

TITLE:

Teaching English to Pupils With Dysorthography

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ABSTRACT:

The thesis relates the issue of dysorthography in connection to EFL instruction with a special attention paid to lower secondary schools. The theoretical part of the text contains basic information on special educational needs, followed by a chapter on Specific Learning Difficulties, their causes and symptoms. The concept of dysorthography is explained and its possible consequences on acquisition of English spelling and grammar described, followed by a list of recommended approaches, methods, techniques and aids which can be useful for teaching English to dysorthographic pupils. The practical part of the text gives an account of a multiple-case study which was carried out among experienced English teachers at schools that pay special attention to children with SEN. The research is focused on the teachers' experience and know-how and compares the obtained data to the recommendations given in the theoretical part.

KEYWORDS

Specific Learning Difficulties, Dyslexia, Dysorthography, Teaching English as a Foreign Language, grammar, spelling