

Abstract

The specific learning disabilities with the primary focus on dyslexia as one of the special educational need are characterised in the thesis. The theoretical part provides thorough clarification of the individual disabilities as well as the enumeration and explanation of the re-educational approaches towards the specific learning difficulties aimed at the process of teaching English as a foreign language. The qualitative research conducted on the second stage of the basic school constitutes the empirical part of the thesis. The major aim of tracing the needs of the learners with dyslexia was achieved by combining the results of the analysis of the textbooks and the self-created worksheets, observations from the lessons and the interviews with the participants. The main research question, discussing the degree of appropriateness and suitability of the created material in opposition to the regularly used textbooks, was answered in favour of the designed worksheets. Moreover, the thesis provides well-structured and comprehensive summary of the recommendations to enhance the learning process of the learners with dyslexia.

Key words

Dyslexia, foreign language teaching, lower secondary level, re-education, special educational needs, specific learning disabilities