is no dyslexic child in their classes. Out of those teachers who have not worked with dyslexic children so far, 66% would like to work with them but mostly do not know how to, and 34% do not want to work with dyslexic children at all.

As far as *LWB* is concerned, 60% of the teachers do not know this programme, 33% do know it but do not use it actively, and only 7% use it in their schools and recommend it to their pupils. The teachers who know the programme but do not use it claim that they have not had the opportunity or time to use it so far. Some of them openly say that they have been lazy to start using it. One teacher does not like this programme because it is quite strongly based on the grammar-translational method of teaching a foreign language.

The outcome of this brief research is that more than a half of my randomly chosen teacher-respondents do not work with dyslexic children. Although this is not a representative sample, personal observation suggests that the situation might be similar in the whole Czech Republic. In fact, the situation might quite possibly be much worse seeing as the biggest group of respondents were the teachers attending Mrs Rýdlová's seminars, who did so voluntarily in their free time. Nevertheless, this brief preliminary research supported the original hypothesis and showed that further analysis of and devotion to the subject would be desirable.

5. Examples of various applications of *LWB* in Czech lower-secondary schools

Three Prague schools participated in my experiment and agreed on experiencing the three model situations outlined in Methodology. This part of the diploma thesis introduces the schools, teachers, and classes that took part in the experiment. It then presents the outcomes of research into the three model situations in three schools. Triangulation was used in all cases. The children's opinions are summarized based on the questionnaires they were required to fill in, the teacher's opinions on the particular model situation are presented based on two questionnaires and an interview carried out after each English lesson; this is supplemented by the author's feedback from her observation of the lessons. The chapter is concluded with a summary of the final opinions on *LWB* of both pupils and teachers. The research took place from 26 March to 14 June 2013.

5. 1. The profiles of teachers, schools, and classes participating in the project

The research was projected for three lower-secondary schools in Prague. The plan was to ask the teachers attending Mrs Rýdlová's seminar in Oxford University Press on 6 February 2013 for their help and cooperation. It was hoped that at least three teachers would be willing to participate in the project. As an incentive, the teachers were offered hands-on training on how to operate *LWB*, the author's help whenever they would require it, and the creation of one *LWB* document according to their needs. However, after speaking to the teachers present at Mrs Rýdlová's seminar only one teacher from ZŠ Londynská (Prague 2) agreed to take part in the research. Mrs Rýdlová then recommended one teacher from ZŠ Hanspaulka (Prague 6), who she had been working with for a long time. She was approached for cooperation, to which she agreed. The third teacher was the author's senior teacher, who supervised her during her teaching practice at a lower-secondary school. This third teacher is from ZŠ Norbertov (Prague 6). In order to facilitate orientation in the research, the teacher from ZŠ Hanspaulka is designated Teacher 1 and her school is referred to as School 1. The teacher from ZŠ Londynská is Teacher 2 and the school she teaches in is School 2. The teacher from ZŠ Norbertov is referred to as Teacher 3 and the school appears in this part of the diploma thesis as School 3. For further information on the schools see the Appendix herein. A meeting was arranged with each of the three teachers, where they were introduced to the computer programme in detail, had its functions explained, and were given an overview of how to operate it. This part was left out with Teacher 1 because she was already an experienced user of the programme. The aim of this diploma thesis was also discussed with each of the three

teachers, and three new pieces of grammar or vocabulary were chosen, which would be presented according to the three model situations introduced in Methodology. A rough schedule for the observation of their English lessons was discussed, this was later adjusted according to the specific situation. The author's task was to prepare *LWB* documents for the teacher's second English lesson, in which *LWB* would be used, and then for the third lesson, in which the programme would not have to be used directly at school but definitely would be required for the pupils' preparation at home.

Teacher 1

Teacher 1 recommended observing and working with Year 6 (ages 11 to 12). Their textbook is *Project 2* (2nd edition). The teacher has been teaching the class since September 2012, so it is a relatively new class for her. She is still getting used to the children and vice versa they are getting used to her and her teaching style. The teacher was quite desperate when she started teaching this group. The children were weak and had fatal imperfections, e.g. almost no one in that class could say the correct forms of the verb 'to be'. However, she has been working hard with the class and their results have improved, which is reflected in their marks, their work during individual English lessons, and their homework.

There are two dyslexic children in this class. To avoid using their real names, they will be called Peter and Paul. Paul works with a teacher assistant once a week and is encouraged by his parents to prepare for school regularly and work hard. His parents try to help him as much as they can and they also actively cooperate with the teacher, who recommended *LWB* to them. They have the programme at home and the teacher thinks that Paul works with it. Peter is a weak pupil who does not prepare so much for English lessons, the reason why he was given a 4 ('sufficient') in English at the end of the first term at school, however, his results have been improving. Cooperation with his parents is not ideal and he does not have *LWB* at home, even though the teacher recommended this programme to his parents.

With the teacher it was decided to focus on three grammatical aspects in the three model lessons:

- ✓ *going to*
- ✓ *present continuous tense*
- ✓ *comparatives and superlatives*

The author's task was to prepare two *LWB* documents – one for present continuous and one for comparatives and superlatives.

Teacher 2

Teacher 2 is the only participant of the study who decided to take part in the project after being approached at Mrs Rýdlová's seminar. She recommended working with Year 8 (ages 13 to 14), where she teaches a class full of dyslexic children and children with other educational problems. It was decided that the research would work with the whole group with observations of the class as a whole, without any focus on selected individual pupils. At School 2 they usually have three language groups per year and one of them is always made up of pupils with specific learning difficulties. This is against the integration policy promoted by the country's education system, however the it allows the teacher to fully focus on the pupils, he/she can adjust the pace of education and also omit subject matters he/she does not consider of vital importance to these children. The children also tend to be more tired and so the teacher makes use of various physical exercises in her lessons simply to energize the class. Every Wednesday they read an English book (a simplified version) because they have English at 12:45 p.m., and as the teacher says they are so tired that they cannot do anything else. Reading a book is the only activity that helps them not to lose concentration. They look forward to their Wednesdays' lessons and enjoy them. This class works with *Project 3* (3rd edition). With Teacher 2 two grammatical phenomena and some new vocabulary was chosen for the three model lessons:

- ✓ *past simple versus past continuous*
- ✓ *used to*
- ✓ *vocabulary: clothes*

The author's task was to prepare one *LWB* document to practise the phrase 'used to'. An *LWB* document for vocabulary about clothes is stored in the online library. It was recorded by a native speaker with the financial support of the Tereza Maxová Foundation.

Teacher 3

Teacher 3 first encountered *LWB* a few years ago and she was quite sceptical of the programme. She does not use it in her lessons, nor does she recommend it to her pupils. When this project was started she did not find the programme useful and did not think it could be of any help to dyslexic children.

The teacher recommended working with Year 8 (ages 13 to 14). They work with *Project 3* (2nd edition). There are three dyslexic children in this class. However, there are big differences

between them. Two of the dyslexic children, Anna and Jacob⁹, work almost as children without any special educational needs, but there is one boy, let us call him Luke, who has big troubles with English and languages in general. His family situation at home is not very good, his parents are divorced and he is brought up by his grandmother. His grandmother is also the one who usually prepares with him for school.

With Teacher 3 two grammatical phenomena and one set of new vocabulary was chosen to be dealt with in the three model lessons:

- ✓ *past continuous*
- ✓ *past simple versus past continuous*
- ✓ *vocabulary: Unit 4C*

The author's task was to prepare one *LWB* document that would show the difference between past simple and past continuous. The *LWB* document for vocabulary is stored in the online library. It was recorded by a mother of a dyslexic child who wanted to help her son with English. By sharing it in the online library she also helped other children in the Czech Republic.

5. 2. Attitudes to English learning in the classes that participated in the research (based on a questionnaire)

During the first visit to the schools the teachers were asked to give their pupils questionnaires focused on the pupils' attitude towards English, their learning habits. and their awareness of *LWB*. The teachers then handed out the questionnaires and the pupils had to complete them within a few minutes at the beginning of one of their English lessons¹⁰. The tables below show the results. They are organized according to the schools.

9

Again, the names of the dyslexic children were changed in order to protect their real identity.

10

Only the children who were present on that day completed the questionnaire, not the whole class. Requiring a response from 100 percent of the pupils would have been too exacting on the teachers.

Table 2

SCHOOL 1			
QUESTIONNAIRE 2: General questionnaire¹¹			
17 pupils, out of them 2 dyslexic		Number of pupils who gave this answer ¹²	Number of dyslexic children who gave this answer
I like English	<i>a lot</i>	2	0
	<i>a little</i>	12	2
	<i>I do not like it</i>	3	0
I look forward to English lessons	<i>a lot</i>	3	0
	<i>a little</i>	12	1
	<i>I do not look forward to it</i>	2	1
I put my hand up in English lessons	<i>a lot</i>	5	1
	<i>a little</i>	11	1
	<i>I do not put my hand up</i>	1	0
I feel ashamed in English lessons	<i>a lot</i>	0	0
	<i>a little</i>	7	1
	<i>I don't feel ashamed</i>	9	1
I am afraid in English lessons	<i>a lot</i>	0	0
	<i>a little</i>	2	2
	<i>I am not afraid</i>	15	0
I pay attention in English lessons	<i>a lot</i>	8	1
	<i>a little</i>	8	1
	<i>I do not pay attention</i>	1	0
I understand the subject matters we deal with in English lessons	<i>a lot</i>	7	0
	<i>a little</i>	9	2
	<i>I do not understand</i>	1	0
English is difficult for me	<i>a lot</i>	3	2
	<i>a little</i>	7	0
	<i>English is not difficult</i>	7	0
I learn English at home	<i>a lot</i>	4	1
	<i>a little</i>	11	1
	<i>I do not learn it at home</i>	2	0
I like preparing for English lessons at home	<i>a lot</i>	1	0
	<i>a little</i>	12	0
	<i>I do not like it</i>	4	2
I prepare for English lessons at home	<i>every day</i>	0	0
	<i>almost every day</i>	5	2
	<i>sometimes</i>	7	0
	<i>only when there is a test</i>	4	0
	<i>never</i>	1	0
I usually learn with..	<i>no one</i>	13	2
	<i>with a friend</i>	0	0
	<i>with my parent(s)</i>	3	0
	<i>with my tutor</i>	0	0
	<i>I never learn</i>	1	0
I know LWB	<i>a lot</i>	4	1
	<i>a little</i>	10	1
	<i>I do not know it</i>	3	0
I have LWB in my computer	<i>yes</i>	3	2
	<i>no</i>	14	0
I use LWB	<i>a lot</i>	0	0
	<i>a little</i>	2	2
	<i>I do not use it</i>	1	0
I like LWB	<i>a lot</i>	2	2
	<i>a little</i>	1	0
	<i>I do not like it</i>	0	0
LWB helps me	<i>a lot</i>	1	1
	<i>a little</i>	2	1
	<i>It does not help me</i>	0	0

¹¹ All respondents were pupils of 6. A aged between 11 and 13. All pupils except for two (one of them was dyslexic) started learning English in the third grade. The two pupils started in the fifth grade.

¹² Including dyslexic children

Table 3

SCHOOL 2		
QUESTIONNAIRE 2: General questionnaire¹³		
8 pupils, out of them 8 dyslexic		Number of pupils who gave this answer¹⁴
I like English	a lot	4
	a little	4
	I do not like it	0
I look forward to English lessons	a lot	3
	a little	4
	I do not look forward to it	1
I put my hand up in English lessons	a lot	2
	a little	2
	I do not put my hand up	4
I feel ashamed in English lessons	a lot	0
	a little	2
	I do not feel ashamed	6
I am afraid in English lessons	a lot	0
	a little	2
	I am not afraid	6
I pay attention in English lessons	a lot	4
	a little	3
	I do not pay attention	1
I understand the subject matters we deal with in English lessons	a lot	4
	a little	4
	I do not understand	0
English is difficult for me	a lot	2
	a little	2
	English is not difficult	4
I learn English at home	a lot	2
	a little	5
	I do not learn it at home	1
I like preparing for English lessons at home	a lot	1
	a little	5
	I do not like it	2
I prepare for English lessons at home	every day	0
	almost every day	0
	sometimes	6
	only when there is a test	1
	never	1
I usually learn with..	no one	7
	with a friend	1
	with my parent(s)	0
	with my tutor	0
	I never learn	0
I know LWB	a lot	0
	a little	5
	I do not know it	3
I have LWB in my computer	yes	0
	no	8

¹³ All respondents were pupils of 8. A aged between 13 and 15. All pupils started learning English in the third grade.

¹⁴ Including dyslexic children

Table 4

SCHOOL 3			
QUESTIONNAIRE 2: General questionnaire¹⁵			
10 pupils, out of them 3 dyslexic		Number of pupils who gave this answer ¹⁶	Number of dyslexic children who gave this answer
I like English	<i>a lot</i>	4	0
	<i>a little</i>	6	3
	<i>I do not like it</i>	0	0
I look forward to English lessons	<i>a lot</i>	1	0
	<i>a little</i>	8	2
	<i>I do not look forward to it</i>	1	1
I put my hand up in English lessons	<i>a lot</i>	3	0
	<i>a little</i>	6	2
	<i>I don't put my hand up</i>	1	1
I feel ashamed in English lessons	<i>a lot</i>	1	0
	<i>a little</i>	2	2
	<i>I do not feel ashamed</i>	7	1
I am afraid in English lessons	<i>a lot</i>	1	1
	<i>a little</i>	2	0
	<i>I am not afraid</i>	7	2
I pay attention in English lessons	<i>a lot</i>	8	2
	<i>a little</i>	2	1
	<i>I do not pay attention</i>	0	0
I understand the subject matters we deal with in English lessons	<i>a lot</i>	6	0
	<i>a little</i>	3	2
	<i>I do not understand</i>	1	1
English is difficult for me	<i>a lot</i>	1	1
	<i>a little</i>	7	1
	<i>English is not difficult</i>	2	1
I learn English at home	<i>a lot</i>	2	1
	<i>a little</i>	7	2
	<i>I do not learn it at home</i>	1	0
I like preparing for English lessons at home	<i>a lot</i>	0	0
	<i>a little</i>	8	1
	<i>I do not like it</i>	2	2
I prepare for English lessons at home	<i>every day</i>	0	0
	<i>almost every day</i>	4	1
	<i>sometimes</i>	4	2
	<i>only when there is a test</i>	2	0
	<i>never</i>	0	0
I usually learn with..	<i>no one</i>	9	2
	<i>with a friend</i>	0	0
	<i>with my parent(s)</i>	1	1
	<i>with my tutor</i>	0	0
	<i>I never learn</i>	0	0
I know LWB	<i>a lot</i>	0	0
	<i>a little</i>	3	1
	<i>I do not know it</i>	7	2
I have LWB in my computer	<i>yes</i>	0	0
	<i>no</i>	10	3

¹⁵ All respondents were pupils of 8. A aged between 13 and 15. All pupils except for two (one was dyslexic) started learning English in the third grade. The two pupils started in the fifth grade.

¹⁶ Including dyslexic children

5. 3. Model situation 1: A comparison of English lessons without LWB and homework without LWB

5. 3. 1. School 1

School:	ZŠ Hanspaulka, Year 6
Number of pupils:	15 (8 girls, 7 boys)
Lesson aim:	Pupils can understand and use 'going to'
Date:	26 March 2013

Lead-in:

- Pupils guess the word 'food', which the teacher writes in jumbled order on the board.
- The teacher elicits the phrase 'I like' and 'I don't like' and wants each pupil to make a sentence about what they like and do not like.

Presentation:

- The teacher tells the pupils to imagine they were in a restaurant. They are supposed to come up with ideas about what phrase to use to order a meal.
- The pupils listen to a conversation among family members in a restaurant who order various meals. They are supposed to catch the phrase the people use. The class listens to the recording twice.
- The teacher elicits the phrase 'going to', translates it into Czech, writes it on the board and elicits the correct forms of the verb 'to be' and the corresponding pronouns.
- The teacher summarizes everything on the board in a well-arranged diagram by using various shapes. The teacher gives examples of sentences with the phrase.



- The teacher elicits the negative forms of the verb 'to be' to show the pupils how to make negative sentences with this phrase.

Practice:

- The pupils do an exercise in their workbooks on their own. The teacher goes round the class, making sure that everyone understands, helping when necessary. The teacher checks the exercise by chanting it in chorus.

- The pupils make a sentence with ‘going to’ and say what they would order in a restaurant.

Results of the questionnaire

Table 5

QUESTIONNAIRE 3: Children’s evaluation of English lesson on 26 March 2013			
		Number of pupils who gave this answer ¹⁷	Number of dyslexic children who gave this answer
<i>I liked today’s English lesson</i>	<i>a lot</i>	9	1
	<i>a little</i>	6	1
	<i>I did not like it</i>	0	0
<i>I paid attention in today’s English lesson</i>	<i>a lot</i>	8	2
	<i>a little</i>	7	0
	<i>I did not pay attention</i>	0	0
<i>In today’s English lesson I felt</i>	<i>good</i>	15	2
	<i>not so good</i>	0	0
	<i>bad</i>	0	0
<i>In today’s English I did well</i>	<i>a lot</i>	5	0
	<i>a little</i>	9	2
	<i>I did not do well</i>	1	0
<i>I understand today’s subject matter</i>	<i>a lot</i>	12	0
	<i>a little</i>	2	2
	<i>I do not understand it</i>	1	0
<i>I am going to prepare at home for the next English lesson</i>	<i>a lot</i>	6	2
	<i>a little</i>	7	0
	<i>I am not going to prepare at home</i>	2	0
<i>Choose the correct sentence</i>	<i>I am going to have an apple.</i>	15	2
	<i>I going to have an apple.</i>	0	0
	<i>I going have an apple.</i>	0	0
<i>Complete the sentences:</i> <ul style="list-style-type: none"> • <i>I ____ going to play football.</i> • <i>You ____ going to play football.</i> • <i>He ____ going to play football.</i> 	<i>0 mistakes</i> ¹⁸	14	2
	<i>1 mistake</i>	0	0
	<i>2 mistakes</i>	1	0
	<i>3 mistakes</i>	0	0
<i>Translate:</i> <i>I’m going to do my homework.</i>	<i>correct translation</i>	12	2
	<i>incorrect translation</i>	0	0

Evaluation of the questionnaire with regard to the author’s observation

According to Peter’s and Paul’s answers they both liked the lesson; however, Paul, who also worked with the teacher assistant, enjoyed it more. They both think they were fully concentrated, but I do not agree with that. I followed their work, and whereas Paul really paid attention to everything happening in the lesson, Peter was sometimes restless and a bit disruptive. I would say he paid attention a little, not a lot. They both felt good in the lesson,

¹⁷ Including dyslexic pupils.

¹⁸ Three children including Paul wrote an apostrophe next to the full form which I did not count as a mistake.

and so did the rest of the class. The atmosphere was really great. It seemed that everyone was enjoying the lesson and working with the teacher. Both dyslexic children also think that they did well a little in the English lesson, which I do not agree with. I think they did well a lot. It was a new piece of grammar and it is normal for pupils to make mistakes. However, at the end of the lesson both of them were able to produce correct sentences. Both of them were also planning to prepare a lot for the next English lesson. The last three questions and tasks in the questionnaire, which tested them on the use of the phrase ‘going to’, were all answered correctly. I think that they did a great job as well as their teacher.

Teacher 1’s evaluation of the lesson

Teacher 1 felt good after the lesson because she managed to do with the class what she had wanted to do. It worked out exactly according to her plan. She liked the lesson also because the pupils cooperated and communicated very well. Her aim was to teach the phrase ‘going to’ to the class and she wanted everyone in the class to be able to produce a sentence with ‘going to’ at the end of the lesson, which she succeeded in. She did not think that there was anything in the lesson that went wrong. She thought that the whole class worked well, and she especially praised her dyslexic students, who responded very well and in her opinion understood the subject matter. She wanted to devote two more lessons to this topic, which she planned to practise with the help of exercises in their books. She planned to test the grammar both in writing (children would have to complete gapped sentences) and orally. To help her dyslexic children understand the new grammar she used graphic symbols on the board.

The author’s opinion on the whole lesson

I fully agree with Teacher 1. I think that the atmosphere in the classroom was great. Most of the children paid attention for the whole time and everybody was able to make a sentence with ‘going to’ at the end of the lesson. Teacher 1 motivated her children and explained the new grammar through context. She elicited how to form sentences with ‘going to’, which she also perfectly noted down on the blackboard. The whole lesson was interconnected, starting with her pupils telling her what food they liked, and ending with them telling her what they were going to have to eat in a restaurant. I think that this was an excellent lesson in which dyslexic children were taken into consideration.

Evaluation of the children’s homework based on their record sheets

Each child received a sheet called ‘My home preparation for English lessons’, which they were supposed to fill in whenever they would do anything to practise English at home. Out of

15 sheets of paper, 9 were returned, including one from Peter. The children filled in the sheet of paper for one week. Table 6 below summarizes the results.

Table 6

QUESTIONNAIRE 12: Evaluation of children's homework after the first English lesson on 26 March 2013			
		<i>Number of pupils who gave this answer¹⁹</i>	<i>Number of dyslexic children who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	5	0
	<i>max. 120 min</i>	1	1
	<i>max. 180 min</i>	2	0
	<i>max. 240 min</i>	1	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	1	0
	<i>max. 4 days</i>	5	0
	<i>max. 6 days</i>	3	1
Who did you usually prepare for English lessons with?	<i>my parents</i>	2	1
	<i>my tutor</i>	1	0
	<i>no one</i>	6	0
Did you enjoy the homework?	<i>mostly yes</i>	4	0
	<i>mostly no</i>	4	1
	<i>yes and no equally</i>	1	0

According to this table, Peter, the only dyslexic child who handed in the sheet of paper with home preparation, spent exactly 90 minutes preparing for English lessons throughout the week. He prepared for English lessons 6 days a week (15 min on Tuesday, 20 min on Wednesday, 30 min on Thursday, 10 min on Friday, 5 min on Saturday, 10 min on Sunday). He learned either with his father or his mother four times a week. He studied alone twice. Out of the four preparations with his parents, he liked one of them, and he enjoyed one of the preparations he did on his own. Both preparations he liked were those that lasted only 10 minutes.

It follows that Peter spent quite a lot of time preparing for English in one week; however, he did not like it very much and was happy only when his homework did not last more than 10 minutes.

Teacher 1's evaluation of her pupils' mastering this grammar

In the teacher's opinion the class mastered and understood the new grammar, and so did the dyslexic children. The opinion stemmed from her observations in the class. The dyslexic children were able to react in her lessons and use 'going to' in sentences. The teacher devoted altogether four lessons to this topic. She practised it orally and in writing, using their

¹⁹ Including dyslexic children

textbooks, workbooks, and her own materials on this subject matter. The teacher tested the class orally and in writing and the average mark in her class was a two ('commendable'). The dyslexic children usually obtained a two or a three ('good'), which she considers to be a good result.

5. 3. 2. School 2

School:	ZŠ Londýnská, Year 8
Number of pupils:	12 (3 girls, 9 boys)
Lesson aim:	Pupils can understand the difference between past simple and past continuous
Date:	5 April 2013

Lead-in:

- The pupils are asked to give a summary of an article about Iceman they read in their last lesson.

Presentation:

- The teacher draws a timeline on the board, writes the sentence '*When I was looking for him, he came home.*' on the board and marks it on the timeline.
- The teacher translates the sentence and elicits that the two tenses used in this sentence describe two past activities. She tells the class that they are called Past Simple and Past Continuous.
- The teacher calls on one pupil to match the tenses with the correct clauses on the board.
- The teacher explains the use of the tenses.

Practice

- The pupils do an exercise in their books. Their task is to complete two sentences taken from the article about Iceman with the correct tense (Past Simple or Past Continuous).
- The pupils open their exercise books, make a timeline, and mark the sentences from the book on the timeline.
- The teacher 'acts out' the sentences for the class to make them understand them better. The teacher uses various objects in the classroom and creates sentences with them using the two tenses to make the subject matter more familiar.

- The pupils read the last paragraph from *The Iceman*, they note down all the subjects and verbs in this paragraph and write which tense the verbs are.
- The teacher sets two exercises in the workbook as homework.

At the end of the lesson each pupil was given a questionnaire to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in the lesson. Table 7 below summarizes the results.

Results of the questionnaire

Table 7

QUESTIONNAIRE 4: Children's evaluation of English lesson on 5 April 2013		Number of pupils who gave this answer²⁰
I liked today's English lesson	a lot	3
	a little	7
	I did not like it	2
I paid attention in today's English lesson	a lot	5
	a little	5
	I did not pay attention	2
In today's English lesson I felt	good	9
	not so good	3
	bad	0
In today's English I did well	a lot	5
	a little	6
	I did not do well	1
I understand today's subject matter	a lot	8
	a little	4
	I do not understand it	0
I am going to prepare at home for the next English lesson	a lot	2
	a little	4
	I am not going to prepare at home	6
Choose the correct sentence	They walking along the path, when they saw something on ice.	4
	They were walking along the path, when they saw something on ice.	8
	They walked along the path, when they saw something on ice.	0
Complete the sentences: <ul style="list-style-type: none"> • I ____ wearing warm clothes. • You ____ wearing warm clothes.. • He ____ wearing warm clothes. 	0 mistakes²¹	3
	1 mistake	6
	2 mistakes	1
	3 mistakes	2
Translate: While he was lying there, it started to snow.	correct translation	9
	incorrect translation	3

²⁰ The whole class has educational problems so there is no special space for answers given by dyslexic children in this table.

²¹ One of the dyslexic children wrote 'where' instead of 'were' which I did not count a mistake.

Evaluation of the questionnaire with regard to the author's observation

According to the questionnaire most of the class liked the lesson; however there were two pupils who did not like it at all. Five pupils out of twelve stated they paid attention, five only a little and two not at all. In my opinion, almost the whole class paid very little attention to what was happening. The majority of the class felt good in the lesson, there was no one who felt bad. I must agree with this because the teacher was really very tolerant and put up easily with the disarray in the class, which might have been too much for another teacher. Approximately half of the class stated that they did well in the lesson, and more than half claimed they understood the subject matter very well. I am not sure about this. According to my observation of the pupils' performances there were only a few pupils, maybe only one, who really seemed to understand the grammar. The majority also were not going to prepare a lot for the following lesson. The last three questions in the questionnaire tested the pupils' understanding of the new subject matter. None of them were answered correctly by the whole class. The most difficult task for them was to complete the correct past forms of the verb 'to be', the least difficult was to choose the correct translation of an English sentence in which the two tenses, past simple and past continuous, were combined. However, I am quite sure that the pupils would not be able to translate it if no options were given. The class is really very weak.

Teacher 2's evaluation of the lesson

Teacher 2 had mixed feelings at the end of this lesson. This subject matter was actually a revision of what they had learnt in the previous school year. However, the pupils had troubles when dealing with this grammar even at that time and now she had to deepen their knowledge. She said she liked teaching the lesson. Everything went according to her plan. However, she never has a plan she can fully observe. She has to respond to her pupils' needs and the atmosphere in the classroom. The lesson aim was to revise and deepen the understanding of the past simple and past continuous tense and she thought she succeeded in achieving this goal. In her opinion she was able to attract the pupils' attention for quite a long time and some of the pupils recalled the difference between those two tenses. On the other hand, she thought she was not successful in addressing all pupils in the class. She prepared the lesson earlier that day and it took her ten minutes. In her opinion the class reacted quite well. She would devote two more lessons to the subject matter, practising it on exercises in the textbook, workbook, and on the interactive board. She would test the class orally and also by observing the pupils' progress. The teacher stated she helped her dyslexic children

understand the subject matter by using the blackboard and drawing the timeline and other graphical symbols and by making the pupils associate the new subject matter with their own experience.

The author's opinion on the whole lesson

The lesson by this teacher was very different from all the lessons I had seen. The atmosphere in this lesson was very free and relaxed. The pupils were very spontaneous and did not usually put their hand up when they wanted to say something. Whenever they had the need to say something they simply said it and did not wait for the teacher to call them out. They also discussed various things in pairs and made many comments during the lessons that were mostly not related to the topic. Some of them fidgeted all the time. However, as this is a class full of pupils who have diagnosed learning and behavioural difficulties, such symptoms were tolerated by the teacher and she was able to cope with them without any problems. She seemed to consider such behaviour as normal, which I did not. It would be too much for me. The teacher also used very simple English during the lessons to give her pupils basic orders, such as 'Open your books' etc. but she mostly led her lesson in Czech. The class would not be able to understand. The pupils in her class had big problems with pronunciation, too. There were not many pupils who paid attention and who really understood the grammar. However, it was not the teacher's fault. She did her best; she was sometimes like an actress in front of the blackboard trying to bring the subject matter as close as possible. The grammar is also quite difficult for any pupil of that age to understand and in such a weak class the outcome that one pupil fully understood the grammar and one half of the class probably recalled it was not bad.

Evaluation of the children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. Out of 12 sheets of paper, 8 were returned. The children filled in the sheet of paper for one week. Table 8 below summarizes the results.

Table 8

QUESTIONNAIRE 12: Evaluation of children's homework after the first English lesson on 5 April 2013		
		<i>Number of pupils who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	7
	<i>max. 120 min</i>	1
	<i>max. 180 min</i>	0
	<i>max. 240 min</i>	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	7
	<i>max. 4 days</i>	1
	<i>max. 6 days</i>	0
Who did you usually prepare for English lessons with?	<i>my parent(s)</i>	1
	<i>my tutor</i>	2
	<i>my friend(s)</i>	1
	<i>no one</i>	4
Did you enjoy the homework?	<i>mostly yes</i>	7
	<i>mostly no</i>	1
	<i>yes and no equally</i>	0

According to this table seven out of eight children spent at most two days preparing for English lessons at home. In fact, in all cases the children spent exactly only one day practising English at home. Most of them studied English for a maximum of thirty minutes. There was one exception. One child opened his English textbook three times during the week. He noted down that he did his homework twice and listened to something in English once. This fact means that the rest did not do their homework. Only two more children wrote down that they did their homework, only once however, meaning they did not do the second one that must have been given to them. The other children just read something or listened to something in English. However, what exactly it was they read or listened to no one put down.

Teacher 2's evaluation of her pupils' mastering this grammar

In the teacher's opinion the class did not understand the grammar. She thought they were not motivated enough to learn it again. They knew they had dealt with it in the previous year and that it was very difficult for them, they remembered it and gave it up. The teacher devoted three more lessons to this subject matter, practising it in their textbooks, workbooks, and by having the pupils make their own sentences. She tested the class in writing. However, the children do not get marks in this school. They are classified verbally, so there was no average mark. In the teacher's opinion the class understood the grammar in context, however, no one was able to produce their own sentences.

5. 3. 3. School 3

School:	ZŠ Norbertov, Year 8
Number of pupils:	11 (5 girls, 6 boys)
Lesson aim:	Pupils can understand and use the past continuous tense.
Date:	5 April 2013

Lead-in

- The teacher checks homework with the class and revises two future forms: ‘will’ and ‘going to’.
- The teacher tells the class they are going to deal with a different time now.

Presentation

- The teacher draws a timeline on the board, marking the past, present, and future on it. She also marks ‘now’ on the board and says the sentence ‘Honza sedí a dělá úkoly.’ (Meaning ‘Honza is sitting and doing his homework.’)
- The teacher asks the pupils to translate the sentence.
- The teacher tells the class in Czech that before writing his homework, he was playing tennis at 4 p.m. The pupils give ideas on how to translate the sentence. The teacher finally elicits ‘Honza was playing tennis at 4:00.’
- The teacher writes the sentence on the board and introduces the past continuous tense.
- The teacher wants the pupils to change the subject and use various pronouns and elicits all the forms of the past continuous tense.
- The teacher elicits the negative forms of the tense.
- The teacher elicits how to make questions with the tense.
- The pupils open their exercise books and note down how to make the tense. They write three example sentences: one affirmative, one negative, and one question.

Practice

- The teacher says Czech sentences and the pupils translate them into English.
- The pupils open their books and translate English sentences in past continuous tense into Czech.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 9 below summarizes the results.

Results of the questionnaire

Table 9

QUESTIONNAIRE 5: Children's evaluation of English lesson on 11 April 2013			
		Number of pupils who gave this answer ²²	Number of dyslexic children who gave this answer
I liked today's English lesson	a lot	4	0
	a little	7	3
	I did not like it	0	0
I paid attention in today's English lesson	a lot	8	2
	a little	3	1
	I did not pay attention	0	0
In today's English lesson I felt	good	10	2
	not so good	1	1
	bad	0	0
In today's English I did well	a lot	3	0
	a little	8	3
	I did not do well	0	0
I understand today's subject matter	a lot	10	2
	a little	1	1
	I do not understand it	0	0
I am going to prepare at home for the next English lesson	a lot	4	2
	a little	6	1
	I am not going to prepare at home	1	0
Choose the correct sentence	Tina wasn't do anything.	0	0
	Tina wasn't doing anything.	8	1
	Tina weren't doing anything.	3	2
Complete the sentences: • I ____ dreaming. • You ____ dreaming. • He ____ dreaming.	0 mistakes	6	1
	1 mistake	4	2
	2 mistakes	0	0
	3 mistakes	1	0
Translate: What were you doing at 12 o'clock on Sunday?	correct translation	8	2
	incorrect translation	3	1

Evaluation of the questionnaire with regard to the author's observation

The three dyslexic children who attended this class liked it a little as well as the majority of the class. They all thought they did well only a little. However, there were big differences among the pupils' performances. Whereas Anna and Jacob worked like children without any learning difficulties, were able to understand and respond to the teacher's questions normally,

²² Including dyslexic children

Luke always had troubles understanding and doing what the teacher wanted him to do. Anna and Jacob were very active; especially Anna was excellent in that lesson. Luke is normally a very weak pupil and has to struggle a lot to succeed at least a little in English. He was rather quiet in the lesson. He was sitting at the very front desk. He seemed a bit afraid. He stated he understood the subject matter only a little and was going to prepare a lot for the next English lesson. At least one of the dyslexic children always made a mistake when completing the last three tasks, which tested their mastering of the new grammar.

Teacher 3's evaluation of the lesson

Teacher 3 felt very well after the lesson because her pupils understood the subject matter. She also liked teaching the lesson. Everything went exactly according to her lesson plan, which she had prepared the day before. It took her twenty minutes. In her opinion the pupils achieved the lesson aim and could understand and use the past continuous tense. She did not think there was anything she did exceptionally well or badly. In her opinion the dyslexic children reacted better than usually, she praised Anna for her performance. The teacher would devote the next lessons in the following week and a half to the same topic. She was planning to test the new grammar in writing. To encourage the dyslexic children in her class she used a timeline and the blackboard to demonstrate the past continuous tense graphically.

The author's opinion on the whole lesson

All the dyslexic children in this class always sit at the first desks, which really helps them and enables the teacher to help them when necessary. During the lesson the teacher relied mostly on the grammar-translational method and used it as the only way of practising the new grammar with the class, which I do not think was the best way to practise it in the first stage. Luke, the weakest dyslexic child, was not able to produce his own sentence, nor was he able to translate one from English into Czech. He was only able to modify a sentence one of his classmates said. However, he was able to contribute to the discussion about the use of the tense and he was sometimes right. He might have guessed it, but that is difficult to prove. I think the teacher could have used colours and circle the necessary ending 'ing' and the verb 'to be' on the board to make the class aware of the fact that those two components are of vital importance. All in all, she could have used more illustrative examples to present the tense and found miscellaneous ways of practising the grammar. She also could have used some visual aids to help the class understand the tense. However, I appreciate that all the dyslexic children really paid attention and the class as a whole was very quiet. They were actually the quietest out of the three classes I had seen.

Evaluation of the children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. Out of 11 sheets of paper, 9 were returned, including 1 from a dyslexic child. The children filled in the sheet of paper for one week. Table 10 below summarizes the results.

Table 10

QUESTIONNAIRE 12: Evaluation of children's homework after the first English lesson on 11 April 2013			
		<i>Number of pupils who gave this answer²³</i>	<i>Number of dyslexic pupils who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	8	1
	<i>max. 120 min</i>	1	0
	<i>max. 180 min</i>	0	0
	<i>max. 240 min</i>	0	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	3	1
	<i>max. 4 days</i>	6	0
	<i>max. 6 days</i>	0	0
Who did you usually prepare for English lessons with?	<i>my parent(s)</i>	1	1
	<i>my tutor</i>	0	0
	<i>my friend(s)</i>	0	0
	<i>no one</i>	8	0
Did you enjoy the homework?	<i>mostly yes</i>	4	0
	<i>mostly no</i>	5	1
	<i>yes and no equally</i>	0	0

According to this table most children who handed in the record sheets, including the one dyslexic child, spent a maximum of 60 minutes preparing for English lessons at home. They usually divided the time in to two to four days. They mostly studied on their own and did not like it. The dyslexic child prepared for English lessons by doing his homework, learning something aloud.

Teacher 3's evaluation of her pupils' mastering this grammar

In the teacher's opinion the class understood the subject matter, and so did the dyslexic children because they participated in the English lessons and were able to use the tense. She practised the tense by using the grammar-translation method, saying Czech sentences that the pupils had to translate. She did not test the grammar, so she could not share the pupils' marks with me.

²³ Including dyslexic children

5. 4. Model situation 2: A comparison of English lessons with LWB and homework without LWB

5. 4. 1. School 1

School and class:	ZŠ Hanspaulka, Year 6
Number of pupils:	16 (9 girls, 7 boys)
Lesson aim:	Pupils can use the present continuous tense in sentences.
Date:	23 April 2013

Lead-in

- The teacher checks homework with the pupils.
- The teacher tells the pupils that they are going to revise the present continuous tense.
- The teacher wants the pupils to open their books at page 8 and find examples of the tense.
- The teacher elicits that to make this tense one needs the verb ‘to be’ and the ending ‘ing’.

Presentation

- The teacher opens the *LWB* document with the present continuous tense on the interactive board and shows the pupils all the affirmative sentences.
- The teacher removes the English part in the programme and the pupils try to translate the sentences in chorus.
- The teacher uses the ‘Scrap and Write’ function in the programme and calls on various pupils to write the sentences on the interactive board.
- The teacher uses the ‘Colour’ function in the programme, elicits that one cannot forget the ‘ing’ ending plus the verb ‘to be’ and highlights it on the board.
- The teacher presents the negative sentences in the present continuous tense.
- The teacher removes the English part and the pupils make the sentences on their own, sometimes in chorus, sometimes individually.
- The teacher elicits how to make questions.

Practice

- The teacher asks the question ‘What are you doing now?’, and the pupils answer.
- The teacher shows pictures with various activities to the class and asks the question ‘What are you doing now?’, the pupils have to write their answers and use the verbs presented in the pictures, the teacher then checks the answers.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 11 below summarizes the results.

Results of the questionnaire

Table 11

QUESTIONNAIRE 6: Children's evaluation of English lesson on 23 April 2013			
		Number of pupils who gave this answer ²⁴	Number of dyslexic children who gave this answer
<i>I liked today's English lesson</i>	<i>a lot</i>	4	1
	<i>a little</i>	8	1
	<i>I did not like it</i>	4	0
<i>I paid attention in today's English lesson</i>	<i>a lot</i>	6	0
	<i>a little</i>	7	1
	<i>I did not pay attention</i>	3	1
<i>In today's English lesson I felt</i>	<i>good</i>	14	1
	<i>not so good</i>	2	1
	<i>bad</i>	0	0
<i>In today's English I did well</i>	<i>a lot</i>	5	0
	<i>a little</i>	8	1
	<i>I did not do well</i>	3	1
<i>I understand today's subject matter</i>	<i>a lot</i>	7	1
	<i>a little</i>	9	1
	<i>I do not understand it</i>	0	0
<i>I am going to prepare at home for the next English lesson</i>	<i>a lot</i>	1	1
	<i>a little</i>	12	1
	<i>I am not going to prepare at home</i>	3	0
<i>Choose the correct sentence</i>	<i>I am learn English.</i>	1	1
	<i>I learning English.</i>	2	0
	<i>I am learning English.</i>	13	1
<i>Complete the sentences:</i> <ul style="list-style-type: none"> • <i>I _____ watching TV now.</i> • <i>You _____ watching TV now.</i> • <i>He _____ watching TV now.</i> 	<i>0 mistakes</i>	15	2
	<i>1 mistake</i>	0	0
	<i>2 mistakes</i>	1	0
	<i>3 mistakes</i>	0	0
<i>Translate:</i> <i>I'm playing with my dog.</i>	<i>correct translation</i>	16	2
	<i>incorrect translation</i>	0	0

Evaluation of the questionnaire with regard to the author's observation

According to the questionnaire Peter enjoyed the lesson with *LWB*, Paul liked it a little. He did not work with his teacher assistant on that day but still was able to listen and perform quite well during the first part of the lesson. However, he started being disruptive and at the end received a five ('insufficient') for not being able to answer the teacher's question about, what tense they were practising on that day. He stated then that he did not do very well. He understood the subject matter a little and was going to prepare a lot for the next English lesson. However, he did all the tasks that tested the pupil's mastering of the grammar without a mistake. Peter enjoyed the lesson more, but he was disruptive from the very beginning of

²⁴ Including dyslexic children

the lesson. Whenever I looked at him, he was talking to his friends or fidgeting. He had the same opinion and stated that he did not pay attention at all and did not do well at all. He made some mistakes in the last three tasks and seemed not attentive even when answering the questions in my questionnaire.

Teacher 1's evaluation of the lesson

The teacher felt good after the lesson because she managed to explain everything she wanted to the children. They also had time to practise the new grammar. She enjoyed teaching the lesson and was happy that the interactive board worked well. The lesson went according to her lesson plan, which she had prepared the day before. It took her approximately half an hour. She thought the pupils reached the lesson aim and were able to make sentences in the present continuous tense. In her opinion the pupils responded well, but it could have been better with a different seating order. The children were sitting in groups facing each other and this made them quite disruptive and caused that not everybody was paying attention to what was happening in the classroom. All in all, everybody worked well, including the dyslexic children. She thought they understood the subject matter despite being disruptive. She wanted to focus on that grammar in the following lesson and then include it in warm-up activities throughout the year. She said she would practise it further with *LWB* and other educational programmes on computers. She did not know at that time how she would test this grammar. She used *LWB* to make the dyslexic children in the class understand the new grammar. It fulfilled her expectations and she enjoyed working with it.

The author's opinion on the whole lesson

During this lesson the whole class was extremely disruptive. The cause was the classroom where the lesson took part. The children do not normally use this room only when the teacher wants to use the interactive board. I agree with the teacher that the main problem was the seating order. There was always someone whispering or making comments. The teacher started being a bit nervous and at the end two children received a five because they were not able to answer one of the teacher's questions.

Another problem of the classroom was that it was quite big and the interactive board was quite far from the pupils. The teacher was then also far from the class and could not lead it as well as in the previous lesson. It was also quite hot on that day, and the room was in the attic.

However, it was obvious that the class was used to working with *LWB*, they reacted well to it and enjoyed working with it. The teacher was confident and it was great that she used various functions of the programme; nevertheless, she mostly relied on the pupils' chanting

English sentences without going to the board and touching the screen to make the words of the sentences reappear. If the teacher had used the ‘Scrap and Build’ function, it might have been even better. It might have attracted the pupil’s attention more and some movement would definitely have done some of the children good.

Evaluation of the children’s homework based on their record sheets

Each child received a sheet called ‘My home preparation for English lessons’, which they were supposed to fill in whenever they would do anything to practise English at home. Out of 16 sheets of paper, 13 were returned, including 2 from dyslexic children. The children filled in the sheet of paper for one week. Table 12 below summarizes the results.

Table 12

QUESTIONNAIRE 12: Evaluation of children’s homework after the second English lesson on 23 April 2013			
		<i>Number of pupils who gave this answer²⁵</i>	<i>Number of dyslexic pupils who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	9	1
	<i>max. 120 min</i>	4	1
	<i>max. 180 min</i>	0	0
	<i>max. 240 min</i>	0	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	4	0
	<i>max. 4 days</i>	9	2
	<i>max. 6 days</i>	0	0
Who did you usually prepare for English lessons with?	<i>my parent(s)</i>	1	0
	<i>my tutor</i>	0	0
	<i>my friend(s)</i>	0	0
	<i>no one</i>	12	2 ²⁶
Did you enjoy the homework?	<i>mostly yes</i>	8	1
	<i>mostly no</i>	3	0
	<i>yes and no equally</i>	2	1

According to this table one of the dyslexic children spent a maximum of 60 minutes and the other one 120 minutes preparing for English in a week. They tried to prepare for English before individual English lessons and they prepared alone. One of them liked it and the other one enjoyed it only partly.

Teacher 1’s evaluation of her pupils’ mastering this grammar

In the teacher’s opinion the class as well as the dyslexic children understood the subject matter, which she knew according to her pupils’ participation during her English lessons. She

²⁵ Including dyslexic children

²⁶ One dyslexic boy prepared four times at home and each time with a different person (once alone) and the other boy prepared four times at home on his own and once with his parent(s).

used *LWB*, the textbook and workbook, and various visual aids to practise the present continuous tense with the class. She tested the pupils orally and in writing. The average mark in the class was 2 ('commendable'), the dyslexic children mostly received 3s ('good'), which she considered a good result.

5. 4. 2. Teacher 2

School and class:	ZŠ Londýnská, Year 8
Number of pupils:	17 (3 girls, 14 boys)
Lesson aim:	Pupils can use 'used to' and understand its meaning.
Date:	19 April 2013

Lead-in

- The teacher deals with some organizational matters.
- The teacher tells the class that they are going to learn a new phrase 'used to'.
- The teacher introduces *LWB* to the class and opens the *LWB* document with 'used to' on the interactive board.
- The teacher shows various functions of the programme to the class.

Presentation

- The teacher presents the affirmative forms of the phrase to the class on the interactive board, the pupils follow the board, the teacher explains the meaning of the phrase.
- The teacher uses the 'Scrap and Build' function and calls on various pupils to come to the board and rebuild the sentences.
- The pupils open their exercise books and have to write two or three sentences about themselves using the new phrase.
- The pupils say their sentences and the teacher corrects them.
- The teacher tries to elicit the negative form and presents it with *LWB* on the interactive board.
- The teacher uses the 'Scrap and Build' function and calls on various pupils to rebuild the sentences.

- The teacher finally elicits the question, presents it on the board, then uses the ‘Scrap and Build’ function and calls on various pupils to rebuild the sentences on the board.
- The teacher uses the ‘Colour’ function and highlights ‘did’ and ‘use to’ in the questions.

Practice

- The pupils make their affirmative sentences negative in their exercise books and finally transform them into questions.
- The pupils read their sentences to the class, the teacher listens and corrects all the mistakes.
- The pupils open their workbooks and do one exercise, the pupils check their answers with the interactive board because the exercise is also in the *LWB* document.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 13 below summarizes the results.

Results of the questionnaire

Table 13

QUESTIONNAIRE 7: Children's evaluation of English lesson on 19 April 2013		Number of pupils who gave this answer²⁷
<i>I liked today's English lesson</i>	<i>a lot</i>	2
	<i>a little</i>	10
	<i>I did not like it</i>	5
<i>I paid attention in today's English lesson</i>	<i>a lot</i>	6
	<i>a little</i>	7
	<i>I did not pay attention</i>	4
<i>In today's English lesson I felt</i>	<i>good</i>	7
	<i>not so good</i>	6
	<i>bad</i>	4
<i>In today's English I did well</i>	<i>a lot</i>	13
	<i>a little</i>	3
	<i>I did not do well</i>	1
<i>I understand today's subject matter</i>	<i>a lot</i>	13
	<i>a little</i>	3
	<i>I do not understand it</i>	1
<i>I am going to prepare at home for the next English lesson</i>	<i>a lot</i>	0
	<i>a little</i>	8
	<i>I am not going to prepare at home</i>	9
<i>Choose the correct sentence</i>	<i>I use to have long hair.</i>	4
	<i>I used have long hair.</i>	2
	<i>I used to have long hair.</i>	11
<i>Complete the sentences:</i> <ul style="list-style-type: none"> • <i>I used ____ be fat..</i> • <i>I didn't ____ to be fat.</i> • <i>Did you ____ to be fat?</i> 	<i>0 mistakes²⁸</i>	8
	<i>1 mistake</i>	2
	<i>2 mistakes</i>	7
	<i>3 mistakes</i>	0
<i>Translate:</i> <i>I used to have long hair.</i>	<i>correct translation</i>	16
	<i>incorrect translation</i>	1

Evaluation of the questionnaire with regard to the author's observation

The majority of the class liked the lesson with *LWB* only a little. They also paid attention only a little, some of the pupils did not pay attention at all and quite a lot of pupils did not feel good in the lesson. However, the majority answered that they did very well and understood the subject matter very well. In their opinion it was quite easy. This fact convinced them that they would not need to prepare much for the next English lesson. Concerning the first task of the questionnaire that tested their understanding, eleven pupils gave the correct answer, six made a mistake. The score of the second task was worse and more than half of the class made at least one mistake, with seven people making two mistakes in three gapped sentences. The

²⁷ The whole class has educational problems so there is no special space for answers given by dyslexic children in this table.

²⁸ One of the dyslexic children wrote 'where' instead of 'were' which I did not count a mistake.

translation caused problems only to one pupil out of the seventeen that were present in that lesson. I consider the class very self-confident. In my opinion they tend to overvalue their abilities.

Teacher 2's evaluation of the lesson

The teacher had mixed feelings after the lesson and did not enjoy teaching the lesson very much. There were many factors that influenced the lesson. The first was that she had to teach two groups of children, not only the one she is normally supposed to teach. The class thus reacted completely differently. On the other hand, some pupils from her class were missing on that day, which also influenced the dynamism of the group because they usually lead the class. She was also not used to working with this programme and felt unsure, which the children could feel. It was something new for her and for the children. However, she wanted to try the programme next time and was sure it would be better. She would feel more comfortable and also the children would get used to having it as a normal teaching aid in English lessons. The aim of the lesson was to teach the phrase 'used to', which she thinks was partly accomplished. She thought she succeeded in drawing some pupils' attention to *LWB*, and those children then also asked interesting questions; however, she thought she had failed in maintaining the class calm as a whole. She also lost her temper with some pupils who did not behave properly. It took her thirty minutes to prepare for the lesson. In her opinion the class reacted in a standard way – sometimes they do not pay attention at all. Some dyslexic children seemed to have understood the grammar and considered it easy thanks to the good arrangement *LWB* offers. She would devote two more lessons to this subject and then test it orally and in writing. In that lesson she used *LWB*, the blackboard, and markers to facilitate the dyslexic children's understanding of this grammar. In her opinion *LWB* is a great teaching aid that can attract the pupils' attention. It also removes the personal level between the teacher and the pupil. With this programme it is only the pupil and the computer and no one else, which she appreciates because the pupil then does not want to answer the question correctly to please the teacher. He/She does it for himself/herself and tries to 'beat' the computer.

The author's opinion on the whole lesson

I knew from my first observation that this class is rather disruptive and the way a teacher has to work with the pupils is a bit different, so I was not that surprised to find out that the class did not pay attention again, although some of the pupils were working. I agree with the teacher that she was unsure when working with *LWB* and I agree that the class must have

noticed it. That is why the lesson with *LWB* did not work out very well. However, I appreciate the teacher's attitude. She did not give up and was convinced that the class would like working with the programme one day. And she was actually right.

What I find quite interesting about this class is their self-confidence. They are very weak and cannot say almost a single sentence without a mistake. However, they tend to underestimate the English language and overestimate their abilities. The majority stated how well they understood the subject matter and the majority of them failed in completing the tasks that tested their mastering of it.

Evaluation of the children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. Out of 17 sheets of paper, 13 were returned. The children filled in the sheet of paper for one week. Table 14 below summarizes the results.

Table 14

QUESTIONNAIRE 12: Evaluation of children's homework after the second English lesson on 19 April 2013		
		<i>Number of dyslexic pupils who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	12
	<i>max. 120 min</i>	1
	<i>max. 180 min</i>	0
	<i>max. 240 min</i>	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	13
	<i>max. 4 days</i>	0
	<i>max. 6 days</i>	0
Who did you usually prepare for English lessons with?	<i>my parent(s)</i>	1
	<i>my tutor</i>	1
	<i>my friend(s)</i>	1
	<i>my brother/sister</i>	1
	<i>no one</i>	9
Did you enjoy the homework?	<i>mostly yes</i>	7
	<i>mostly no</i>	6
	<i>yes and no equally</i>	0

According to this table the majority of the class spent a maximum of 60 minutes preparing for English at home. They only learnt for two days, the majority on their own, some of them with a parent, friend, tutor, or a sibling. The number of pupils who liked their home preparation and those who did not was relatively balanced.

Teacher 2's evaluation of her pupils' mastering this grammar

From the teacher's point of view the class understood the subject matter. However, she knew that some pupils did not. Nevertheless, 70 percent probably mastered it, which she

considered an excellent result. They practised the grammar with *LWB*, in their textbooks and workbooks, and by making their own sentences, which made them personalise the subject matter. She tested their knowledge in writing twice. At first the class underestimated the topic and everyone scored quite badly. They then wrote another test, which gave better results. What the teacher appreciated most was not the score the pupils reached in the test but their ability to apply what they had learnt.

5. 4. 3. School 3

School:	ZŠ Norbertov, Year 8
Number of pupils:	10 (4 girls, 6 boys)
Lesson aim:	Pupils can understand the difference between the past simple and past continuous tenses. They can use the tenses in sentences.
Date:	25 April 2013

Lead-in

- The teacher practises the past continuous tense with the class by asking the question ‘What were you doing yesterday at 6 p.m.?’
- The teacher revises the use of the tense.

Presentation

- The teacher says a sentence using the past continuous and past simple tenses and explains the difference between the two tenses.
- The teacher opens the *LWB* document dealing with the two tenses and presents one part of the document.

Practice

- The teacher uses three parts of the *LWB* document. The teacher shows the class the sentences, then removes the English part and has the pupils try to make the English sentences on their own.
- The teacher uses the ‘Colour’ function and highlights the verbs in the sentences with two different colours.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their

opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 15 below summarizes the results.

Results of the questionnaire

Table 15

QUESTIONNAIRE 8: Children's evaluation of English lesson on 18 April 2013			
		Number of pupils who gave this answer ²⁹	Number of dyslexic children who gave this answer
<i>I liked today's English lesson</i>	<i>a lot</i>	4	1
	<i>a little</i>	6	1
	<i>I did not like it</i>	0	0
<i>I paid attention in today's English lesson</i>	<i>a lot</i>	6	2
	<i>a little</i>	4	0
	<i>I did not pay attention</i>	0	0
<i>In today's English lesson I felt</i>	<i>good</i>	9	1
	<i>not so good</i>	1	1
	<i>bad</i>	0	0
<i>In today's English I did well</i>	<i>a lot</i>	6	1
	<i>a little</i>	3	0
	<i>I didn't do well</i>	1	1
<i>I understand today's subject matter</i>	<i>a lot</i>	9	1
	<i>a little</i>	1	1
	<i>I do not understand it</i>	0	0
<i>I'm going to prepare at home for the next English lesson</i>	<i>a lot</i>	2	1
	<i>a little</i>	7	1
	<i>I am not going to prepare at home</i>	1	0
<i>Choose the correct sentence</i>	<i>I watching TV when the telephone rang.</i>	0	0
	<i>I was watching TV when the telephone rang,</i>	10	2
	<i>I watched TV when the telephone rang.</i>	0	0
<i>Complete the sentences:</i> <ul style="list-style-type: none"> • <i>I ____ dreaming.</i> • <i>You ____ dreaming.</i> • <i>He ____ dreaming.</i> 	<i>0 mistakes</i>	8	2
	<i>1 mistake</i>	2	0
	<i>2 mistakes</i>	0	0
	<i>3 mistakes</i>	1	0
<i>Translate:</i> <i>What were you doing at 12 o'clock on Sunday?</i>	<i>correct translation</i>	10	2
	<i>incorrect translation</i>	0	0

Evaluation of the questionnaire with regard to the author's observation

According to the table there was no one who disliked the lesson in this class. Six children including Luke, the very weak dyslexic pupil, liked it a little, four people including Jacob liked it a lot. Jacob was really excellent in that lesson. He always had his hand up and made only a few mistakes. Both Jacob and Luke were absolutely concentrated for the whole lesson. Luke was a bit unlucky because he was sometimes called on to translate sentences that were a

²⁹ Including dyslexic children

bit more complicated than the others, which might have caused him not to feel very well in the lesson and to state that he did not work well at all. However, it was not true. He did well and the whole class was supporting him whenever he got stuck and wanted to give up saying the sentence. On the other hand Jacob felt very well, in his opinion he also did very well and understood the subject matter perfectly. Their opinions on their prospective home preparation corresponds to their answers about their feelings during the lesson – whereas Luke wanted to prepare a lot for the next lesson because he did not understand the new grammar very well, Jacob was going to prepare only a little. Great news is that they both did all the tasks that tested their knowledge without any mistakes.

Teacher 3's evaluation of the lesson

Teacher 3 felt very well after the lesson and liked teaching it. She thought everything went according to her lesson plan, which she prepared for 20 minutes the day before. Her children achieved the lesson aim and responded well throughout the lesson. She thought she succeeded in reinforcing the grammar in her pupils but failed in insisting on the pupils' own translations. In her opinion the dyslexic children's reactions matched the reactions of other pupils in her class, and she claimed the dyslexic children understood the subject matter. She would practise this grammar throughout the whole Unit 4 in their books and would use *LWB* to reinforce it. She would like to test her class in writing. In her opinion she slowed down the pace of the lesson to enable the dyslexic children understand the new subject matter and also approached them individually. She also liked using *LWB* in her lesson although she considered it a bit time-consuming.

The author's opinion on the whole lesson

During the lesson with *LWB* in School 3 there was absolute silence in the classroom. All the pupils were very concentrated; many of them kept putting their hand up to be called on. They did not stop looking at the interactive board for a moment and it seemed they were enjoying the lesson. The teacher also did very well. It was her first time with the programme. In my opinion the lesson would have been even more useful and attractive for the pupils if she had used the 'Scrap and Build' function. The children would have had to go to the board and touch the screen to make the English sentences reappear. It was also a pity that the teacher relied only on *LWB* and did not do anything else with the class. She might have used *LWB* only for half of the lesson and then do something else to practise the new grammar with the pupils. The whole lesson with the programme only was a bit monotonous and did not enable the pupils to learn the new subject matter in various ways.

Evaluation of children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. Out of 10 sheets of paper, 9 were returned, including 2 from dyslexic children. The children filled in the sheet of paper for one week. Table 16 below summarizes the results.

Table 16

QUESTIONNAIRE 12: Evaluation of children's homework after the second English lesson on 18 April			
		<i>Number of pupils who gave this answer³⁰</i>	<i>Number of dyslexic pupils who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	8	2
	<i>max. 120 min</i>	1	0
	<i>max. 180 min</i>	0	0
	<i>max. 240 min</i>	0	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	4	0
	<i>max. 4 days</i>	5	2
	<i>max. 6 days</i>	0	0
Who did you usually prepare for English lessons with?	<i>my parent(s)</i>	1	1
	<i>my tutor</i>	0	0
	<i>my friend(s)</i>	0	0
	<i>no one</i>	7	1
Did you enjoy the homework?	<i>mostly yes</i>	3	1
	<i>mostly no</i>	4	1
	<i>yes and no equally</i>	2	0

According to this table both dyslexic children spent altogether a maximum of 60 minutes preparing for their homework at home. They always prepared the day before their English lesson, Luke with his parent, Jacob alone. Whereas Luke quite liked doing his homework, Jacob mostly disliked it.

Teacher 3's evaluation of her pupils' mastering this grammar

In the teacher's opinion the class as a whole mastered the grammar. As far as her dyslexic pupils were concerned, she said they also hopefully understood it. She devoted four more lessons to the subject matter, practising it further with *LWB*, in their textbooks and workbooks, and by translating Czech sentences into English. She did not write a test, nor did she test the class orally, so she could not tell me what average mark the dyslexic children received.

³⁰ Including dyslexic children

5. 5. Model situation 3: A comparison of English lessons with or without LWB and homework with LWB

5. 5. 1. School 1

School and class:	ZŠ Hanspaulka, Year 6
Number of pupils:	12 (5 girls, 7 boys)
Lesson aim:	Pupils can make comparative forms of various adjectives.
Date:	30 May 2013

Lead-in

- The teacher revises the comparative forms of various adjectives.
- The teacher elicits the rules.

Presentation

- The teacher plays a recording about Great Britain twice and asks the pupils to write down all the comparative forms they hear.
- The teacher checks the answers.
- The pupils read an article about Great Britain and talk about their experiences with this country.

Practice

- The pupils open their exercise books and write the comparative forms of adjectives in their books, the teacher checks the answers.
- The pupils do an exercise in their workbooks; the teacher goes around the class, helping the pupils when necessary.
- The teacher calls on the pupils to come to the board and write the correct forms of the adjectives on the board.
- The teacher circles all the 'er' endings to highlight the way comparative adjectives are formed.
- Together with their teacher, the pupils read the rules for forming comparative adjectives in their workbooks.

- The teacher says various adjectives, calls on the pupils, and has them make the correct comparative forms.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 17 below summarizes the results.

Results of the questionnaire

Table 17

QUESTIONNAIRE 9: Children's evaluation of English lesson on 30 May 2013			
		Number of pupils who gave this answer ³¹	Number of dyslexic children who gave this answer
<i>I liked today's English lesson</i>	<i>a lot</i>	4	0
	<i>a little</i>	7	1
	<i>I did not like it</i>	1	1
<i>I paid attention in today's English lesson</i>	<i>a lot</i>	5	1
	<i>a little</i>	7	1
	<i>I did not pay attention</i>	0	0
<i>In today's English lesson I felt</i>	<i>good</i>	10	0
	<i>not so good</i>	1	1
	<i>bad</i>	1	1
<i>In today's English I did well</i>	<i>a lot</i>	4	0
	<i>a little</i>	7	1
	<i>I did not do well</i>	1	1
<i>I understand today's subject matter</i>	<i>a lot</i>	7	0
	<i>a little</i>	5	2
	<i>I do not understand it</i>	0	0
<i>I am going to prepare at home for the next English lesson</i>	<i>a lot</i>	3	1
	<i>a little</i>	7	1
	<i>I am not going to prepare at home</i>	2	0
<i>Choose the correct option</i>	<i>warmer</i>	10	1
	<i>warmmer</i>	1	0
	<i>warmr</i>	1	1
<i>Choose the correct option</i>	<i>sunnyr</i>	0	0
	<i>sunnier</i>	11	2
	<i>sunnyer</i>	1	0
<i>Translate: bigger</i>	<i>correct translation</i>	12	2
	<i>incorrect translation</i>	0	0

Evaluation of the questionnaire with regard to the author's observation

The majority of the class in this lesson paid a little attention and liked the lesson a little. One of the two dyslexic pupils in the class had the same opinion as the majority, but one of them did not like it at all. Both of them tried to pay attention, but they did not feel very well in

³¹ Including dyslexic children

the lesson and their performance was not very good from their point of view. Despite of it they were not going to prepare much for the next English lesson. The three tasks at the end of the questionnaire were completed correctly – in actual fact Paul made a spelling mistake and circled that the correct comparative of warm is ‘warmr’ instead of ‘warmer’, which would be tolerated by the teacher. In Paul’s questionnaire it is quite interesting that although he paid attention a lot, he thought he did not do well, nor did he feel good. He also stated that he understood the grammar only a little. That would mean that he tried to do his best but was not able to achieve a better result. With Peter it was more balanced – he always circled ‘b’, which meant that his efforts matched the attained goals.

Teacher 1’s evaluation of the lesson

The teacher felt good after the lesson and she enjoyed teaching it. Everything went according to her lesson plan, nothing unexpected happened, and she managed to achieve the lesson aim – at the end of the lesson the pupils were able to form the comparatives of various adjectives. She prepared for the lesson the day before and it took her 20 minutes. In her opinion the class reacted quite well, including the dyslexic children, and all of them understood the grammar. She would devote the next lesson to the same subject matter. She would use pictures, *LWB*, and textbooks to practise it. The testing would be oral and in writing. She thought she succeeded in approaching the dyslexic children in her class and was happy that one of them really understood the grammar, which was obvious in his reactions.

The author’s opinion on the whole lesson

The class worked very well on that day and the teacher managed to do a whole range of things with the pupils. It was a very miscellaneous lesson and in my opinion the children did not have time to be bored. However, the listening exercise at the beginning was quite difficult for the class and the teacher had to improvise because the class was not able to catch the adjectives through listening only. She allowed the pupils to open their books and follow the text in their books. What I appreciate was that the teacher wanted to teach the comparative forms through context; however, as the text was quite difficult and the topic quite remote for the pupils I am not sure if they were able to really absorb the new grammar through the context. Comparing places in the Czech Republic might have been something that the class could have been more familiar with. The teacher also pre-taught the grammar the lesson before so I could not see the pupils’ first impression, nor could I see how the teacher explained the new grammar.

Children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. Out of 12 sheets of paper, 8 were returned, including 1 from a dyslexic child. The children filled in the sheet of paper for one week. Two children handed in a blank sheet of paper. Table 18 below thus summarizes only the results of the 6 pupils who filled in the sheets of paper.

Table 18

QUESTIONNAIRE 12: Evaluation of children's homework after the third English lesson on 30 May			
		<i>Number of pupils who gave this answer³²</i>	<i>Number of dyslexic pupils who gave this answer</i>
How much time did you spend preparing for English during the week?	<i>max. 60 min</i>	5	1
	<i>max. 120 min</i>	1	0
	<i>max. 180 min</i>	0	0
	<i>max. 240 min</i>	0	0
How many days did you spend preparing for English?	<i>max. 2 days</i>	3	1
	<i>max. 4 days</i>	2	0
	<i>max. 6 days</i>	1	0
Who did you usually prepare for English lessons with?	<i>my parent(s)</i>	0	0
	<i>my tutor</i>	0	0
	<i>my friend(s)</i>	0	0
	<i>no one</i>	6	1
Did you enjoy the homework?	<i>mostly yes</i>	4	1
	<i>mostly no</i>	2	0
	<i>yes and no equally</i>	0	0

Paul prepared for the English lessons with *LWB*. He used the programme twice and spent altogether an hour practising English with it. He liked it.

Teacher 1's evaluation of her pupils' mastering this grammar

In the teacher's opinion the class as a whole, including the dyslexic pupils, grasped the new grammar. They reacted very well in the following four lessons, which she spent practising and reinforcing it. She used the textbook, workbooks, *LWB*, and easy sentences to translate to practise it. The testing was oral and in writing, the average mark in the class was 2 ('commendable') and the dyslexic children received 2 and 3 ('good'), which she considers a good result.

³² Including dyslexic children

5. 5. 2. School 2

School and class:	ZŠ Londýnská, Year 8
Number of pupils:	13 (4 girls, 9 boys)
Lesson aim:	Pupils can understand new vocabulary from the topic 'clothes'.
Date:	15 May 2013

Lead-in

- The teacher revises the phrase 'used to'.
- The pupils practise the use of 'used to' with *LWB* on the interactive board, the teacher uses the function 'Scrap and Build'.
- The teacher revises the affirmative and negative sentences with the class, as well as the questions.
- The teacher says Czech sentences, the pupils have to translate them using 'used to'.

Presentation

- The teacher introduces the new vocabulary related to 'clothes' to the class using *LWB*.

Practice

- The teacher removes the English equivalents and asks the class to say the English words, calling on various pupils.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 19 below summarizes the results.

Results of the questionnaire

Table 19

QUESTIONNAIRE 10: Children's evaluation of English lesson on 15 May 2013		Number of pupils who gave this answer³³
<i>I liked today's English lesson</i>	<i>a lot</i>	7
	<i>a little</i>	5
	<i>I did not like it</i>	1
<i>I paid attention in today's English lesson</i>	<i>a lot</i>	8
	<i>a little</i>	4
	<i>I did not pay attention</i>	1
<i>In today's English lesson I felt</i>	<i>good</i>	12
	<i>not so good</i>	0
	<i>bad</i>	1
<i>In today's English I did well</i>	<i>a lot</i>	7
	<i>a little</i>	6
	<i>I did not do well</i>	0
<i>I understand today's subject matter</i>	<i>a lot</i>	9
	<i>a little</i>	4
	<i>I do not understand it</i>	0
<i>I am going to prepare at home for the next English lesson</i>	<i>a lot</i>	6
	<i>a little</i>	5
	<i>I am not going to prepare at home</i>	2
<i>Match the words and the pictures</i>	<i>0 mistakes³⁴</i>	7
	<i>1 mistake</i>	1
	<i>2 mistakes</i>	1
	<i>3 mistakes</i>	1
	<i>4 mistakes</i>	2
	<i>5 mistakes</i>	1
	<i>6 mistakes</i>	0

Evaluation of the questionnaire with regard to the author's observation

Most of the pupils enjoyed the lesson with *LWB* a lot, only one did not like it at all. The majority was also fully concentrated, which is true, and everyone except for one pupil felt very good in the lesson. In the pupils' opinion seven of them did very well and six of them quite well in that lesson and the majority also understood the new subject matter. Only two pupils were not going to prepare for the next English lesson, the rest was going to prepare somehow. Half of the class was able to do the task focused on the vocabulary knowledge without any mistakes, the rest of the class made at least one mistake. The highest number of mistakes was five out of six possible, which would be classified as a very poor result. However, I have to say that three of the words I included in my questionnaire were not presented during the lesson. I probably misunderstood the teacher and that is how this fault

³³ The whole class has educational problems so there is no special space for answers given by dyslexic children in this table.

³⁴ One of the dyslexic children wrote 'where' instead of 'were' which I did not count a mistake.

occurred. In that case the outcome of the questionnaire with regard to the last task is not very reliable, and this fact has to be taken into consideration. Thus the majority of the class scored very well and only three pupils made a mistake, because the words that the pupils were not able to match with a correct picture were those which were not shown in the lesson.

Teacher 2's evaluation of the lesson

The teacher felt good after this lesson. She was happy that her pupils enjoyed working with *LWB* and saw how useful it could be for them. She also enjoyed teaching it. Everything went according to her lesson plan. She focused on vocabulary connected to clothes and also wanted to motivate the pupils to use *LWB* at home. She succeeded in getting the pupils' attention and was not aware of anything having gone wrong. She prepared for the lesson earlier that day for six minutes. In her opinion the class was concentrated and the reactions of all her dyslexic pupils were excellent. They focused on the teacher's instructions and in her opinion shifted the vocabulary to the middle-term memory. She said she would deal with this vocabulary in the following two lessons and practise it on the interactive board with *LWB* and other sources, workbooks, and then test it orally and in writing. To make the learning for dyslexic children easier she used *LWB*. The teacher also noted that the class was more concentrated than normally. She thought it was because they had been to the theatre and thus were less tired than usually.

The author's opinion on the whole lesson

In the lesson the teacher relied 100 percent on *LWB*, and it was very interesting to see this class, whose first impression of *LWB* was not very positive, working with it again. There was a completely different atmosphere in the classroom, everyone was focused and seemed to be enjoying the lesson. The pupils' answers in the questionnaire match my impression of the lesson. Although the teacher did not practise the new vocabulary in a different way, the children were not bored and learned a lot. It might have been the topic that made them pay attention, however it was probably also the programme itself, which was confirmed by the teacher. After the first not very successful lesson with *LWB* she did not give up and decided to use it more often in her lessons. At first the pupils' reactions differed, but after a few lessons they wanted their teacher to use *LWB* more often. The third model lesson could have been taught in various ways, it was all in the teacher's hands, and it was she herself who decided to use *LWB* because the class demanded it. This only proves how important a teacher's approach toward various teaching methods is, because if the teacher believes in something he/she can make their class believe in it as well.

Children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. Out of 17 sheets of paper, 13 were returned. The children filled in the sheet of paper for one week.

I cannot present a table that would summarize the results of the home preparation in the class because the pupils were not interested in downloading and installing the programme on their computers. I consider it very interesting and at the same time sad because the whole class is dyslexic, the majority of the class enjoyed working with the programme, demanded it in their lesson, and thought that *LWB* was useful and that it helped them understand the new subject matters faster and better. However, there were too lazy to invest some time in the installation. For this reason I cannot present any data here. It would have been easier to carry out the research after the upgrade as nowadays the programme is easily accessible on the Internet. It was not at the time I did my experiment, and that is why this model situation failed with this class.

Teacher 2's evaluation of her pupils' mastering this grammar

The teacher was happy with the pupils' results. They were able to use vocabulary both receptively and productively. They learnt and practised it in two more lessons using *LWB*, miming activities, textbooks, and workbooks. She tested the vocabulary only orally through a game – one child had to mime a word and the other one had to guess it. Both of them thus proved their knowledge. However, the teacher also remarked that it is always easier to learn concrete vocabulary, which was the case here.

The teacher was very disappointed by the laziness of her class. However, she was not surprised. She told me the pupils were not used to working at home, they usually did not spend much time preparing for school in general and this would have been extra work for the class, extra time that they were not willing to sacrifice from their free time. They were not able to understand that they would profit from it. In her opinion if the programme had been introduced to them earlier, maybe during the first years of their English learning and if it had been introduced to their parents as well, the pupils would have gotten used to working with it. The parents would have probably invested their time into the installation. However, it was too late to introduce this class to a new learning style that required something more than just opening a book or looking up an Internet page. Luckily, they liked working with *LWB* in the lessons, and this was what the teacher appreciated. She was determined to use *LWB* further and said the pupils could download it later. Nowadays, they can work with it online.

5.5.3. School 3

School:	ZŠ Norbertov, Year 8
Number of pupils:	10 (4 girls, 6 boys)
Lesson aim:	Pupils can understand new vocabulary (Unit 4C).
Date:	23 May 2013

Lead-in

- The teacher checks the pupils' homework.
- The teacher asks the class questions related to an article they read in their last lesson.

Presentation

- The pupils have to open their workbooks at the page with their vocabulary list.
- The teacher reads the English words and the pupils repeat them.
- The teacher tries to guess which words are new for her class.
- The teacher goes through the list again, drawing attention to some irregular verbs, makes sentences with the words to show the class the context in which the words can occur, tests the pupils' knowledge of the opposites and synonyms of the words from the list.

Practice

- The teacher uses the words from the list in Czech sentences; the pupils have to translate them.

At the end of the lesson each pupil was given a questionnaire, which they were supposed to fill in. They had approximately five minutes to complete it. It asked the children to give their opinions on the lesson and tested their understanding of the subject matter discussed in this lesson. Table 19 below summarizes the results.

Results of the questionnaire

Table 20

QUESTIONNAIRE 11: Children's evaluation of English lesson on 23 May 2013			Number of pupils who gave this answer ³⁵	Number of dyslexic children who gave this answer
<i>I liked today's English lesson</i>	<i>a lot</i>		4	1
	<i>a little</i>		5	0
	<i>I did not like it</i>		1	1
<i>I paid attention in today's English lesson</i>	<i>a lot</i>		8	1
	<i>a little</i>		2	1
	<i>I did not pay attention</i>		0	0
<i>In today's English lesson I felt</i>	<i>good</i>		8	1
	<i>not so good</i>		1	0
	<i>bad</i>		1	1
<i>In today's English I did well</i>	<i>a lot</i>		5	0
	<i>a little</i>		4	1
	<i>I did not do well</i>		1	1
<i>I understand today's subject matter</i>	<i>a lot</i>		7	1
	<i>a little</i>		2	0
	<i>I do not understand it</i>		1	1
<i>I am going to prepare at home for the next English lesson</i>	<i>a lot</i>		2	1
	<i>a little</i>		7	1
	<i>I am not going to prepare at home</i>		1	0
<i>Match the English words and the Czech words:</i>		<i>0 mistakes</i>	6	1
1. <i>surgery</i> 2. <i>warn</i> 3. <i>pick up</i> 4. <i>damage</i> 5. <i>grab</i> 6. <i>noise</i>	A. <i>hluk</i> B. <i>varovat</i> C. <i>ordinace</i> D. <i>zvednout</i> E. <i>poškodit</i> F. <i>popadnout</i>	<i>1 mistake</i>	0	0
		<i>2 mistakes</i>	3	0
		<i>3 mistakes</i>	0	0
		<i>4 mistakes</i>	0	0
		<i>5 mistakes</i>	1	1
		<i>6 mistakes</i>	0	0

Evaluation of the questionnaire with regard to the author's observation

Most of the children liked the lesson; however, the one who did not like it was Luke, the very weak dyslexic child in this class. Although he tried to pay attention, in his opinion his results were not good and he also felt bad in the lesson. He stated he did not understand the subject matter and was going to prepare a lot for the next English lesson. His results were really poor because he made 5 mistakes in the final exercise. It was also obvious that he was very unsure and seemed afraid of being called on during the lesson. Teaching new vocabulary through translating Czech sentences into English did not suit him at all and because the teacher did not use any other forms of practice he was lost throughout the whole lesson. On

³⁵ Including dyslexic children

the other hand, the other dyslexic child in this class, Jacob, enjoyed the lesson, felt good and did not make any mistakes in the final exercise. His results equalled the results of most of the children who also did not have any difficulty in learning new vocabulary in the lesson.

Teacher 3's evaluation of the lesson

The teacher had mixed feeling after the lesson because she did not manage everything that she had wanted to do. She had to finish something from the previous lesson and did not have time to fully concentrate on that day's lesson plan. She did not like her teaching very much. However, she thought she achieved the goal and presented and practised new vocabulary from Unit 4 (part C). In her opinion she did well when explaining new vocabulary. She prepared her lesson for ten minutes the day before and thought there were not any unusual responses in the class. The dyslexic children reacted like they usually did and she hoped they mastered the subject matter. She wanted to devote one more lesson to practising new vocabulary. She did not say how exactly she would practise it. She wanted to test it at the end of the unit. She would use a test covering Unit 4. Teacher 3 thought she gave more space to dyslexic children on that day to enable them to understand the new vocabulary.

The author's opinion on the whole lesson

In my opinion it was a pity that the teacher did not use any additional materials that would enable her to teach vocabulary in a more illustrative way. They only read the list of the words, repeated them and then the teacher used the words in Czech sentences and wanted the class to translate them. There are many ways of teaching new vocabulary, e.g. using pictures, real objects, giving definitions of the words so that the class has to guess them. One can use miming activities, exercises based on looking for synonyms and antonyms, etc. However, the teacher did not use any of them. She relied only on the grammar-translation method without trying anything else. Although the class as a whole seemed to be used to this kind of practice it was obvious that the weakest pupil in the class was very anxious and did not want to be called on. I think that a more illustrative way of teaching new vocabulary would suit him more. In my opinion using *LWB* in this lesson would be really ideal because it provides the whole list of new words with suitable pictures. It would also be good to use the *Scrap and Write* function in the lesson. I think this lesson was not very good with regard to the dyslexic children in the class.

Children's homework based on their record sheets

Each child received a sheet called 'My home preparation for English lessons', which they were supposed to fill in whenever they would do anything to practise English at home. The class was supposed to work with *LWB* at home. Out of 10 sheets of paper, 8 were returned, including 2 from dyslexic children. The children filled the sheet of paper for one week. However, no one used *LWB*. They had some difficulties in downloading and installing the programme on their computers. If I had done the research after the upgrade, this would not have happened because everyone can use the programme online without installing it on their computers now.

Teacher 3's evaluation of her pupils' mastering this grammar

In the teacher's opinion the class managed to learn the new vocabulary and she hoped that the dyslexic children in her class were also successful. They reacted well during the four following lessons which she practised the vocabulary in. She used their textbook and workbook to practise the new words; she also used *LWB* in one of her lessons and did some oral exercises with the class to reinforce the subject matter.

She was very sorry that the class did not use *LWB* at home. As she was not very good with computers she could not give the class any advice with the installation when they asked her for help. She was convinced that if the class had managed the installation at home, they would have really used it because some children seemed enthusiastic about it and wanted to try something new at home.

5. 6. Final pupils' and teachers' assessment of LWB

When the research focused on the three model lessons was finished in the schools I asked all the children³⁶ to complete one more questionnaire which summarized their experience with *LWB*. The questionnaire asked about the use of *LWB* at school, at home and there were some additional questions that asked the children to compare their lessons and home preparation with and without *LWB*. The tables below show the results. However, I excluded all the questions asking about the use of *LWB* at home for School 2 and 3 because no one actually used it.

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Children who were present on that day.

I also asked the teachers to express their opinion on *LWB* and gave them a questionnaire to complete, too. We also discussed the advantages and disadvantages of the programme in person during a short interview. The teachers' assessments of *LWB* are not in the table. They are summarized in words at the very end of each chapter.

5.6.1. School 1: Final pupils' and teachers' assessment of *LWB*

Table 21

School 1: QUESTIONNAIRE 13: Final questionnaire			
Questions on <i>LWB</i> at school			
17 pupils (9 girls, 8 boys), out of them 2 dyslexic		Number of pupils who gave this answer ³⁷	Number of dyslexic children who gave this answer
<i>LWB</i> is useful	a lot	9	0
	a little	8	2
	it is not useful	0	0
<i>LWB</i> helped me <u>understand</u> the subject matter	a lot	2	0
	a little	14	2
	It did not help me understand it	1	0
<i>LWB</i> helped me <u>learn</u> the subject matter	a lot	2	1
	a little	13	1
	It did not help me learn it	2	0
I liked working with <i>LWB</i> at school	a lot	4	0
	a little	11	2
	I did not like it	2	0
I'd like to work further with <i>LWB</i> at school	a lot	4	0
	a little	10	2
	I wouldn't like to work with it further	3	0

As far as the use of *LWB* in School 1 is concerned the dyslexic pupils usually chose the middle answer. They share the opinion that *LWB* can help them understand and learn the subject matter they deal with at school and that it is a useful programme. However, they do not rely only on the programme in their English lessons. I would say that the teacher's role in this case is very important because their teacher proved to be a person who can help dyslexic children even without any special materials in her lessons. She always knew how to approach dyslexic children. It is also interesting that their classmates' answers were on average more or less the same.

³⁷ Including dyslexic children

Table 22³⁸

School 1: QUESTIONNAIRE 13: Final questionnaire		
Questions on LWB at home		
1 dyslexic pupil		Number of dyslexic pupils who gave this answer
LWB is useful at home	a lot	0
	a little	1
	not at all	0
LWB helped me understand the subject matter at home	a lot	0
	a little	1
	not at all	0
LWB helped me learn the subject matter at home	a lot	0
	a little	1
	not at all	0
I liked working with LWB at home	a lot	0
	a little	1
	not at all	0
I'd like to prepare further for English lessons with LWB	a lot	0
	a little	1
	not at all	0
I prepared with LWB for English lessons at home	a lot	0
	a little	1
	not at all	0
I prepare for English lessons without LWB	a lot	0
	a little	1
	not at all	0
I'd like to learn with this programme	only vocabulary	0
	only grammar	0
	vocabulary and grammar	1
	nothing	0

The only child who really used *LWB* at home during my research was Paul. He has been using *LWB* for a longer time thanks to his teacher who recommended it to him. He did not start during my research. He gave the same answers as in the previous part of the questionnaire. He thinks that the use of the programme at home can help him a little as well as at school. In Paul's opinion the programme is useful for learning both – grammar and vocabulary.

Only one child answered this part of the questionnaire. It was Paul, the dyslexic child who has been working with *LWB* for a longer time thanks to his teacher.

Table 23

School 1: QUESTIONNAIRE 13: Final questionnaire			
Additional questions			
		Number of pupils who gave this answer⁴⁰	Number of dyslexic pupils who gave this answer
17 pupils (9 girls, 8 boys), out of them 2 dyslexic ³⁹			
<i>LWB can help me understand English at school</i>	yes	15	2
	no	2	0
<i>LWB can help me to prepare for English lessons at home</i>	yes	0	1 (Paul)
	no	0	0
<i>I learned more with LWB than without it at school</i>	yes	12	2
	no	5	0
<i>I learned more with LWB than without it at home</i>	yes	0	1 (Paul)
	no	0	0
<i>I like English lessons more with LWB than without it</i>	yes	13	2
	no	4	0
<i>I liked homework with LWB more than without it</i>	yes	0	1 (Paul)
	no	0	0
<i>I understood the subject matter in English lessons faster with LWB than without it</i>	yes	11	1
	no	6	1
<i>I prepared for English lessons for a shorter time with LWB than without it</i>	yes	0	1 (Paul)
	no	0	0

This part of the questionnaire asked the children to compare whether they were more successful with *LWB* than without it at school and at home. Because Paul was the only one who used the programme at home, he is the only one whose answers on the use of *LWB* at home I have. It is interesting that he answered all my questions with ‘yes’, which means that if he had learned at home without it he would have scored worse results. He thus learned more with *LWB* than without it, he liked it more and it took him shorter time to prepare for English lessons. Both dyslexic children then admitted that they learned more with *LWB* than without it also at school, both of them liked the lesson with *LWB* more than without it and understood the subject matter faster than without it. However, it was not only the dyslexic children who appreciated *LWB* during the English lessons. Most of their classmates liked working with it, too and even they learned and understood the subject matter more quickly than without it.

Teacher 1’s opinion on *LWB* based on an interview and a questionnaire

The teacher thinks that *LWB* is very useful in English lessons and can help dyslexic children understand and learn new grammar and vocabulary. She assumes her pupils always enjoy using the programme in her lessons. It also facilitates her job with dyslexic children in

³⁹ Not everyone answered all the questions. The children who did not work with *LWB* at home skipped all the question about the use of *LWB* at home. That is the reason why some questions were answered only by Paul.

⁴⁰ Including dyslexic children

English lessons and makes her home preparation of lesson plans easier. She has been using the programme for four years and will definitely not stop using it in the future. In her opinion the programme is very useful also at home, it can help dyslexic children understand and learn the subject matter that is dealt with in English lessons. She is convinced that the programme is enjoyable for children and thinks that it is of vital importance for dyslexic children to use the programme further to practise English grammar and vocabulary. However, she can see other ways of using this programme. It is good for children to make their own files in this programme because it deepens their knowledge and also improves their pronunciation as they always try to become better and better when recording the soundtracks. It can also cover various topics; children can create easy projects with *LWB* and prepare pupils' conferences.

All in all she thinks it is a programme that can be used both at school and at home. In fact, she is convinced that it should become a frequently used teaching aid to encourage English teaching and learning in all the Czech elementary schools. In her opinion dyslexic children might even achieve better results when working with this programme than without it.

5.6.2. School 2: Final pupils' and teachers' assessment of *LWB*

Table 24

School 2: QUESTIONNAIRE 13: Final questionnaire		
Questions on <i>LWB</i> at school		
12 pupils, out of them 12 dyslexic		Number of pupils who gave this answer ⁴¹
<i>LWB</i> is useful in English lessons	<i>a lot</i>	4
	<i>a little</i>	8
	<i>It is not useful</i>	0
<i>LWB</i> helped me <u>understand</u> the subject matter	<i>a lot</i>	5
	<i>a little</i>	5
	<i>It did not help me understand it</i>	2
<i>LWB</i> helped me <u>learn</u> the subject matter	<i>a lot</i>	2
	<i>a little</i>	8
	<i>It did not help me learn it</i>	2
<i>I liked working with <i>LWB</i> at school</i>	<i>a lot</i>	7
	<i>a little</i>	2
	<i>I did not like it</i>	3
<i>I'd like to work further with <i>LWB</i> at school</i>	<i>a lot</i>	5
	<i>a little</i>	4
	<i>I wouldn't like to work with it further</i>	3

No one in this class full of dyslexic pupils thinks that *LWB* is not useful. A maximum of 3 dyslexic pupils out of 12 did not like working with it. In their opinion it did not help them and

⁴¹ Including dyslexic children

they did not learn more with it. However, the majority is of a different opinion. Seven pupils stated that they liked working with *LWB* a lot in their English lessons which is quite interesting because at the very beginning when the programme was introduced to them they seemed very sceptical and did not like it that much. It was the teacher who played a very important role in this case. She did not give up after the first rather unsuccessful lesson, was determined to use the programme further, and at the end persevered and convinced the class that *LWB* really is interesting and can help them. The majority also wants to continue working with it in their English lessons.

Table 25

School 2: QUESTIONNAIRE 13: Final questionnaire		
Additional questions		
12 pupils, out of them 12 dyslexic		Number of pupils who gave this answer ⁴²
<i>LWB can help me understand English at school</i>	yes	10
	no	2
<i>LWB can help me to prepare for English lessons at home</i>	yes	7
	no	5
<i>I learned more with LWB than without it at school</i>	yes	8
	no	4
<i>I like English lessons more with LWB than without it</i>	yes	9
	no	3
<i>I understood the subject matter in English lessons faster with LWB than without it</i>	yes	9
	no	3

Although no one from this class used the programme at home, seven pupils out of twelve think that *LWB* can help them at home. The majority again admits that they liked their English lessons more with *LWB* than without it and that they also learned more with it and understood the subject matter faster.

Teacher 2's opinion on LWB based on an interview and a questionnaire

Teacher 2 was the one who was amazed at *LWB* at one of Mrs. Rýdlová's seminars and wanted to learn how to use the programme at school. That is why she decided to take part in the research. She did not lose her enthusiasm for the programme during the research. The use of *LWB* in reality convinced her of its qualities and she enjoyed working with it. Her first lesson with the programme was not very successful because she was a bit afraid and was not used to it. However, step by step she started to understand *LWB* more, and by the end of my research she had become a very good user of the programme, who seemed very confident

⁴² Including dyslexic children

when working with it. She managed to convince her class that they can benefit from using the programme in her lessons and the class started demanding it. The teacher thus thinks that the programme is very useful at school as well as at home. She finds it useful for both grammar and vocabulary and would be glad if her class started working with *LWB* also at home. It did not work out well during the research but the teacher was determined to persuade the class that *LWB* can help the pupils at home.

5.6.3. School 3: Final pupils' and teachers' assessment of *LWB*

Table 26

School 3: QUESTIONNAIRE 13: Final questionnaire			
Questions on <i>LWB</i> at school			
		Number of pupils who gave this answer ⁴³	Number of dyslexic children who gave this answer
11 pupils, out of them 2 dyslexic			
<i>LWB</i> is useful	<i>a lot</i>	7	1
	<i>a little</i>	4	1
	<i>It is not useful</i>	0	0
<i>LWB</i> helped me <u>understand</u> the subject matter	<i>a lot</i>	3	0
	<i>a little</i>	8	2
	<i>It did not help me understand it</i>	0	0
<i>LWB</i> helped me <u>learn</u> the subject matter	<i>a lot</i>	5	1
	<i>a little</i>	6	1
	<i>It did not help me learn it</i>	0	0
<i>I liked working with <i>LWB</i> at school</i>	<i>a lot</i>	6	1
	<i>a little</i>	5	1
	<i>I did not like it</i>	0	0
<i>I'd like to work further with <i>LWB</i> at school</i>	<i>a lot</i>	7	2
	<i>a little</i>	4	0
	<i>I wouldn't like to work with it further</i>	0	0

No one in this class gave a negative answer in this part of the questionnaire, which means that everyone including the children with no educational problems enjoyed working with *LWB* and found it useful. Both dyslexic children would like to use the programme a lot at school. Whereas Jacob was amazed at the programme and answered all the questions with 'a lot', Luke was more sceptical and always chose the middle option. Nevertheless, he thought he was more successful with *LWB* than without it, which is great.

⁴³ Including dyslexic children

Table 27

School 3: QUESTIONNAIRE 13: Final questionnaire			
Additional questions			
		Number of pupils who gave this answer ⁴⁴	Number of dyslexic children who gave this answer
11 pupils, out of them 2 dyslexic			
<i>LWB can help me understand English at school</i>	yes	11	2
	no	0	0
<i>LWB can help me to prepare for English lessons at home</i>	yes	11	2
	no	0	0
<i>I learned more with LWB than without it at school</i>	yes	6	2
	no	5	0
<i>I like English lessons more with LWB than without it</i>	yes	9	2
	no	2	0
<i>I understood the subject matter in English lessons faster with LWB than without it</i>	yes	10	2
	no	1	0

No one in this class used *LWB* at home, however, all the pupils including the dyslexic children think that the programme could help them at home. They struggled with some difficulties when downloading it, but they really seemed keen on trying it at home because some of the pupils asked me for help at the end of the research. They were unanimous in thinking that *LWB* could also help them at school. The majority including the dyslexic pupils admit that they enjoyed the English lessons more with *LWB* than without it, that they also learned more and understood the subject matter faster.

Teacher 3's opinion on LWB based on an interview and a questionnaire

Teacher 3 was very sceptical about the programme at the beginning of the research. She had known *LWB* from a seminar for teachers, but she was not convinced that the programme would be of any help for dyslexic children. She changed her opinion after the research, after seeing her pupils working with it and after she had learned how to operate it. She thinks that *LWB* is useful and can help children understand and learn the new subject matter at school. In her opinion the pupils enjoyed working with this programme in her English lesson, and it made working with dyslexic children in that lesson a little easier. She thinks it also made her home preparation of the lesson plan a bit simpler and she considers using the programme in the following lessons. However, she sees the greatest asset of this programme at home. She thinks it is highly useful for children's homework. It can definitely help them understand and learn grammar or vocabulary which is dealt with in English lessons. In her opinion the programme ensures that children will enjoy learning English at home. She thinks it is good for

⁴⁴ Including dyslexic children

learning grammar and vocabulary and would like to motivate her children to use the programme at home. The teacher also supposes dyslexic children could achieve better results when working with this programme.

Conclusion

During my research I wanted to prove or rebut several hypotheses, which I stated at the beginning of my diploma thesis.

It was proved that only a few teachers pay enough attention to dyslexic children in their classes. The brief research into the current situation in Prague schools found that the majority of Czech teachers lack information on how to approach dyslexic children in their classes. The research sample was not representative; nevertheless it showed that the problem is worth looking into.

The next hypothesis, that the majority of teachers did not know *LWB*, was also proved. Even the third hypothesis, that *LWB* can ease the teaching of dyslexic children and facilitate their learning of English, was proved. It was not proved whether the programme can give support to dyslexic children's parents because of the limited capacity of the diploma thesis.

I carried out a research focused on the special computer programme *Languages without Barriers* and the way it can be used at school and at home. At first only lessons and home preparations without *LWB* were observed, monitored and looked into. It was found that some teachers are able to prepare lessons that take the dyslexic pupils fully into consideration without special teaching aids and thus facilitate their English learning. The research then focused on the use of *LWB* in an English lesson. The pupils and teachers who I worked with mostly did not know the programme and during the research they tried it for the first time. It did not always work out very well in the first lesson in which *LWB* was used, however, it proved that if the teacher worked with the programme systematically and she and her class got used to it, both the teacher and the class enjoyed the lessons more, the pupils learned more and understood the subject matter faster as it is in harmony with the multisensory approach that such children need. The pupils then usually stated that they were more successful in lessons with *LWB* than without it. The third part of the research was to focus on the use of *LWB* at home. However, it was not proved nor rebutted whether the programme is of any help for dyslexic children at home because there was only one child who actually worked with it at home during the research. The rest of the dyslexic pupils were either too lazy to download and install the programme, or struggled with some difficulties when downloading and installing it on their computers. However, in my current teaching practice I help two dyslexic children with English and have been working with them for a year now. They both started using *LWB* and their results at school improved. They both like using the programme at home and are

convinced that it helps them very much. One of the dyslexic pupils is very weak and she was totally lost when she first came to me. She failed her final exams in English at her higher secondary school and had to take a make-up at the end of the summer holiday. I recommended the programme to her for her home preparation and applied a multisensory approach during our lessons. At the end of the summer holidays she passed the make-up with a 2 ('commendable') and has been an average English student since. Her last mark on her school report in English was 3 ('good').

In my opinion *LWB* really proved to be a useful programme for dyslexic pupils and their teachers. However, nothing works perfectly at once. One has to sacrifice something at the beginning to get some reward at the end. In this case it means that the teachers as well as the students have to spend some time in learning how to operate the programme (the installation is not required any more after the upgrade) and then when they get used to it they will definitely like the programme as it really offers a lot to everyone who seems to be lost in English.

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Appendices

Appendix I: Addresses of schools which took part in the research

Appendix II: Questionnaire 1: Brief Research into Current Situation of Teaching English to Dyslexic Children

Appendix III: Questionnaire 2: General questionnaire

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Appendix XVIII: Questionnaire 17: Teacher's evaluation of her pupils' mastering this grammar

Appendix I: Addresses of schools which took part in the research

ZŠ 1:

ZŠ Hanspaulka, Sušická 1000/29, Praha 6, 160 00

ZŠ 2:

ZŠ Londýnská, Londýnská 34, Praha 2, 120 00

ZŠ 3:

ZŠ Norbertov, Norbertov 1, Praha 6, 162 00

Appendix II: Questionnaire I

VYUŽÍVÁNÍ POČÍTAČOVÉHO PROGRAMU JAZYKY BEZ BARIÉR PŘI VÝUCE ANGLIČTINY ŽÁKŮ S DYSLEXIÍ

ZÁKLADNÍ INFORMACE O DOTAZOVANÉM			
Pohlaví: a) žena b) muž	Věk: a) 20-29 b) 30-39 c) 40-49 d) 50-59 e) 60 a více	Jak dlouho učím jazyky: a) 0 – 4 roky b) 5 – 10 let c) 11 – 20 let d) 21 – 30 let e) více než 30 let	Kde učím: a) první stupeň ZŠ b) druhý stupeň ZŠ c) učiliště d) střední škola e) gymnázium f) jiné _____

1. Ve třídách, které učím:

- a) nejsou dyslektici
- b) nevím, jestli jsou dyslektici
- c) jsou dyslektici (→ popište prosím blíže situaci - kolik dyslektiků je obvykle ve třídách apod.)

2. Práci s dyslektiky se ve svých hodinách:

a) *nevěnuji, protože...*

- a. nemám čas na přípravu práce s dyslektiky
- b. není čas se v hodině věnovat dyslektikům
- c. nevím jak
- d. nemám chuť
- e. jiné důvody (specifikujte prosím!)

b) *věnuji, protože...*

3a. POKUD jste na předchozí otázku odpověděli „nevěnuji“, chcete se v budoucnu věnovat práci s dyslektiky ve Vašich hodinách?

- a) Ano
 - a. PROČ? _____
 - b. JAK? _____
- b) Ne
 - a. PROČ? _____

3b. POKUD jste na předchozí otázku odpověděli „věnuji“, napište prosím

- JAK se ve Vašich hodinách dyslektikům věnujete (pomůcky, způsob výuky apod.)

- JAK ČASTO se ve Vašich hodinách dyslektikům věnujete

- jaké máte VÝSLEDKY

4. Program JAZYKY BEZ BARIÉR:

- a) znám a používám → JAK:

- b) znám, ale nepoužívám → PROČ:

- c) neznám

- d) jiné:

5. Můj názor na program JAZYKY BEZ BARIÉR:

6. Vaše postřehy a poznámky k problematice výuky jazyků dětem s dyslexií:



Appendix III: Questionnaire II

DOTAZNÍK: ANGLIČTINA

Jmenuji se _____. Je mi _____ let. Chodím do _____ třídy. Angličtinu se učím od _____ třídy.

Angličtina mě baví:

- a) hodně
- b) trochu
- c) vůbec

Na hodiny angličtiny se těším:

- a) hodně
- b) trochu
- c) vůbec

V hodinách angličtiny se hlásím:

- a) hodně
- b) trochu
- c) vůbec

V hodinách angličtiny se stydím:

- a) hodně
- b) trochu
- c) vůbec

V hodinách angličtiny se bojím:

- a) hodně
- b) trochu
- c) vůbec

V hodinách angličtiny dávám pozor:

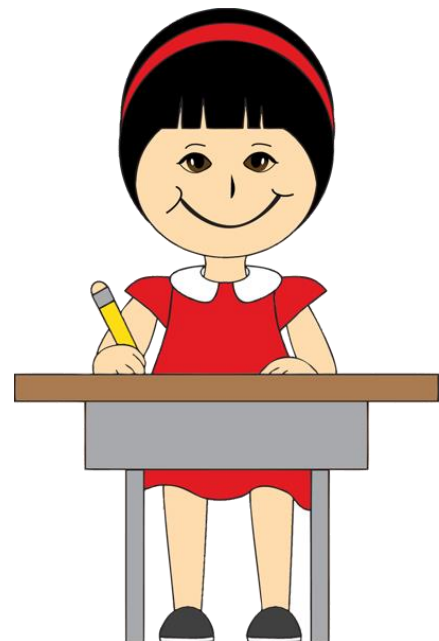
- a) hodně
- b) trochu
- c) vůbec

Věcem, které děláme v angličtině, většinou rozumím:

- a) hodně
- b) trochu
- c) vůbec

Angličtina je pro mě těžká:

- a) hodně
- b) trochu
- c) vůbec



Angličtinu se učím doma:

- a) hodně
- b) trochu
- c) vůbec

Připravovat se doma na hodiny angličtiny mě baví:

- a) hodně
- b) trochu
- c) vůbec

Na hodiny angličtiny se učím doma:

- a) každý den
- b) skoro každý den
- c) jen někdy
- d) jen před testem/ zkoušením
- e) nikdy

Na hodiny angličtiny se učím většinou:

- a) sám/sama
- b) s kamarádem/ kamarádkou
- c) s rodiči
- d) mám doučování
- e) neučím se vůbec



Počítačový program *Jazyky bez bariér*, se kterým se můžu připravovat na angličtinu, znám:

- a) hodně
- b) trochu
- c) vůbec

Program *Jazyky bez bariér* mám doma v počítači: ANO / NE

Tento program používám:

- a) hodně
- b) trochu
- c) vůbec

Tento počítačový program se mi líbí:

- a) hodně
- b) trochu
- c) vůbec

Tento počítačový program mi pomáhá:

- a) hodně
- b) trochu
- c) vůbec

Appendix IV: Questionnaire III

DOTAZNÍK: 26. 3. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou větu:

- a) I am going to have an apple.
- b) I going to have an apple.
- c) I going have an apple.

Doplňte správně:

- a) I _____ going to play football.
- b) You _____ going to play football.
- c) He _____ going to play football.

Věta *I am going to do my homework.* znamená:

- a) Půjdu domů pracovat.
- b) Budu dělat domácí úkoly.
- c) Dělal jsem domácí úkoly.



Appendix V: Questionnaire IV

DOTAZNÍK: 5. 4. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou větu:

- a) They walking along the path, when they saw something in the ice.
- b) They were walking along the path, when they saw something in the ice.
- c) They walked along the path, when they seeing something in the ice.

Doplňte správně:

- a) I _____ wearing warm clothes.
- b) You _____ wearing warm clothes.
- c) He _____ wearing warm clothes.

Věta *While he was lying there, it started to snow* znamená:

- a) Zatímco tam ležel, začalo pršet.
- b) Zatímco přelo, začal ležet.
- c) Když si lehl, začalo pršet.



Appendix VI: Questionnaire V

DOTAZNÍK: 11. 4. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou větu:

- a) Tina wasn't do anything.
- b) Tina wasn't doing anything.
- c) Tina weren't doing anything.

Doplňte správně tvary minulého času průběhového:

- a) I _____ dreaming.
- b) You _____ dreaming.
- c) He _____ dreaming.

Věta *What were you doing at 12 o'clock on Sunday?* znamená:

- a) Co jsi dělal/a v neděli ve 12 hodin?
- b) Co budeš dělat v neděli ve 12 hodin?
- c) Co děláš v neděli ve 12 hodin?



Appendix VII: Questionnaire VI

DOTAZNÍK: 23. 4. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou větu:

- a) I am learn English.
- b) I learning English.
- c) I am learning English.

Doplňte správně tvary přítomného času průběhového:

- a) I _____ watching TV now.
- b) You _____ watching TV now.
- c) He _____ watching TV now.

Věta *I'm playing with my dog.* znamená:

- a) Hraji si se svým psem (právě teď).
- b) Hrávám si se svým psem (pravidelně).
- c) Hrál/a jsem si se svým psem.



Appendix VIII: Questionnaire VII

DOTAZNÍK: 19. 4. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou větu:

- a) I use to have long hair.
- b) I used have long hair.
- c) I used to have long hair.

Doplňte správné tvary „used to“:

- a) I used ____ be fat.
- b) I didn't _____ to be fat.
- c) Did you _____ to be fat?

Věta *I used to have long hair.* znamená:

- a) Mám dlouhé vlasy.
- b) Míval/a jsem dlouhé vlasy.
- c) Používal/a jsem dlouhé vlasy.



Appendix IX: Questionnaire VIII

DOTAZNÍK: 18. 4. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou větu:

- a) I watching TV when the telephone rang.
- b) I was watching TV when the telephone rang.
- c) I watched TV when the telephone ringing.

Doplňte správně tvary minulého času průběhového:

- a) I _____ playing tennis
- b) You _____ playing tennis.
- c) He _____ playing tennis.

Věta *We were playing football when it started to rain.* znamená:

- a) Hráli jsme fotbal, když začalo pršet.
- b) Když jsme dohráli fotbal, začalo pršet.
- c) Když přšelo, začali jsme hrát fotbal.



Appendix X: Questionnaire IX

DOTAZNÍK: 30. 5. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Vyberte správnou variantu:

- a) warmer
- b) warmmer
- c) warmr

Vyberte správnou variantu:

- a) sunnyr
- b) sunnier
- c) sunnyer

„bigger“ znamená:

- a) velký
- b) větší
- c) největší



Appendix XI: Questionnaire X

DOTAZNÍK: 15. 5. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec







Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Přiřaďte k anglickým výrazům písmenko hodícího se obrázku :

checked	striped	pointed
short-sleeved	high-heeled	flat
 A	 B	 C
 D	 E	 F



Appendix XII: Questionnaire XI

DOTAZNÍK: 23. 5. 2013

Dnešní hodina angličtiny mě bavila:

- a) hodně
- b) trochu
- c) vůbec

V hodině jsem dával/a pozor:

- a) hodně
- b) trochu
- c) vůbec

V dnešní hodině angličtiny jsem se cítil/a:

- a) dobře
- b) ne moc dobře
- c) špatně

V dnešní hodině angličtiny se mi dařilo:

- a) hodně
- b) trochu
- c) vůbec

Látce z dnešní hodiny angličtiny rozumím:

- a) hodně
- b) trochu
- c) vůbec

Doma se na příští hodinu angličtiny budu připravovat:

- a) hodně
- b) trochu
- c) vůbec

Přřad'te správně k sobě anglické a české výrazy:

- | | |
|------------------------|-------------------|
| 1. roundabout | A. semafor |
| 2. traffic lights | B. vedle |
| 3. underground station | C. zahnout vlevo |
| 4. next to | D. kruhový objezd |
| 5. on the corner | E. stanice metra |
| 6. turn left | F. na rohu |



Appendix XIII: Questionnaire XII
MOJE DOMÁCÍ PŘÍPRAVA NA ANGLIČTINU

Jméno:



DATUM	JAK DLOUHO JSEM SE UČIL/A	JAK JSEM SE UČIL/A	S KÝM JSEM SE UČIL/A	BAVILO MĚ TO?
5. 4.	<ul style="list-style-type: none"> a) 10 min b) 20 min c) 30 min d) 40 min e) 50 min f) hodinu g) více než hodinu 	<ul style="list-style-type: none"> a) Dělal/a jsem domácí úkol b) Dělal/a jsem cvičení na internetu c) Učil/a jsem se slovíčka d) Četl/a jsem si něco anglického e) Procvičoval/a jsem si angličtinu psaním f) Poslouchal/a jsem něco anglického g) Učil/a jsem se něco nahlas h) Učil/a jsem s programem Jazyky bez bariér 	<ul style="list-style-type: none"> a) Sám/ sama b) S rodiči c) Se sourozencem d) S kamarádem/ kamarádkou e) S paní učitelkou/pane m učitelem 	<ul style="list-style-type: none"> a) Ano b) Spíš ano c) Spíš ne d) Vůbec ne

Appendix XIV: Questionnaire XIII

Jazyky bez bariér VE ŠKOLE:

Program Jazyky bez bariér mi přijde v hodinách angličtiny užitečný:

- a) hodně
- b) trochu
- c) vůbec

Program JBB mi v hodině angličtiny pomohl pochopit probíranou látku:

- a) hodně
- b) trochu
- c) vůbec

Program JBB mi v hodině angličtiny pomohl naučit se probíranou látku:

- a) hodně
- b) trochu
- c) vůbec

Práce s tímto programem mě ve škole bavila:

- a) hodně
- b) trochu
- c) vůbec

S tímto programem bych chtěl/a nadále pracovat v hodinách angličtiny:

- a) hodně
- b) trochu
- c) vůbec

Jazyky bez bariér DOMA:

Program Jazyky bez bariér mi přijde pro domácí přípravu na angličtinu užitečný:

- a) hodně
- b) trochu
- c) vůbec

Program JBB mi doma pomohl pochopit probíranou látku:

- a) hodně
- b) trochu
- c) vůbec

Program JBB mi doma pomohl naučit se probíranou látku:

- a) hodně
- b) trochu
- c) vůbec



Práce s tímto programem mě doma bavila:

- a) hodně
- b) trochu
- c) vůbec

S tímto programem bych se chtěl/a nadále připravovat doma na hodiny angličtiny:

- a) hodně
- b) trochu
- c) vůbec

Doma jsem se s programem JBB připravoval/a na hodiny angličtiny:

- a) hodně
- b) trochu
- c) vůbec

Doma se bez programu JBB připravuji na hodiny angličtiny:

- a) hodně
- b) trochu
- c) vůbec

S tímto programem bych se chtěl/a učit:

- a) jen slovíčka
- b) jen gramatiku
- c) slovíčka i gramatiku
- d) nic – program mi vůbec nevyhovuje



Jazyky bez bariér: DOPLŇUJÍCÍ OTÁZKY

- Tento program mi MŮŽE POMOCI s pochopením angličtiny ve škole:** ANO / NE
- Tento program mi MŮŽE POMOCI s domácí přípravou na angličtinu:** ANO / NE
- S tímto programem jsem se toho ve škole NAUČIL/A VÍCE než bez něj:** ANO / NE
- S tímto programem jsem se toho doma NAUČIL/A VÍCE než bez něj:** ANO / NE
- Hodina angličtiny mě s tímto programem BAVILA více než bez něj:** ANO / NE
- Domácí příprava mě s tímto programem BAVILA více než bez něj:** ANO / NE
- Probíranou látku jsem s tímto programem ve škole POCHOPIL/A RYCHLEJI než bez něj:** ANO / NE
- Domácí příprava mi s tímto programem TRVALA KRATŠÍ DOBU než bez něj:** ANO / NE

Appendix XV: Questionnaire XIV

JAZYKY BEZ BARIÉR VE ŠKOLE:



Program Jazyky bez bariér mi přijde v hodinách angličtiny užitečný:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že program JBB dyslektikům v hodině angličtiny pomohl pochopit probíranou látku:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že program JBB dyslektikům v hodině angličtiny pomohl naučit se probíranou látku:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že práce s tímto programem dyslektiky v hodině angličtiny bavila:

- d) hodně
- e) trochu
- f) vůbec

Tento program mi v hodině angličtiny usnadnil práci s dyslektiky:

- a) hodně
- b) trochu
- c) vůbec

Tento program mi zjednodušil přípravu na hodinu angličtiny s dyslektiky:

- a) hodně
- b) trochu
- c) vůbec

S tímto programem bych chtěl/a nadále pracovat v hodinách angličtiny:

- d) hodně
- e) trochu
- f) vůbec

PROČ?

JAZYKY BEZ BARIÉR DOMA:

Myslím si, že program Jazyky bez bariér je pro domácí přípravu dyslektiků na angličtinu užitečný:

- d) hodně
- e) trochu
- f) vůbec



Myslím si, že program JBB může dyslektikům pomoci doma pochopit probíranou látku:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že program JBB může dyslektikům pomoci naučit se probíranou látku:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že práce s tímto programem může dyslektiky doma bavit:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že by bylo dobré, aby se dyslektici s tímto programem i nadále připravovali doma na hodiny angličtiny:

- d) hodně
- e) trochu
- f) vůbec

Myslím si, že tento program je dobrý především k procvičování:

- e) slovíček
- f) gramatiky
- g) slovíček i gramatiky
- h) program mi nepřijde vhodný k procvičování angličtiny
- i)

Tento program MŮŽE dyslektikům POMOCI s pochopením angličtiny ve škole:

ANO / SPÍŠE ANO/ NE

Tento program MŮŽE dyslektikům POMOCI s domácí přípravou na angličtinu:

ANO / SPÍŠE ANO/ NE

S tímto programem se toho dyslektici ve škole NAUČILI VÍCE než bez něj:

ANO / SPÍŠE ANO/ NE

S tímto programem se toho dyslektici doma NAUČILI VÍCE než bez něj:

ANO / SPÍŠE ANO/ NE

Hodina angličtiny dyslektiky s tímto programem BAVILA více než bez něj:

ANO / SPÍŠE ANO/ NE

Probíranou látku dyslektici s tímto programem ve škole POCHOPILI RYCHLEJI než bez něj

ANO / SPÍŠE ANO/ NE

Prací s tímto programem DOSÁHLI dyslektici LEPŠÍCH VÝSLEDKŮ než bez něj:

ANO / SPÍŠE ANO/ NE

Místo pro případné poznámky:

Appendix XVI: Questionnaire XV

DOTAZNÍK PRO UČITELE

Z dnešní hodiny mám:

- a) dobrý pocit
- b) špatný pocit
- c) smíšené pocity

Proč?

Dnešní hodina se mi učila:

- a) dobře
- b) ne moc dobře
- c) špatně

Proč?

Dnešní hodina proběhla podle mého plánu/ mé přípravy: ANO / NE

Případný komentář _____

Cílem dnešní hodiny bylo:

Cíl dnešní hodiny se mi podařilo naplnit: ANO /NE

Případný komentář _____

V dnešní hodině se mi povedly tyto věci:

V dnešní hodině se mi nepovedly tyto věci:

V dnešní hodině jsem se cítila

Na dnešní hodinu jsem se připravovala ...

- jak dlouho

- kdy

Myslím si, že třída jako celek dnes reagovala ...

Myslím si, že dyslektici v mé třídě dnes reagovali ...

Myslím si, že dyslektici dnešní látku...

Této látce se budeme věnovat...

K procvičení této látky využiji během dalších hodin...

Tuto látku budu zkoušet formou ...

Popište prosím, co jste dnes udělala pro to, aby látku pochopili i dyslektici ve Vaší třídě:

Appendix XVII: Questionnaire XVI

DOTAZNÍK PRO UČITELE

Z dnešní hodiny mám:

- a) dobrý pocit
- b) špatný pocit
- c) smíšené pocity

Proč?

Dnešní hodina se mi učila:

- a) dobře
- b) ne moc dobře
- c) špatně

Proč?

Dnešní hodina proběhla podle mého plánu/ mé přípravy: ANO / NE

Případný komentář _____

Cílem dnešní hodiny bylo:

Cíl dnešní hodiny se mi podařilo naplnit: ANO /NE

Případný komentář _____

V dnešní hodině se mi povedly tyto věci:

V dnešní hodině se mi nepovedly tyto věci:

Na dnešní hodinu jsem se připravovala ...

- jak dlouho

- kdy

Myslím si, že třída jako celek dnes reagovala ...

Myslím si, že dyslektici v mé třídě dnes reagovali ...

Myslím si, že dyslektici dnešní látku...

Této látce se budeme věnovat...

K procvičení této látky využiji během dalších hodin...

Tuto látku budu zkoušet formou ...

Popište prosím, co jste dnes udělala pro to, aby látku pochopili i dyslektici ve Vaší třídě:

Napište prosím, jak se Vám dnes s programem JBB pracovalo a co si o jeho využití ve výuce myslíte

Appendix XVIII: Questionnaire XVII

DOTAZNÍK K PROBRANÉ LÁTCE:

Myslím si, že posledně probíranou látku třída pochopila: **ANO – NE**

Myslím si, že tuto látku pochopili i dyslektici v této třídě: **ANO – NE**

→ *Proč si to myslím:*

Této látce jsem se věnovala hodin/y.

Tuto látku jsem procvičovala následujícími způsoby:

Tuto látku, jsem vyzkoušela **ÚSTNĚ – PÍSEMNĚ**.

Průměrná známka ve třídě byla

Dyslektici dostali tyto známky:,
což u těchto žáků považuji za výsledek **VÝBORNÝ / DOBRÝ / ŠPATNÝ**.

Místo pro případný komentář/ případné poznámky: