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DIPLOMA THESIS

Reflecting the Needs of the Students with Specific Learning Disabilities in
TEFL

Reflektování potřeb žáků se specifickými poruchami učení ve výuce
anglického jazyka jako jazyka cizího

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Declaration of authorship

I declare that I was working on my thesis – Reflecting the needs of the students with specific learning difficulties in TEFL – individually under the observation of my supervisor. I included and cited properly all the sources I had used. The thesis does not serve for gaining other or the same title.

Prague, 7 April 2015

signature

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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

Abstrakt

Specifické poruchy učení, s důrazem na dyslexii jakožto jednu ze speciálních vzdělávacích potřeb, jsou charakterizovány v textu diplomové práce. Teoretická část představuje detailní objasnění jednotlivých specifických poruch učení společně s vyjmenováním a vysvětlením dílčích reedukačních přístupů k těmto poruchám. Největší důraz je kladen na vztah k učení anglického jazyka jako jazyka cizího. Kvalitativní výzkum, který byl proveden na základní škole, utváří empirickou část práce. Hlavní cíl týkající se stanovení potřeb dyslektických žáků byl dosažen kombinací výsledků z analýzy učebnic a vytvořených pracovních listů, z pozorování během vyučovacích hodin a z rozhovorů s účastníky výzkumu. Odpověď na klíčovou výzkumnou otázku zkoumající míru vhodnosti a přiměřenosti vytvořených materiálů oproti běžně používaným učebnicím byla vyhodnocena ve prospěch pracovních listů. Diplomová práce též obsahuje strukturovaný a obsáhlý souhrn doporučení, jak podpořit proces učení žáků s dyslektickou poruchou učení.

Klíčová slova

Dyslexie, nižší sekundární vzdělávání, reedukace, speciální vzdělávací potřeby, specifické poruchy učení, učení se cizímu jazyku

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Introduction

Individualised learning is one of the key aspects of the current educational system. Special educational needs of the learners represent a requirement to be fulfilled to provide appropriate education to single one individual. The particular requisites classified among special educational needs might be the multi-cultural or multi-lingual issues; social, emotional or behavioural difficulties; gifts and talents; visual, hearing and physical impairments; speech and language difficulties; specific behavioural difficulties and the most crucial for the thesis – the specific learning disabilities.

The theoretical part of the thesis is composed of the characteristics of the specific learning disabilities including the historical overview of the specified difficulties, the neurobiology of these inherent impairments, the possible psychological causes and the thorough specification of the individual learning disabilities. The clarification of the terms is followed by the legal establishment and statistical occurrence of the discussed feature both in the Czech Republic and in the English speaking countries. The general re-education approaches are involved in the theoretical section as well as the tendencies and characterisations of the learning process towards the students primarily with dyslexia. The latter mentioned part incorporates the most valuable information as far as the primary focus of the thesis is concerned.

The successive practical part contains the specification of the qualitative research conducted on the second stage of the basic school in Prague. The major aim of the research is to trace the needs of the dyslectic learners. Therefore, the worksheets were structured and produced as the alternations to the regular class textbook material and as one of the outcomes of the thesis. They were subsequently used while teaching the target learners with specific learning disabilities. The analysis of the material, the observations from the lessons and the evaluative interviews served to produce research findings, data and interpretations.

The special educational needs being a heavily discussed topic among all the professionals from both the educational and psychological field currently, give the thesis a high importance. The overlap to the teaching process is represented by the worksheets as well as by the final list of the suggestions while working with the dyslectic learners as an important material for the teachers or parents of the target learners.

I Theoretical Part

1. Characteristics of Specific Learning Disabilities

Specific learning disability belonging to the category of special educational needs (SEN¹) is understood as developmentally conditioned phenomenon on biological basis accompanying an individual to the adulthood. “The disabilities manifested in lowered abilities in reading, orthography, writing or counting are caused by insufficient capacity to perceive certain information, speak, read, write, and handle the orthographical rules or to count. They are neither primarily linked to the sensory handicap nor to the decreased or delayed intellectual development.” (Michalová 14, as translated by Stehlíková) This results in the label of “specific” disabilities as they have to be discriminated from those caused primarily by the sensory handicap or insufficient intellectual development mentioned above. These are classified together with the often absenteeism from school or truancy – as the “non-specific” learning disabilities or pseudo-dyslexia. (Matějček 24)

“The specific learning disabilities affect a particular aspect of learning rather than the overall abilities of students.” (Wallace 158) Moreover, both specific and non-specific (also called general) are described as being moderate (MLD) or severe (SLD). The students with MLD may be integrated into non-specialised schools as opposed to those with SLD, who have to be educated in special schools without achieving the basic skills. (Wallace 158)

Nevertheless, each of these students needs to have an access to the appropriate school curriculum to achieve his or her potential and to help them have a satisfied life.

1.1 The Neurobiology of Learning Disabilities

The specific learning disabilities (LD) used to be treated as a result of the central nervous system dysfunction from the 1960's. After decades of testing, one understands the etiology of this dysfunction as a complex of causes consisting both of a defect in structure, as well as in the function of the certain brain sections (as for example in the inefficient function of the

¹ “The term SEN became commonly used after the report published in 1978. Prior to this, the terms ‘handicapped’ and ‘retarded’ were in common usage when describing young people with SEN. ... The term SEN is generally applied where medical or cognitive disorders exist which create barriers to learning and which require support for the learner on a long-term or ongoing basis.” (Wallace 279)

sight as an analyser), and in the disturbed communication between the child and one's surroundings. (Zelinková, *Cizí jazyky* 16)

The external manifestations might be observed in the defects of cognition or motor skills, in a certain speech disorder or in an ambivalent laterality. The central nervous system dysfunction is treated as a core of the presented problem, even though learning disabilities are also connected to “at least average intellectual capacity, significant (and unexplained) underachievement and the exclusion of intellectual disability, emotional disturbance, sensory impairment, cultural differences or lack of opportunity to learn”. (Horowitz)

The learning disabilities belong to the heterogeneous group of defects with negative impact on learning. Although the scientists and experts seem to have the greatest amount of information about the disorder concerning reading skills, the others should not be left out. There are numbers of regions and structures in the brain that seem to control particular skills connected with reading. Moreover, learning disabilities contain strong genetic information is responsible for the development of this defect. Males are exposed to the sevenfold possibility of having these types of problems. Nevertheless, the genetic transfer seems to be 35 – 45 percent in general regardless the gender. (Horowitz) Moreover, Pokorná questions the generally known number of males struggling with the specific learning disabilities by referring to her own experience and research. The prevailing number of boys in specialised classes for the children with specific learning disabilities seems to be caused by their “infeasibility” in regular classes. Therefore, as being usually less adaptable than girls, their problems tend to be classified as being caused by these types of difficulties. (Pokorná 34)

The genetic information is not the only cause of the disabilities mentioned above. The evolution of the foetus is clearly associated with the behaviour of mother during her pregnancy. Foetal Alcohol Syndrome as well as foetal cocaine exposure or maternal cigarette smoking play the important role in the development of learning disabilities.

The experts presume that a certain neurological damage occurs during the foetal development or childhood upbringing might contribute to the learning defect as well. While these disabilities are persistent throughout the lifespan, the adults might also struggle with the defects that might be the result of the certain unsatisfactory neurological conditions within the childhood. (Horowitz)

To sum up, the causes of learning disabilities might be seen in:

- heredity – most probably the defect on chromosome X
- problems during pregnancy and birth – virus infection, drug or alcohol use, low birth weight, lack of oxygen, premature and also prolonged labour
- after-birth incidents – serious illness (viral encephalitis), head injury, exposure to toxins, poor nutrition
- defects in the structure and/or function of the brain in general – brain dysfunction (abnormalities in the function of neurotransmitters that disturb the process of learning), failure of brain dominance (ambivalent laterality – certain hemisphere does not have the control over the other and does not specialize on certain functions as the speech), defects concerning the processing the information via senses

(Selikowitz 36)

1.2 Psychological Causes of Learning Disabilities

The followers of the psychogenetic approach of learning disabilities support the idea of the clear connection between the individual and one's surroundings. They focus on the child's artistic, musical and other expression while putting the stress rather on the improvement of the relationship between the individual and the outer world. Therefore, the child should be encouraged to express himself or herself and to communicate.

The experts suggest that the absence of the attachment² contributes highly to the development of learning disabilities. If the emotional attachment is missing, the child is likely to be in isolation. Therefore, he or she does not communicate and does not acquire the language properly. Moreover, one is unable to assign the correct meaning to the words. (Zelinková, *Cizí jazyky* 19)

² The unique emotional bond between the new-born and the primary caregiver being developed from the very birth mainly till the child's age of three, according to the psychoanalytic John Bowlby. The child learns to perceive the safety and security of the world as one of the primary life needs. This mutual satisfactory relationship plays a major role in the process of socialisation of the child. (Helus 109)

1.3 Brief Historical Overview of Learning Disabilities as such

It is understandable that reading difficulty - nowadays known as dyslexia – was the first to be described and interpreted from the range of specific learning disabilities. Dr. Kussmaul, a German doctor, described the first officially known case of dyslexia in 1878. The observed man who seemed to possess standard intelligence had never been able to learn to read. Dr. Kussmaul named the defect “reading blindness”. (Zelinková, *Cizí jazyky a specifické poruchy učení* 8)

The British Empire discovered a very similar case in 1895 while the attending physician named the difficulty “word blindness”. The scientific article about this defect prompted a quickly developing expert discussion about learning disabilities. Dr. Pringle Morgan depicted the case of a fourteen-year-old boy with dyslexia the year after. The boy was considered to be the best student among all while being tested only orally. (Selikowitz 14)

The first quarter of the twentieth century was highly influenced by the research regarding learning disabilities. American neurologist dr. Samuel Orton presented the first theory of learning disabilities development in 1925. Therefore, he is said to be labelled as the Father of Dyslexia. Moreover, dr. Alfred Strauss and dr. Heinz Werner published a detailed description of a child with complex learning disabilities in 1939 noting the difference between the individual manifestations of those defects. Their work started the unique research and provision of both clinical and educational services for the children with learning disabilities. The individuals’ rights to be treated and evaluated considering the defects mentioned above were acknowledged in 1977 in the USA and in 1981 in the British Empire. (Selikowitz 15)

As far as the Czech environment is concerned, the most significant expert regarding learning disabilities is said to be Antonín Heveroch who already presented the case of a eleven-year-old girl with dyslexia in 1904. Moreover, the neurobiological causes of these defects improved by his successors afterwards were provided as well. In 1960’s, the first specialized classes for the children with dyslexia were established together with the publishing of the first book describing the defects in reading and writing skills. To sum up, Dr. Matějček is considered to be the one who heavily enriched both psychological and pedagogical view of the specific learning disabilities. (Matějček 29)

1.4 Individual Learning Disabilities in Detail

The following section will provide extended information about specific learning disabilities. The description of the most prominent and common difficulties as dyslexia, dysgraphia, dysorthographia, dyscalculia, dyspraxia is provided with detailed clarification. The marginal or less known ones will not be specified – namely dyspinxia (the disability in drawing and overall graphic expression) and dysmuzia (tone deafness, the inability to distinguish different tones). The deeper characteristics of dyslexia will be provided in final part of the theory with the focus on the specifics of the English language teaching.

1.4.1 Dyslexia

Dyslexia as probably one of the most heard and prominent defect from the range of specific learning disabilities might be described as a difficulty with words. It may be deduced from the name of the disability – *dys* as –“not” or “difficult”, *lexia* as “words”.

One of the most complete definitions to help us to understand the defect is: “Dyslexia is a specific learning disability that is neurobiological 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.” (Lyon, Shaywitz & Shaywitz 2)

The phonological deficit represents one of the most significant causes. It means that one has difficulties with words decoding, identifying individual sounds, using letter-sound relationship and one has distorted ability of sound synthesis, phonological manipulation, automation of phonetic skills etc. (Jucovičová, Žáčková, *Reedukace* 12)

Every other general cause mentioned above in the work might play a significant role in the development of the disability mentioned above – more specifically the visual deficit (lack of visual distinction of details, colour distinction, quick ability to identify the letter), ambiguous laterality, and deficit in motor skills or sensorimotor area.

As far as the areas of the brain related to the language and reading are concerned, apart from the distinction of right and left hemisphere, there are four brain lobes affecting the ability to read – the frontal lobe as the largest and most responsible for controlling speech, the parietal lobe controlling sensory perceptions, linking spoken and written language to memory to give

it meaning, the occipital lobe where the primary visual cortex is located, and the temporal lobe which is involved in a verbal memory. (Hudson, High, Al Otaiba)

Regarding the structural differences between people with and without these learning difficulties, the amount of white matter responsible for the communication between certain regions of the brain is lowered. The grey matter enabling the processing of information is partly lacking as well which causes the problems in phonological awareness. To sum up, “there is a failure of the left hemisphere rear brain systems to function properly during reading.” (Hudson, High, Al Otaiba)

In relation to the left and right hemisphere, one can distinguish between the right-hemisphere reading and left-hemisphere reading. The first mentioned is described as slow, demanding, influent and with lower occurrence of errors. The individual uses primarily the right hemisphere typical for pre-reading period and the beginning of reading. The child stays at the level of perception mechanisms related to the right hemisphere – sound perception, isolated sounds, shapes and letter distinction etc. The left-hemisphere reading is rather quick, headlong and with higher level of error occurrence. The perception mechanisms do not seem to be on the required level. They are not automatized which causes problems listed above. (Jucovičová, Žáčková, *Reedukace* 13)

Even though the dyslexia cannot be cured, there is a range of re-educating approaches and techniques to help the individual to overcome his or her different perception of the information. It will be further discussed in the section 4.4.4 together with the practical consequences in the empirical or appendicle part of the thesis. This subpart displays only the introduction to the issue, thus dyslexia represents the major theme of this work.

1.4.2 Dysgraphia

Dysgraphia is a specific learning disability of graphic/ written expression. The background of this defect seems to be the motor skill defect with the focus on fine motor skills but sometimes affecting even the gross motor skills. The automation of movements and motor skills as well as the sensorimotor coordination is involved.

The experts do not seem to be convinced of having the exhaustive list of causes. Nevertheless, these further aspects are being discussed – deficiency in visual perception and spatial orientation, defects in organizing information stored in memory (lowered ability to store unfamiliar written words in the working memory), lack in imagination, attention or

transformation of either visual or auditory sensations into the graphic form. (Jucovičová, Žáčková, *Reedukace* 16)

The symptoms of dysgraphia might be divided into six categories – visual-spatial, fine motor skills, language processing, spelling/handwriting, grammar, and organization of language. The shortened list is going to be provided hereafter:

- **“visual-spatial** – trouble with shape-discrimination and letter spacing, organising words, reading maps, drawing, writing letters to all directions
- **fine motor skill difficulties** – trouble holding pencil correctly, tracing, cutting, doing puzzles, texting; one is unable to use scissors well, one holds his/her wrist, arm and body on paper in an awkward position
- **language processing issues** – trouble getting ideas on paper, understanding the rules of games, following directions
- **spelling issues/handwriting issues** – hard time understanding spelling rules, having correct oral spelling; one mixes upper- and lowercase letters, has trouble reading his/her own writing, erases a lot
- **grammar and usage problems** – one does not know how to use punctuation, does not start sentences with a capital letter, does not write in complete sentences
- **organization of written language** – trouble telling a story; one leaves important facts, uses vague descriptions, rarely gets to the point.”

(Patino)

Looking at the written expression of the individual struggling with dysgraphia, one can see specifically – wrongly linked letters, words not corresponding with the line, different size and slope of the letters, varied spacing between the words, missing letters, missing or wrongly placed punctuation marks, spelling/ grammatical mistakes etc. (Jucovičová, Žáčková, *Reedukace* 19)

Furthermore, the symptoms of dysgraphia are clearly related to the other academic or basic skills. One has a hard time working in geometry as well as writing correct forms of numbers in mathematics. Drawings are rather simpler related to the expressions of the individuals on lower ontogenetic stage. Furthermore, the ones who fight with dysgraphia as well as with dyspraxia (developmental coordination disorder) have often troubles when typing on the computer.

Consequently, the teachers might follow successive principles to make students' learning easier:

- to enable the student to have more time while doing exercises, writing notes, or even tests
- to integrate a work in the library to do a certain homework to substitute partially a written homework
- to support correction programmes on the computer
- not to evaluate the overall text editing
- to enable students to make abbreviated notes
- to reduce rewriting the notes, etc.

(Michalová 21)

To conclude, the affected child is exposed to stress to the high extent, to the aversion to write and therefore, to the feeling of their own incapability. The professional support is necessity not to destroy one's self-esteem as well as to enable him or her better conditions in life.

1.4.3 Dysorthographia

Dysorthographia seems to be a specialty of non-English speaking community due to the lack of information in the foreign materials. Nevertheless, it may be understood as a subpart of dysgraphia considering the distinctive overlay. This specific learning disability causes problems in orthography or spelling.

The most prominent cause is said to be distorted auditory perception – the auditory differentiation, both analysis and synthesis, auditory orientation, auditory memory and distinction of individual sounds, syllables, words and sentences. Both the perception and the ability to reproduce rhythm is impaired. The individuals suffering with this difficulty have the lowered language skills. Moreover, the problems intensify with the existence of an Attention Deficit Disorder (ADD). (Jucovičová, Žáčková, *Dysortografie* 6)

The very typical errors corresponding to the dysorthographia are:

- missing letters, syllables, words or sentences
- addition of extra letters, syllables or words
- missing or extra diacritic symbols
- rearrangements of sounds – “kolo X loko” in Czech

- changes in the use of sound-alike sounds
- not followed word boundaries
- grammatical mistakes

(Jucovičová, Žáčková, *Dysortografie* 7)

Therefore, one may recognise the similarity between the symptoms of dysgraphia and dysorthographia. For the time being, this work will mainly focus on the use of dysgraphia to relate to the foreign distinction of the specific learning disabilities.

1.4.4 Dyscalculia

“Dyscalculia is a brain-based condition that makes it hard to make sense of numbers and math concepts.” (Morin) This mathematics learning disability might be called also mathematics disorder or math dyslexia.

The individuals struggling with dyscalculia usually miss the intuitive understanding of numbers and the way they work. The specific causes presented are not unified because of the lack of research and information. Thus, it is rather difficult to estimate the number of people affected. On the other hand, there is an estimation of six to seven percent of basic school children being affected. Moreover, fifty-six percent of the individuals with dyslexia have poor math achievement at the same time. (Morin)

Zelinková depicts several kinds of dyscalculia to distinguish the differences among individual types – **practognostic** (mathematical manipulation with concrete objects or painted symbols), **verbal** (difficulties to label the amount and number of objects), **lexical** (inability to read mathematical symbols), **graphic** (inability to write mathematical symbols), **operating** (impaired ability to succeed in working with mathematical operations) and **ideognostic** (inability to understand mathematical concepts and relationships among them). (Zelinková, *Cizí jazyky* 99)

Warning signs that might be observed in the kindergarten are connected to the difficulty to learn to count, to recognize number symbols, to connect number to a real-life situation, to remember numbers or to sort items by size or colour. The school period might be characterized by having troubles recognizing numbers, identifying symbols, solving mathematical problems, understanding what is “greater than, less than”, measuring things, grasping information shown on graphs etc. (Morin)

Furthermore, the lowered ability to understand mathematics permeates to other skills. Besides the lowered self-esteem resulting in unwillingness to undergo the process of making new friends, the sense of direction as well as money or time management is affected.

1.4.5 Dyspraxia

The specific learning difficulty called dyspraxia is characterised by having difficulty to plan and to coordinate physical movement. The individuals also tend to struggle with balance and posture. Other names for the disability specified above are developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. The last stated labelling refers to the one's speech disorders (verbal dyspraxia) related to dyspraxia as such. (Patino)

There are four different kinds of dyspraxia related to the different kinds of movements. "**Ideomotor dyspraxia** makes it hard to complete single-step motor skill tasks such as combing hair and waving goodbye. **Ideational** is the one that makes it more difficult to perform a sequence of movements, like brushing teeth. **Oromotor dyspraxia (verbal)** makes it difficult to coordinate muscle movements needed to pronounce words. And **constructional dyspraxia** makes it harder to understand spatial relationships. (Patino)

The causes of dyspraxia are said to be still partly hidden. Except for the general causes of the specific learning disabilities, the experts believe that the premature birth or a problem with the nerve cells sending signals from the brain to the muscles play a significant role. Same as with dyscalculia, the lack of research causes an unclear idea about the number of individuals struggling with this disability – roughly from six to ten percent. (Patino)

Warning signs throughout the ontogenetic development might be depicted successively – one is a messy eater, unable to ride a bike, avoids playing with construction toys, bumps into people, has trouble grasping pencils, struggles to play with other kids, avoids sports, has trouble moving objects, may lose and forget things etc. (Patino)

In summary, it seems to affect highly both academics but also behavioural or emotional skills together with the communicative skills. Not to let the disability interfere to one's life too much, a professional help supported by the parental or teacher's help might be sufficient to make one's life easier.

2. Legal Norms and Statistics Regarding the Specific Learning Disabilities

The special educational needs among which the specific learning disabilities are classified are legally anchored in the Special Educational Needs and Disability Act 2001, which “made it unlawful for educational institutions in both pre- and post-16 education sectors to discriminate against disabled pupils and students.” (Wallace 281) Therefore, it is a duty of every participating country to integrate the definition of the Act to their legal norms.

2.1 Legal Norms of the Czech Republic and the Integration of an Individual

“Education shall be based on the principles of considering of educational needs of an individual” as stated in the Act No. 561/2004 Coll., on Pre-School, Elementary, Secondary, Tertiary Professional or other education (the Educational Act), as amended (Educational Act, first paragraph of the second section). The special educational needs should be clarified by the school counselling system. Therefore, the convenient conditions suitable for the student’s needs should be provided as well as the students have the right to gain the special books, didactic or compensational tools. The individuals with the specific learning difficulties might be integrated to the specially oriented classes, they might obtain the teaching assistant or to gain the individual educational plan (IEP). The IEP can be understood at a simple level “as a document that lays out the approach to be taken to support an individual child and it is important that they are fully utilized to offer the maximum benefit to each child and their family.” (Fitzgerald 88)

The IEP is allowed by the school headmaster on the basis of written recommendation of Educational and Psychological Counselling and the agreement of the legal representatives of the student – according to the eighteenth paragraph of the Educational Act. The crucial fact for the teacher is the alternated classification regulations and evaluation in general towards the person with the disability, as stated in the paragraph no. 51. Formal necessities of an IEP might be found in the Decree No. 73/2005 Collection of Law, on Education of Children, Pupils and Students with Special Educational Needs and the Exceptionally Gifted, as amended by Decree No. 147/2011 Coll. The duty of every teacher is to be acquainted with the student’s IEP, more specifically with the needs related to teacher’s school subject.

As far as the successful functional integration³ of an individual is concerned, what really matters is the cooperation between the teacher and the parents or legal representatives of a student with specific learning disability. The progress has to be traced, evaluated and the means of re-education have to be carefully planned on both sides.

The toleration at the primary or rather secondary school level might be provided by the prevalence of the oral examination over the written one. Moreover, the student's difficulties might be facilitated by the possibility of using the computer for writing, getting the gap-fill exercises, getting more time provided for work, decreasing the number of the required reading etc. The verbal evaluation seems to be more convenient mean of evaluation, especially in the language school subjects. (Michalová 42)

2.2 The Situation in the Czech Republic and in the English Speaking Countries

The sources providing the number of the students with specific learning disabilities vary to the large extent. Nevertheless, as stated in the statistical yearbook of the Ministry of Education, the situation in the Czech Republic is rather confusing. Some of the regions report the occurrence of these disabilities in 4309 cases as in the former Karlovarský region that represent more than four percent of the school age learners, the others in 655 cases in the former Jihočeský region representing one percent of the school age learners. (MŠMT, statistical yearbook 2014/2015) This peculiar tendency is interpreted as a result of greatly distinct attitude of Educational and Psychological Counselling Centres towards the confirmation of the specific learning disabilities. On the other hand, many authors as Michalová agreed on the number of 2 – 4% of pupils with learning disabilities. (Michalová 26)

The overall number of the learners with specific learning disabilities is claimed to be 34 336 representing 3,95 % of all the students of the basic schools in 2014. Contrasting the statistical data from the previous years, the Ministry of Education provides the number of 33 987 learners of the previous year struggling with specific learning disabilities, 31 965 learners of the school year 2010/2011 and 48 612 students of the school year 2005/2006. The

³ Functional integration – type of integration (besides locational and social) within which “children with special needs join their peers for the full educational experience.” (Wallace 141)

justification for this kind of data might be perceived as a subject of controversy. (MŠMT, statistical yearbooks)

Concerning the situation in the United States, as stated by the National Centre for Learning Disabilities (NCLD), 2.4 million American public school students are identified with learning disability under the Individuals with Disabilities Education Act (IDEA). This number represents 42% of the 5.7 million school-age children requiring special education services. In other words, 2.4 million students specified above constitutes approximately five percent of the total public school enrolment. Moreover, as the NCLD claims, “two-thirds (66 percent) of the students identified with learning disability are male, while overall public school enrolment is evenly split between males and females.” (Cortiella, Horowitz)

As far as the situation in the United Kingdom is concerned, according to the data of Public Health England, there is said to be 286, 000 children with a learning disability. Furthermore, 89% of children have moderate disability, 24% of them rather severe one and 18% of pupils are diagnosed with multiple learning difficulty. (Emerson et al.)

Putting a Face on Learning Disabilities (PACFOLD), the Canadian organisation, has stated that 4.9% of Canadian children aged 6 to 15 had a learning disability in 2007– taken from the National Longitudinal Survey of Children and Youth (NLSCY). Taking the other studies in consideration, the PACFOLD estimates the number of pupils with the learning difficulty to 10%. On the other hand, the statistical evidence from demographic sources is said to be between 4 to 6%.

To conclude, the amount of learners with specific learning disabilities seems to be similar to the English speaking countries as to the Czech Republic. Regarding the experience in teaching, the number of learners with these diagnoses seems to be distinctively higher than those that are provided statistically.

3. Re-education of Specific Learning Disabilities

“Re-education is understood as rediscovered education – the complex of special-educational practices, the working methods focusing on the development of impaired or underdeveloped functions.” (Jucovičová, Žáčková, *Reedukace* 27, as translated by Stehlíková) The result of the process of re-education is aimed at full or at least partial compensation caused by specific learning disabilities.

Re-education does not mean focusing only on the single specific disability. Furthermore, re-education of dyslexia does not represent repeated reading, and re-education of dysorthographia does not refer to the repeated dictations. The processes of re-education are highly individualised based on the specific diagnosis of a person. To establish the positive relationship with the patient, to make the individual to relax, to talk about hobbies or activities of interest precede the professional treatment. Therefore, to gain trust and faith in the willingness to help the learner are the crucial steps. (Zelinková, *Poruchy učení* 60)

The general tendencies of re-education realisation are stated below:

- There is no unified and general process of re-education for every individual
- Re-education is not remedial course, it is a complex of methods resulting in the elimination of specific learning disability
- The process has to start on the level accomplishable for the individual himself/herself, the difficulty is successively risen
- Re-education should be commenced with the rehearsal of perceptual-motor functions
- The multisensory approach is used as often as possible
- Re-education is rather a long-term process
- The core of the process is said to be the personal approach towards the individual (Jucovičová, Žáčková, *Reedukace* 27-32)

The topic of re-education is not incorporated to the given theme of the thesis to the large extent. Therefore, the re-education process of dyslexia solely will be specified hereafter to present the more complex view on the learning difficulty mentioned above.

The concrete possibilities of re-education:

- Picture alphabets – certain object associated with a letter (apple + A), or alphabet pairs

- Letter modelling from different materials
 - Partial sketching of the letters
 - Hidden or embossed letters
 - Textile letters, alphabet dice or mosaics
 - Colour circling of given letters in a text
 - Oral linking of the vowel with different consonants in the syllable
 - Linking of the individual sounds with movements
 - “Dyslectic window” used while reading
 - Reading very short extract with the preceding revision of the difficult words
 - Reading in duet or alternate reading– both the child and the teacher in more silent way
 - Illustration of the extract to revise the understanding of the meaning
 - Putting the sentences to the right order while having them written individually on papers
 - Making up the ending of the story to check the understanding
 - Dividing the text into smaller pieces for better orientation in the text
- Etc. (Jucovičová, Žáčková, *Reedukace* 82-98)

The example techniques mentioned above might be significantly helpful while teaching English as a foreign language. Thus, the motivation is likely to increase and the individual is more willing to improve his or her skills in reading. This will be described more thoroughly in the practical part of the thesis.

4. Second Language Learning and Specific Learning Disabilities

One can imagine the hardship of learning a foreign language to those with specific learning disabilities. The negative impact on foreign language learning might be seen in reading difficulties same for the native language, having troubles remembering the shapes of new letters, remembering the vocabulary, having unusual pronunciation or spelling, etc. (Michalová 30) Furthermore, the lowered ability to read and write is not the major problem. It is rather the insufficient development of cognitive processes as well as the emotional problems related to them. The problems specified above might be even more deteriorated while transiting to the second stage of a basic school. Having the lowered ability to read with understanding together with the increasing amount of materials to read might be almost detrimental to an individual or at least causing serious troubles to him or her.

The transfer to the secondary school related to the lesser amount of revision of the acquired knowledge might cause great problems to the student with specific learning disability as well. These students might seem to be slipshod, without an interest or less studious than the others. While writing a test, they might have problems to estimate time or to phase the work.

Nonetheless, having a dyslexia does not necessarily mean not being able to learn a foreign language. However, it results in much more hard work and persistence in learning of an individual having this type of disability. The correctness in spelling and pronunciation is becoming almost unreachable. Furthermore, the errors will be observable all the time. The repetition and drills might be classified as the most powerful tool to store the knowledge in a log-term memory especially for those with dyslexia. Moreover, the typewritten homework should be allowed as well as the possibility of using a laptop in lessons. It might be offered together with the possibility of substituting written tests by the oral ones. (Rondot Hay)

The principles of teaching those with dyslexia might be classified as stated below, according to Zelinková:

- Multisensory approach – enables the student to use the most developed canal for the supply of information, it combines sight (pictures, written words, colouring of the important words) and hearing together with touch, motor skills or kinaesthetic cognition
- Communicative approach – to reach communicative competence (it is sufficient for the dyslectic student to be able to express where he/she lives, can ask for directions

and is able to understand clearly pronounced simple sentence at the end of the first stage of the basic school)

- Sequential approach – reaching small steps from the already acquired knowledge towards the more demanding one that is integrated to the already existing structures
- Structured approach – using either the content structure (thematic areas – animals, school), morphologically related vocabulary (help, helpful, unhelpful), the rhymed vocabulary (pay, may, day), or the vocabulary with the same vowel group (week, peek, seek), etc.
- Revision, automation – continuous and persistent revision that leads to automation of the certain knowledge that might be used in the communication
- Respecting the individuality of the child – commonly followed principle for every student that is even more prominent for the dyslectic students who are more likely to have insufficient self-esteem and who require special needs
- Metacognitive training strategies – learning about learning; to teach the students to be able to evaluate their work as well as to reflect it

(Zelinková, *Cizí jazyky a specifické poruchy učení* 78)

4.1 Start-up Period for Second Language Learning

Regardless the bilingual families where an individual acquires both languages of his or her parents, there are uncertainties when to start with the second language learning. While having the chance to study the foreign language before puberty⁴, the learning is said to be easier. On the other hand, the older learners possess higher cognitive processes, linguistic abilities, and they can use the already acquired maternal language. Nevertheless, the phonological and prosodic characteristics of the second language are easily acquired in the early years. Therefore, the optimal time for learning foreign language is said to be between the age of 8 and 12. (Zelinková, *Cizí jazyky a specifické poruchy učení* 71)

Learning the foreign language in a kindergarten is often perceived as rather necessary nowadays to ensure a good life for the child as well as to hold to the others. Nevertheless,

⁴ Puberty is considered to be a first stage of the overall process of growing up between 10 and 20 years of age. The period of puberty is specifically connected to the range of 11 and 15 years of age (the end of compulsory education) with the most significant changes in physical maturation, perception and emotional experiencing of the reality. (Vágnerová, 323)

the speech areas for both languages are not created simultaneously as during the bilingual upbringing. Therefore, the early learning might cause rather more troubles. The native language acquisition should be treated with higher importance than learning a second language according to Prof. Lundberg, as stated in Zelinková. Moreover, the children might be already diagnosed as “risk children in terms of dyslexia” in the kindergarten and the foreign language learning might be even more inappropriate.

4.2 English Language Learning and Dyslexia

The most suitable second language to learn for the Czech students is not known yet. Some specialists claim the English language to be highly inappropriate while there is a need to learn the vocabulary twice – both the written form and the pronunciation. On the other hand, the German language contains a large number of compound words that make the language highly unattainable for the students with specific learning disabilities. (Michalová 63)

Nevertheless, Zelinková presents several aspects in her studies thanks to which one might be helped to decide which second language to choose – either the English language or the German language. The aspects of one’s learning will be presented below in connection to the English language:

- The learner reads the words more globally, guesses the meaning from the overall context
- The learner works with the electronic applications and programmes where the English language is used
- The learner has friends or family members speaking English who might help him or her
- The English language teacher is closer to the learner thanks to his/her personality, methods used or attitude towards teaching

(Zelinková, *Cizí jazyky a specifické poruchy učení* 69)

Nonetheless, one has to assume the existence of “cross-linguistic transfer and the proposition that maternal language skills form a foundation for the development of the second language skills.” (Nijakowska 80) The researches presented in the book affirm for example the clear link between the phonological deficits of the Chinese learners studying the English language in both languages. The significantly worse results of the English tests of dyslectic students over the non-dyslectic ones from Norway, as well as from Poland, are presented as well. The

Czech language is not mentioned in the book specified above. Nevertheless, one has to be aware of the worsened conditions for those with dyslexia.

4.3 The Way the Dyslectic Students Learn and the References to ELT

The assumption of the inability of the dyslectic student to learn a foreign language may be refuted by the notion that the learner with the specific learning disabilities is a student with an average or higher than average intellect. Therefore, the only necessity is a well-created individual plan at school, the cooperation among the teachers, the school specialists and the parents. The personality of the foreign language teacher plays a hugely significant role as well. He or she should be willing to make an effort to adapt the teaching process to the needs of the dyslectic learner.

The learning needs specifics of the dyslectic learners are enumerated in the book of Phyllis C. Hutson. She summarizes eight features of how the dyslectic students learn. These are undoubtedly highly important to both the teachers and the parents of those learners.

- 1) **“The dyslectic student learns from parts to wholes.”** The logical sequence in the teaching process is highly important as well as the division of the larger topic to smaller steps over the longer period. The everyday revision of the already taught information is needed as well together with the explanation of individual steps and references to other field of knowledge. The multisensory approach is greatly highlighted.
- 2) **“The dyslectic student learns from the easy to the more difficult.”** For example the pronunciation of multisyllabic words has to follow the single-syllable ones as well as the grammatical features of nouns, adjectives and adverbs has to precede the features of linking words to assure the smooth progress.
- 3) **“The dyslectic student learns from the simple to the complex.”** The easier concepts has to be taught first to motivate the learner. It corresponds with the logical sequencing of the process.
- 4) **“The dyslectic student learns from the concrete to the abstract.”** Concrete features and elements are perceived as those rather stable and reliable. Therefore, as an example, the Anglo-Saxon prefixes should precede the Latin ones, or the action verbs should go before the linking ones.

- 5) **“The dyslectic student learns from the visual to the auditory.”** Sixty to seventy percent of the dyslectic learners are said to have visual and/or auditory troubles. It is vital to show rather the material first than to explain it. Therefore, the possible failure of the learner may be eliminated.
- 6) **“The dyslectic student always must be shown the connections between new concepts and skills, and those which have been learned before.”** The teacher has to refer to the already known information and acquired skills to fit the new knowledge to the larger concept of the learner. The links, the remittance to the similarities and differences have to be the crucial part of the process.
- 7) **“The dyslectic students requires much review and practice at every step of the way.”** The multisensory strategies plays a huge role in the highly repeated process of revising the new knowledge to close the whole process of successful learning.
- 8) **“The dyslectic student is not an incidental, automatic learner.”** The constant patience of the teacher and the long-term willingness of mastering the learning process is highlighted at this point. The teacher has to assume that perfect presenting, practicing, revising or accomplishing all the seven previous steps do not necessarily lead to the dyslectic student’s acquisition of the knowledge.
(Hutson 7-8)

Furthermore, there are additional suggestions for the English language teaching as the focus on the self-evaluation, on the restrains of the typical front-class oral examination or on the exclusion of the grammatical translation or the dictations in written exams. (Kucharská in Kocurová 183)

4.4 Specifics of Acquiring Language Skills and Systems to those with Dyslexia

The integration of the differences and alternated methods to teach language skills and systems towards the learners with specific learning disabilities seems to be inevitable. The suggestions of the precise techniques that might be used in connection with those learners will be provided in the empirical part of this thesis. Nonetheless, the basic recommendations to the individual language skills and systems are presented hereafter.

4.4.1 Grammar

Discussing the acquisition of grammatical structures, one has to reckon with the serious troubles the dyslectic learner has with the grammar of the native language as well. Zelinková presents several rules taken from the different author, Jelínková, to make the process of teaching grammar more effective:

- The use of inductive method – grammatical rule follows the specific example
- Focusing on one particular grammatical feature
- Using the principle of clearness
- Thorough practice of the feature through various exercises
- Toleration of the mistakes at the initial stages of learning the grammatical feature

(Zelinková, *Cizí jazyky a specifické poruchy učení* 89)

Furthermore, Marion Rondot Hay suggests – to explain grammatical structures in the native language as a good teaching practice, to use colour coding on the board, to hand out summaries at the end of the lesson with grammar points of each lesson, to teach key grammatical phrases orally by drills, or to use every visual support and memory into play (Hay 2).

4.4.2 Vocabulary

The key point in teaching vocabulary might be perceived in the absence of translation – in other words in the insertion of the equivalent in the native language. It is based on both the difficulty of recalling the vocabulary even in the native language, and on the often inability to find the exact equivalent in the maternal language. Moreover, as written by Kyle Redford, the learner may even recognize the word in the spoken form, but he or she is unable to do it in the written form where the word seems as completely indecipherable.

Kyle Redford and Eileen Bailey present various ways to ease the process of learning vocabulary. These are for example – illustrating and acting out new words, writing a story using newly learnt words, creating a word bank in the classroom or talking about synonyms and the use in specific contexts. (Redford)

Moreover, Zdena Michalová points the necessity of either learning new or revising the already known vocabulary every lesson, of practicing lower amount of the vocabulary rather than the opposite, of integrating the vocabulary to the phrases or sentences or learning simple poems or rhymes. (Michalová 65)

4.4.3 Pronunciation

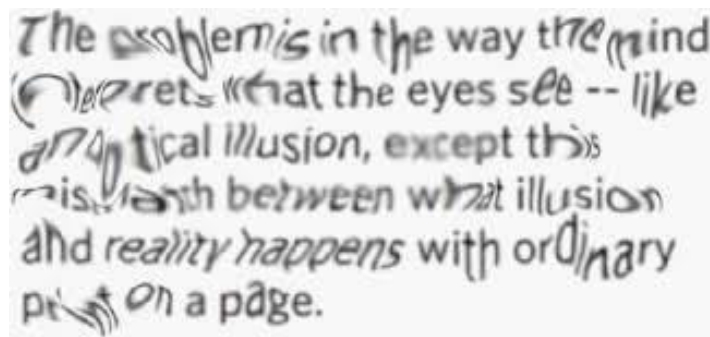
The general troubles of the dyslectic students with the auditory perception, the articulation, and the fear of being mocked or making a mistake, should strengthen the focus on pronunciation. Therefore, the teacher's pronunciation should be exaggerated, he or she may highlight the shape of the mouth and the similarities as well as the differences with other words should be stressed. As stated in Hay's work, the major problem might apply to the vowel distinction or the silent letters. (Hay 3) Zelinková recommends to drill the pronunciation differently and to provide the correct form many times by the teacher (Zelinková, *Cizí jazyky a specifické poruchy učení* 86).

4.4.4 Reading

The suggestions for teaching reading skills are provided in the Zelinková's book as well. She discusses the problematics of the global method of reading suggested for the English language, which leads to the incomprehension of the individual structure of the word. Therefore, the word derivatives are rather perceived as unknown and not as a different word form of the acquired word and they will have to be taught from the scratch. (Zelinková, *Cizí jazyky a specifické poruchy učení* 91)

The author also highlights the possible failure of the text pre-reading at home. The learner may have read the text, but he or she is only able to decode the letters or to read the words but it is almost impossible for him or her to perceive the content and to remember it. The repetitive re-reading of the text with the check at the end of the lesson for the improvements might be the solution. (Zelinková 91)

Picture 1 Seeing through Dyslectic Eyes, source www.dyslexiaresolved.com

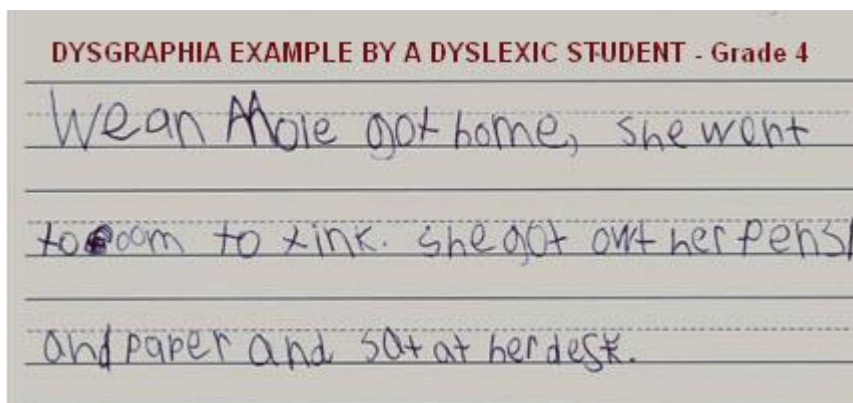


The active use of the vocabulary should lead to better reading skills as well as using a text with bigger letters, clear graphic structure, division to paragraphs, underlining the known and unknown vocabulary, reading in groups or using shorter texts.

4.4.5 Writing

Teaching the learner with multiple specific learning difficulties may nearly result in the inability to teach the written form of the words. Nevertheless, the attention is suggested to be paid on acquiring the correct spelling of individual words as a primary step to be able to improve writing skills. On the other hand, the use of computer programmes with spelling checks, the tape recorder or even speech-to-text apps, the use of drafts while writing to focus only on the content initially, are often recommended.

Picture 2 Dysgraphia Example, source www.dyslexiavictoriaonline.com



Zelinková introduces the method Look-Cover-Write-and Check routine by Pechancová and Smrčková to illustrate the procedure to acquire the correct spelling:

- “Look at the word (visual perception and memory).
 - Pronounce several times loudly (possibility of accompanying picture).
 - Spell the word (hearing, sight).
 - Use your finger to write the word in the air with the eyes closed.
 - Write the word on your friend’s back (movement, touch).
 - Re-read the word and cover it.
 - Write the word into the exercise book.
 - Read and compare with the initial form. If written incorrectly, repeat the procedure.”
- (Zelinková, *Cizí jazyky a specifické poruchy učení* 94, as translated by Stehlíková)

4.4.6 Listening, Speaking

There is highly limited number of sources discussing the strategies developing listening and speaking skills. The context is enormously stressed while developing any skills or systems due to the learners' need to relate the information to the larger ideas. The speaking exercises are suggested to be held in pairs or small groups when the dyslectic student might understand his or her schoolmates' explanations better than the teacher's. The importance of the positive feedback and the absence of forcing to speak are treated as obviousness. (Moody)

Concerning the listening skills, the troubles in auditory perception are essential and the dyslectic learner would need the repeated chance to listen to the audio as well as to be provided with the pictures or visuals while listening. The teacher's help while distinguishing the different vowel sounds may be beneficial as well.

To conclude, all that was mentioned in the theoretical part may help the teachers to fulfil the potential of the learners with specific learning disabilities to the highest extent. Nonetheless, both novices and mainly the experienced teachers are deeply aware of the individual differences and the special educational needs of every single learner. The individualized approach to the learners cannot be realised without everyday practice. Therefore, the teacher should always be able to rely on the personal experience and judgement to choose the most suitable approach for the learner.

II Practical Part

5. General Features of the Research

5.1 Research Design

The current attitude or paradigm in education stresses the importance of individualized approach towards the learners. Students as the centre of a teaching process possess various needs. All those needs are required to be reflected in the process of teaching and learning ideally. Nonetheless, the teacher is the only provider or organiser of the education in the class in most cases. He or she has to face usually up to thirty individual needs within one lesson, which is rather an impossible mission. Therefore, the practical part provides a view on one of the most discussed problems, together with the specific behavioural disorders – the specific learning disabilities in practice.

The attention is paid to the integration of the basic teaching principles concerning mainly treating dyslexia in the English language lessons. The English language is compulsorily incorporated to a school curriculum from the third grade of the basic school. Moreover, there are various pre-school institutions, which offer English-only or partial English environment to adapt the children to the modern tendencies. Nevertheless, all the professionals and teachers need to conform the individual needs mentioned above and they need to develop continuously their teaching. Thus, there is a necessity to be able to deal with these types of children and students from very early age in the English lessons specifically.

Furthermore, the worsened conditions for acquiring a foreign language for those learners with specific learning disabilities are not only based on the theoretical assumptions, but on the researches as well. Špačková conducted a research within our country where she confirmed the results of foreign researchers. The children with specific learning disabilities have difficulties in an acquisition of all foreign language areas – phonological, semantic and syntactic. Moreover, those children made mistakes doubly while doing the exercises based on the auditory language features only. (Špačková 113) This results in even more needed effort to ease the learning process to these students.

Therefore, this part provides the summary of the basic rules or tendencies while teaching students primarily with dyslexia but the suggestions for the other specific learning

disabilities are present as well. The rules were collected from various sources with the help of professional teachers supported by the own experience within the research.

Nine case studies of the students with dyslexia accompanied by the successive interpretation of the results were chosen as the most suitable approach to empirical research. A pedagogical case study tries to depict and clarify the complexity of a certain problem. This qualitative research plan may provide the data the teachers are interested in – how to grasp generally the teaching process towards those with dyslexia.

The justification for not using the quantitative research is seen in the redundancy of discovering for example how many students with specific learning disabilities are present at schools or how many exercises were difficult or impossible to complete. The related qualitative research plans – the phenomenological or ethnographic – do not correspond with the needs either. Therefore, understanding the problem is the crucial factor – to determine “what”, “how” or even “why” of the phenomenon discussed.

5.2 Aim of the Research

The main goal of the research is to chart the needs of the students with dyslexia. Consequently, the successive goals are to evaluate the self-created worksheets pursuant to the children’s view and to contrast their structure with the materials for non-dyslectic students to highlight the necessity of the alternated worksheets. The evaluation will be based on the learners’ preferences, subjective level of difficulty and the overall comparison with their regular class materials to approach to the specific learners’ needs in practice. Furthermore, the contrastive analysis of the material will provide the justification for alternating the exercises to get closer to the needs of the learners with dyslexia. The materials were created according to the theoretical knowledge combined with the already existing worksheets samples of different sources. Moreover, the contact with the individual learners will be made, thus the functionality might be enhanced by the personal opinions and experience with the given worksheet. Furthermore, the addressed English teachers will be acquainted with the rules formed for the work with the learners with specific learning disabilities. Therefore, they might enrich their existing experience by the theoretical knowledge within this field. The successive distribution of the completed rules as well as the materials is foreseen as well.

Ideally, the worksheets help the learners to experience different kind of work or to feel more confident while having fewer troubles when working with them. Consequently, more attention may be paid to these specific learners by introducing the basic worksheet parameters to the teachers and by giving them examples how to ease the learning process of those children.

The successive rules are meant to provide well-structured, comprehensible but detailed instruction to everyone working with these learners. The theoretical sources are undoubtedly profound and more information may be found there. However, the teachers, lectors, parents or others need the clear tool how to deal with these students rather than searching among hundreds of sources discussing the topic. Therefore, the summary of the rules should be helpful.

5.3 Research Questions

As far as the aims of the research and the theoretical knowledge and information are concerned, the main research questions will be provided hereafter. According to Hendl, “the basic focus of the qualitative research is characterized by relatively general questions, not hypothesis to be tested.” (Hendl 5, as translated by Stehlíková) These questions will be discussed thoroughly in the section no. 6.

Do the self-created worksheets represent the more suitable material for the children with dyslexia than the regular materials used?

- *Are the regularly used materials inappropriately structured for the learners with dyslexia?*

The contrastive analysis of the materials used during the lesson and the self-created materials may provide the degree of inappropriateness of the regular materials. The incorrect structure of the exercises and the unsupported development and compensation of the learners’ deficits should derive from the materials as well.

- *Do the chosen learners perceive the newly created materials easier to complete?*

The learners may evaluate the exercises subjectively as easier to complete than the regular materials used during the lesson. It might result in the adequacy of the used materials to their

learning troubles and it might enhance the suitable structuring of the materials. The learners may eventually feel more successful while being able to complete the tasks more easily.

- *Are the exercises of the self-created worksheets treated as more preferred ones according to the students?*

As the final interview may confirm, the students may prefer the new materials to the regular ones. The assumption is that they may like the new layout, the variety of the tasks and they might ideally express the desire of substituting them for the regular ones.

5.4 Research Methods

The qualitative research design is characterized by the following means of data collection:

- Interview
- Group interview and discussion
- Participant observation

(Hendl 7)

Therefore, the individual semi-structured interviews of the participants and the participant direct observation were selected as the most convenient means for the given research. The semi-structured interviews require the guide or the instructions for the anticipated problems that are traceable in the interview transcripts. Moreover, the observation was conducted to intensify the comprehensibility and the further applicability of the resulting data.

The qualitative research strategy of the various methods of data collection is applied to obtain the comprehensive understanding of the phenomenon, sometimes called triangulation. It successively delivers deeper elucidation of the various aspects of the problem. Furthermore, the triangulation enhances the more profound evaluation of the results as well as the exploration of the greatest amount of the aspects (Hendl 8).

Nonetheless, to evaluate the suitability and functionality of the created worksheets, the comparison of the given materials is requisite. Thus, the theoretical knowledge was used to contrast the aspects of both the materials to tender the objective reasons to integrate the materials into the teaching process. These results should testify in favour of the self-created worksheets as more proper material to be used.

5.5 Description of the Examined Sample

The research was conducted in the common local basic school in Prague. The school provides education to the learners from both the adjacent settlements and the villages. The foreign children represent a substantial part of the students due to the school placement. It is generally known as the educational institution with positive reputation able to satisfy the needs of all the various learners with diverse educational needs. However, the space for the improvement is always present and possible.

In total, 461 learners attend the basic school mentioned above. Eighty pupils were recognized to be entitled to have special educational needs. Those, who were integrated as the learners with more severe specific learning disability, represent nineteen learners from the previously mentioned number. Moreover, there are forty-six students demanding so-called “consideration” of special educational needs with regard to their milder degree of specific learning disability. These learners are in opposition to seven learners who require full functional integration with the need of a teaching assistant. However, those seven learners are not diagnosed with specific learning disabilities. Nevertheless, the specific learning disabilities constitute only the secondary disorders due to the lowered intellectual abilities, severe specific behavioural disabilities, physical impediments or other developmental disorders.

The school counselling centre provides immense support for the pupils enumerated above. The educational consultant, the school psychologist and the school special education teacher represent the core of the immediate assistance to those learners. Furthermore, the members of the school counselling centre cooperate intensely with the class teachers, the Educational and Psychological Counselling Centres, the Special Education Centres, the Educational Care Centres and other institutions.

As far as the teaching of the learners with specific learning disabilities in the English language lessons is concerned, several requirements are enumerated in the collection of school rules. There is stated that the subject of the evaluation is the outcome of the overall marks, individual progress and the pupil’s effort in the ratio 2:1:1. Nonetheless, the learners with special educational needs are assessed according to the ratio 1:1:1. Moreover, they can be provided up to twice as much time for the written tests. The precise set of time is at the discretion of the specific teacher as stated in the School Rules of Order of the discussed basic school.

Regarding the conducted research, nine selected learners with the “consideration” of special education needs participated in the study. The chart comprising the specification of their educational needs requisite for the case study is following:

Table 1 Participants' characteristics

Learner designation	Gender	Age	Class attended	Diagnosis
A	F	11	6. A	Dyslexia; dysorthographia
B	M	12	6.B	Dyslexia; dysorthographia; fluctuations in the concentration
C	M	12	6.B	Milder dyslexia and dysorthographia, ADD
D	M	13	7.A	Dyslexia; dysorthographia,; dysgraphic features of the writing; performance, tempo and concentration fluctuations; ADHD; lowered stress tolerance of the CNS
E	M	14	7.A	Severe dysgraphia; dyslexia; medium level dysorthographia; erroneous articulation of /r/, /ř/, /s/; lowered verbal skills
F	M	14	8.A	Dyslexia; severe dysorthographia; ADD
G	M	15	8.A	Dyslexia; dysgraphia; dysorthographia; ADHD
H	M	13	8.A	Symptoms of dyslexia, dysorthographia; ADD; perceptual immaturity; lowered intellect
I	M	15	9.A	ADHD; severe dyslexia; dysorthographia; dysgraphia

The participants were carefully chosen according to their diagnoses, age and their parents' agreement to be involved into the research. Nonetheless, one has to be aware of the

complexity of diagnosed disorders and of the impossibility to depict a learner with a single disorder – e.g. dyslexia for our purposes. Therefore, the individualised learning process has to be stressed repetitively not to promote the one and unique attitude towards teaching dyslectic learners.

5.6 Research Procedure

Initially, the contact with two English teachers from the local school was re-established. The teachers were already cooperating either on the research for the bachelor's thesis or during the teaching practice in basic schools. Secondly, the selection of the participants was accomplished as mentioned previously. Therefore, the worksheets were structured and formed in relation to the English teachers' needs and discussed topics, grammar or vocabulary for the given lessons.

Thus, the personal contact with the learners was established as the primary step of the cooperation. The participants' subjective overall perception of the English lessons was traced together with the assessment of their strengths and weaknesses, interests, alternative materials, home preparation and feelings in connection with the English language lessons. The interview transcripts in the appendix section obtain in-depth information.

Subsequently, the worksheets were filled in with the provided support. The observation was conducted to assemble more extensive amount of information about the worksheet and the work of the participants. The learners were helped with their work to be more effective and they were praised both to create better rapport and to uplift their self-confidence.

Finally, the evaluative interview as one of the most important research phases was conducted. The crucial questions were discussing the most and least favourite exercise, the easiest and the most difficult one and the overall impression of the lesson. The comparison with the regular English language lessons tried to be summarized as well.

On the whole, one session covered forty-five minutes as a regular lesson not to interfere to their timetable more than necessary. The initial introduction took five to ten minutes in average, the worksheets required approximately thirty to thirty-five minutes and the concluding interview was usually held for five to ten minutes. All the interviews and discussions were conducted in the maternal language to avoid misunderstandings.

5.6.1 Composition of the Worksheets in contrast with the Students' Books

Initially, the general way of structuring the material should be clarified. The worksheets were created to satisfy the needs of the schoolteachers to substitute the same amount of work planned to do during the lessons. After obtaining the material, the worksheets started to be composed according to the theoretical knowledge mentioned in the first section of the thesis. Moreover, the information were deepened thanks to the participation in the conference "SEN in language lessons" organised by the Ministry of Education, the National Institute of Education and the British council in March. Furthermore, the worksheets' structure and the use of particular exercises was discussed with the author of the dissertation thesis "Foreign language aptitude of pupils with learning disabilities at the beginning of the foreign language acquisition at the elementary school" from the department of psychology of the Pedagogical faculty whose thesis was used as one of the sources.

There are eight worksheets in total as means of substitution of the regular students' books used in the English lessons. All of them were developed to reflect the needs of the students primarily with dyslexia. As mentioned above, it is rather impossible to extract only one particular disability and to build a worksheet on its re-education. Not only would it require supernatural powers, but also the number of researches is highly limited not mentioning the domestic ones. However, the worksheets might be used as well for those learners who do not possess impressive knowledge of the language to support their learning process.

Generally speaking, the major aim while structuring the worksheets was to phase the lesson into the meaningful units more thoroughly than it is provided in the textbooks. Dyslectic students require slower tempo while learning accompanied by often flashbacks into their previous knowledge. The incorporation of the newly learnt features have to go hand in hand with the repetitive clarification of the older information stored in the brain. Therefore, one exercise from the textbook might be phased up to three exercises, which successively develop learner's knowledge.

Moreover, as far as one of the core information material is concerned, the research results of two American professors, Richard L. Sparks and Karen S. Miller, who conducted a research on teaching a foreign language using Multisensory Structured Language techniques towards

the learners with learning difficulties. They developed a theory discussing the major notion about these learners – “students with FL (foreign language) learning difficulties have not only significantly weaker phonological/orthographic (sound and sound-symbol) skills but also lower FL aptitude as measured by Modern Language Aptitude Test (MLAT⁵).” (Sparks, Miller 124) The Multisensory Structured Language techniques emphasizes “direct and explicit teaching of the phonology/orthography (spelling-sound relationship), grammar (syntax) and morphology (meaning units) systems of the FL.” (Sparks, Miller 127) Furthermore, the approach previously mentioned focuses on the simultaneous use of learners’ visual, auditory and kinaesthetic skills.

Regarding the multisensory approach towards teaching, the colouring was used to enhance the learning process. As suggested by Mariot Rondot Hay, colour coding is the efficient method to incorporate while dealing for example with sentence elements. The agreement on the use of colours should be discussed at the beginning of the year and it should be complied throughout all the lessons. The learners should be acquainted with the fact that the subject is and always will be for example red, the predicate green and the object yellow. This rule ensures the clearer orientation in the sentence structure and it provides the tool for the manual activities suggested in the section 5.6.2 dealing with the characterisation of the individual worksheets.

The inspiration for the self-created worksheets was taken in the already existing collections of exercises created adequately to the needs of the dyslectic learners. Kastlová published a collection of worksheets for the learners of the basic schools, which represented a significant source of information. The possible arrangement of the explanation of the particular tenses in English was observed in the collection of Milena Kelly. The concrete forms of exercises as well as the general summary of the typical ones to be used while working with the students with specific learning disabilities were listed in the handbook of Marta Šigutová. These activities are integrated in the appendice part of the thesis in the final summary of the suggestions of the basic rules while working with the dyslectic learners.

As opposed to the worksheets, the textbooks used in the English lessons belong inherently to the learning process of the studied pupils. Moreover, as mentioned above, the students’

⁵ „To assess FL aptitude, the MLAT uses a simulated learning task that measures the phonetic, grammatical, semantic, and rote memory aspects of FL learning. (Sparks, Miller 124)

books served as a model from which the alternative worksheets might be created. These are the textbooks used in the particular English lessons:

Table 2 Textbooks used in the given classes

Class	Textbook used
6.A, 6.B	Your Space, Fraus
7.A	Way to win, Fraus
8.A	Way to Win, Fraus
9.A	Way to Win, Fraus

As far as the students' book for the sixth grade is concerned, it might be classified as the most suitable among those discussed for the learners with specific learning disabilities. It contains number of illustrative pictures, accompanying pictures, well-structured text with sufficient spacing and appropriate font selected. Regarding the range of exercises, most of them seem to be in line with the typical ones suitable for the learners with dyslexia. Moreover, the well-arranged charts summarizing the particular grammatical features represent another perfect example of the convenient arrangement of the information. The italics and underlined words perceived as inadequate for the dyslectic learners are used only sporadically. The phrases and illustrative symbols work in favour for the suitability of this textbook. Furthermore, the students themselves expressed their positive attitude towards the textbook even though they characterised the previously used one as better due to the lower difficulty.

Concerning the textbook used by the learners of the successive grade, the authors naturally incorporated different exercises and overall graphical design. No major objections should be discussed beside the inappropriate serif font and considerable number of sentences in italics. From the subjective point of view, the students' book makes less student-friendly impression due to the denser text, less pictures and colouring. Judging by the opinions of the students, the density of the text is perceived as unwanted by them as well. However, Fraus publishing

house provides number of additional online material which can greatly substitute less suitable exercises from the book.

Due to the same textbook series chosen for the learners of the penultimate grade, the objections enumerated above may be applied to this students' book as well. Discussing the workbook, the spacing and the density of the text seem more appropriate. Having said that, more attention might be paid to the work with the workbook.

Not much information may be said about the textbook for the students of the last grade of the basic school. As seen in the chart, the same textbook series is worked with within the lessons. The older the target students, the less pictures and colours provided and the denser text traceable in the textbook. It makes perfect sense not to artificially infantilise the book and stay in line with the age of the students. Nonetheless, the newest students' books published recently are able to combine quite sufficiently all the features discussed for the learners with specific learning disabilities. However, the students' books used within the lessons do not contain sufficient amount of exercises to gradually develop learners' knowledge. The space restrictions and the impossibility to fulfil the needs of all the learners play significant role when discussing this deficiency. Nevertheless, the dyslectic students require phasing of the new information, thorough repetition and number of alternations of rather the same activity to be able to absorb the knowledge and to recall it afterwards. Therefore, the additional material to the textbooks with a range of alternative exercises might be the solution both for the teachers and primarily for the dyslectic learners.

Speaking about the most recent textbooks, the successive students' book may be classified as appropriate for the students with these difficulties, as presented on the conference mentioned above. The Cambridge University Press published Kid's box, Fun and Super Minds for the younger school age learners and Empower or brand new Eyes Open for the older school age learners. These textbooks provides among other things elaborate online support as well as the virtual classroom where the teachers may observe the work of their students. Thus, it favours for example the dysgraphic students who can type rather than fight with the handwriting, or the dyslectic students who are provided with as much time as needed.

Furthermore, Pearson ELT publish house produced textbooks called Our Discovery Island for the younger school age learners, Discovery for the older students or Real Life textbook series up to the Upper-Intermediate level. No sentences in italics are presented and the

textbooks are provided with the flashcards and story-cards, which might enhance the learning process.

There is undoubtedly a range of various students' books, which might meet the requirements of the material for the learners with specific learning disabilities. Those enumerated above are the ones officially promoted by the representatives of the publish houses on the conference discussing the needs of these learners.

5.6.2 Characteristics of the Individual Worksheets

The material created for the purposes of the research contain twenty-two pages representing eight worksheets. Each pupil had the possibility to participate in two lessons. Therefore, every particular learner worked with two different worksheets. The learners attended the lesson either in pairs, groups or individually, as seen in the Table 1 where the participants are characterised. The analysis of the particular worksheets will be depicted hereinafter in contrast to the textbooks of the pupils specified above.

Worksheet No. 1

Name: Can you play football?

Target learners: learners A, B, C

Class: sixth grade of the basic school

Length: 30 minutes

The first worksheet was created according to the instructions to practice the modal verb “can” in the phrases containing sport activities. The learners were already acquainted with the use of the modal verb and the vocabulary used in the lesson did not represent unfamiliar words either.

The initial part of the worksheet is covered by the summary of the grammatical feature concerning the use of the modal verb “can”. Almost all the materials tries to contain the target language only to provide complete exposure of the learners to the English language. It might be also justified in the work of Sparks and Miller promoting the fact that “grammar concept should be explained and modelled in the foreign language, followed by multisensory

drills.” (Sparks, Miller 129) The symbols accompanying the headlines serve for the clarification of the terms. The three arrows demonstrate the flow of the sentence as well as the individual squares separate the particular sentence elements from each other. The colouring of the components is not haphazard. Each sentence element is substituted by particular colour, which should be unchangeable within all the lessons taught. The dyslectic learners prefer colour coding as mentioned in the work of Marion Rondot Hay. The following exhaustive conjugation of the modal verb in positive sentences, negative sentences and in the questions clarifies the grammatical feature. The pupils were asked to read those phrases to revise the previous knowledge and they were provided with the highlighting of the verb. The words in bold are treated as much more convenient than underlined ones or the words in italics.

The first exercise as the easiest one with the simple completion of the verb “can” is accompanied with the transcription of the problematic vocabulary. The pronunciation may be practiced repetitively. The following picture was created on the basis of three phrases needed to be clarified – very well, quite well and at all. The emoticons tries to depict the written form of the phrase to avoid explanation and longer texts. The meaning might be interpreted orally depending on the teacher. The aim of the successive exercise is to practice the use of the phrases. The personal involvement may enhance the degree of memorization of the phrases. The sentences may be freely adopted to the current needs and the different words may substitute the given subject.

The third exercise merges the vocabulary needed to be revised and the type of activity typical for the dyslectic learners. The pupils are forced to extract the word from the reticulated square and their skills of identifying and decoding the individual letters need to be integrated. Therefore, not only do we broaden their knowledge of the particular words, but we also give them the opportunity to train their reading skills in the form of re-educative activity.

Within the fourth exercise, the learners are not provided with the set of phrases to learn by heart. On the contrary, they need to discover the right match of the two words. This type of exercise strives to substitute the flashcards that would represent the ideal activity. The cards with individual words, which may be manipulated with on the desk, would give a new dimension to this activity. Having said that multisensory approach towards teaching dyslectic students is perceived as the most convenient one, the kinaesthetic activity would be a perfect solution.

The last exercise integrates almost all the discussed features during the lesson. It requires learners' understanding of the given grammar and the personal involvement might ensure better remembering again. The questions might be freely alternated as well as the learners might ask their classmates to have the pre-communicative activities (classification of Littlewood) integrated.

Learners' work observation: The learners did not seem to have problems with the given tasks. They hesitated with the construction of sentences where the three phrases needed to be used. The third exercise did not cause any troubles either same as the fourth one. The last activity required more attention but only minor mistakes were traceable. The choice of the second question discussing the ability of the learners' fathers proved to be inconvenient. Two learners out of the three mentioned above do not live with or do not know their fathers. The question should be substituted by the less harmful one.

Worksheet No. 2

Name: Jobs + time clauses

Target learners: learner I

Class: ninth grade of the basic school

Length: 35 minutes

The topic Jobs and the revision of the time clauses for the upcoming test was the content of the second lesson. One page from the workbook was provided as the core of the lesson. Therefore, the need to fulfil the requirements of the English teacher and to try to get the learner ready for the test as a kind of personal challenge did not represent little work to do.

The mind map served as a starting point to elicit the already known vocabulary and to initiate the topic of jobs. The following crosswords constitutes a convenient exercise for the dyslectic learners. As known from the theoretical information and primarily from the dissertation thesis of Klára Špačková, the dyslectic learners have troubles mainly with the phonological perception and decoding of the words. The two separated worlds – the graphical form and the phonological form of the words – ensure huge activation of the knowledge and abilities of the dyslectic learners to distinguish the particular word in these two spheres. Therefore, the decomposition of the word into individual letters inflicts the

greater attention paid to the word in the written form and the identification of the particular letters. The repetitive writing of the words enhance the remembering as well. The actual movements of the hand during the process of writing while the different sense is incorporated supports the idea of multisensory learning.

The third exercise was alternated from the reading activity into the listening one to avoid difficult tasks of reading. Moreover, the hints were provided both to ease the activity and to make the learner to decompose the word into individual letters again.

The following speaking activity was integrated to try to develop the interpreting skills not the pure translation of the words. As mentioned in the theoretical part of the thesis, the dyslectic learners have problems with the maternal language, thus finding the appropriate equivalent in the target language tends to become even harder. Therefore, the learner does not need to introduce the only one correct answer.

The second page of the worksheet is composed of the revision of the present and future tense. Both the tenses are necessary while constructing the time clauses. Thus the repetition of the rules seems rather obligatory to incorporate the grammatical feature into the context. The overall layout of the grammar is almost identical as in the previous worksheet. The successive repetition of the verb conjugations both orally and primarily in a written form are highly recommended due to the reasons specified above.

The conjunctions alerting the learner to change the tense are enumerated on the last page together with the sixth exercise where the time clauses are practiced following the example of the English teacher. The sentences are purposefully guided by the present words to simplify the activity. The next step may be to complete the sentences without those hints. The colouring both of the forms of the tenses and the conjunction is hugely suggested as well as the successive repetition of the rules.

Learners' work observation: Learner I is a very calm and hard-working student. Unfortunately, the severe dyslexia, dysgraphia and dysorthographia hugely hinder his abilities. The knowledge of vocabulary seemed to be rather poor as well as the ability to work correctly with the forms of the tenses. The learner confessed to possess very short time period of remembering some of those rules. Thus writing the tests represents rather the examination of his short-time memory. He had troubles understanding the third exercise and suggested to have the text available visually rather than only listening to the sentences. The

last exercise seemed as the most problematic one, but after recognizing the pattern of the tenses, he was able to finish the activity.

Worksheet No. 3

Name: Activities revision + present perfect practice

Target learners: learners D, E

Class: seventh grade of the basic school

Length: 35 minutes

The content of the lesson discussed is constituted by the revision of the future tense expressed by “going to” and the practice of the present perfect tense. The level of difficulty may be distinguished as quite high due to the amount of information to be practiced and the present perfect tense as such. Therefore, the last two exercises were completed only orally. However, the written form of the exercise was set as homework.

The form of the first exercise to be completed was already depicted in the characterization of the first worksheet. The following exercise linked to the previous one connects the knowledge of the phrases discussed and the use of future tense. The three triplets provided suggest the form of the sentence with the use of different verb to practice all the combinations. The supportive parts of the sentence help the learner to orientate better in the sentence structure and the verbs in bold to be paid attention to indicate clearly the verb to be used.

The third exercise develops the learners’ previous knowledge and provides the learners with two options to choose from. The graphic arrangement of the exercise is done for clear orientation and the exercise itself provides other examples of the activities to be practiced in connection to the given phrases.

The successive grammatical part contains the clarification of a different feature – the use of “would”. It represents another demanding attribute of the grammatical system. Nevertheless, all mentioned should have been a revision of the already known information. The overall summary was included to support the idea of integrating the knowledge into higher spheres or context to help the dyslectic learners to categorise the information.

The fourth exercise includes the vocabulary found in the workbook to be incorporated to the sentences corresponding with the desires of the learners. The exercise is rather similar to the original one due to the adequacy for the learners discussed. Nonetheless, the graphic design was alternated to be more suitable and better arranged. The beginnings of the sentences are provided as seen in the previous worksheets to phase the learning process.

The fifth exercise opens the part discussing present perfect tense. The forms of the individual verbs to be used in the successive exercise are presented as well as the forms of the present perfect tense to help the learners. The colouring of the verb endings supports the suggestions for the dyslectic learners to be followed and the attention needs to be paid to the exceptions when doubling the letter or adding only the letter “d”.

The sixth exercise resembles heavily the original one in the workbook. Pictures are great tool how to illustrate the use of the present perfect tense. Therefore, only the visual layout was modified. The most prominent alternations are the accompanying exercises, which widen the space for practicing the given tense, and they surround the major sixth exercise providing additional information and opportunities for better understanding of the grammatical feature.

The contrasts between the maternal and target language are discussed in the last two exercises. Even though the exact translation of the words is not promoted heavily when teaching the dyslectic students, the learners need an aid in their maternal language to be able to incorporate the new information into the already acquired one. This might be done with regard to the knowledge of the English tenses as well. On the contrary, the correct use of tenses tends to be imperfect and thus the natural maternal language might be more convenient. Moreover, there is no objection by Sparks and Miller of using the maternal language as clarifying that “generally, lessons are taught in both the native language and the foreign language.” (Sparks, Miller 127) The learners might be also provided with the timeline depicting past, present and future time and the sentences on paper cards to be placed below the right interval. Therefore, the multisensory approach could be integrated again.

Learners’ work observation: The first page containing the revision of the form “going to” with the related activities did not cause almost any problems to the observed learners. However, the hypothetical and general questions about the use of the given tense are problematic to the high extent. Nevertheless, the practical use within the exercises was rather non-problematic. The same situation happened when discussing the feature “would like to”.

The translation and the use seemed to be well understood. On the contrary, discussing the grammar without visual support and stating the rules for the correct use is almost impossible. The present perfect tense had been already introduced and practiced in the previous lessons. However, the learners seemed lost while stating the form of the tense. After summarizing the general use, providing the examples and presenting the typical situations, the learners were successfully able to fill in the sixth exercise apart from the problematic third person singular accordance. Judging by the very good results of the successive test created by their teacher, one may assume that the lesson might have been successful.

Worksheet No. 4

Name: Making a phone call

Target learners: learners F, H

Class: eighth grade of the basic school

Length: 30 minutes

The beginning part of the worksheet is constituted of the general revision of the present continuous tense used for future events. The form of the tense may be practiced in the first exercise to provide the learners with the summary to be looked at when having troubles structuring the sentences.

The crucial part of the lesson was represented by the dialogues. The conversations depicting the situations of making a phone call include the use of present continuous tense used for future events. The first dialogue was chosen to present the possible way of asking someone for leaving a message for the different person. The sentence needs to be noted to the third task of the worksheet. Even though this step might seem unnecessary, phasing of the work into individual steps is greatly important when speaking about the teaching dyslectic students. Having mentioned the serious problems while acquiring the language, the learner with specific learning disabilities has to make enormous effort to comprehend the information the others might perceive less than easy.

The questions to raise the possible dialogue are depicted on the top of the second page. They were presented as an attempt for the discussion and to enrich the activities. Nonetheless, the

learners are either not used to communicate or they were shy, thus only one-sentence answers were provided.

The fourth exercise is presented in an almost same condition as the one from the students' book. The improvement towards the learners with dyslexia might be the coloured phrases in bold, the sufficient spacing and the synoptic layout. Moreover, the alternations worth mentioning are the successive exercises cleaving the overall phone calls, clarifying the use of the tenses and suggesting the role plays to be conducted. Since the schoolteacher intended to examine the dialogues, the special focus was paid on the action of leaving the message and stating the reason using present continuous form. Furthermore, "the communicative activities are good ways for students to speak and listen, using topical vocabulary and grammar in context." (Sparks, Miller 130)

Learners' work observation: Beside the fact that the learners evaluated the exercises as easy, one could observe the insecurity mainly in the conducted dialogues in pair. The use of the correct language was perceived as the problem itself not mentioning the degree of creativity needed to be incorporated. Repeatedly stating, reading the dialogue, filling in the missing phrases as well as the role plays might be perceived as highly boring and simple to the bright students. However, the observed students having troubles overcoming their psychological obstacles of being mocked by the classmates need to work hard to fulfil the needs of the teacher. The repetitive alerts to the most important aspects of the dialogues divided into small meaningful parts and the multiple trial of the role play activity might help to the highest extent.

Worksheet No. 5

Name: Present perfect

Target learners: learners D, E

Class: seventh grade of the basic school

Length: 30 minutes

The second worksheet produced for the learners of the seventh class focuses again on the practice of the present perfect tense. The form of the tense is recalled together with the conjugation of the regular and irregular verb to clarify repeatedly the correct forms. The

verbs to be used in the fourth exercise are presented and divided among the regular and irregular ones to substitute the possibility of manipulating with the verbs on cards or of integrating various kinaesthetic activities. The related Czech designation of the past participle was included both to clarify the meaning in a student-friendly way and not to overload the learners with abstract labels of the grammatical features causing serious troubles to grasp.

The post card being a part of the additional material to the Fraus students' book is copied to the following activity of the worksheet. The graphic design is adjusted as well as the problematic words (partly successively used in the sixth activity) are highlighted. Same as within the previous worksheets, one activity is phased into several steps to enhance the learning process. While the letter is filled in with proper forms of the present perfect tense, the attention is paid to the highlighted words. Furthermore, the vocabulary might be either acted out or pictured better than to be provided only with a mere translation to adapt the activity for the dyslectic learners even more.

The "odd one out" activity is classified as highly appropriate while discussing the outcome of the development of the ability to read with understanding. Therefore, the activity was taken from the additional materials mentioned above. The last exercise completes the set of activities by creating the whole sentences using present perfect. Not only was the beginning of the sentence provided to guide the learner towards the correct answer, but the verbs were also marked with the agreed colour used for the benefit of the students.

Learners' work observation: The letter together with the last activity seemed to be the most troublesome. Phasing of the activities must have eased the learning but more time needed to be provided to supply the learners with sufficient input. Stating the rule of creating the present perfect form was surprisingly a demanding task to ask. Therefore, the learners either did not achieve to learn the discussed grammatical feature, or they are unable to describe the abstract attribute, or their memory reports considerable impairments. Nevertheless, the learners successfully completed the worksheet and enjoyed the lesson judging by their final evaluation.

Worksheet No. 6

Name: Can x Can't

Target learners: learners A, B, C

Class: sixth grade of the basic school

Length: 30 minutes

The modal verb “can” is the content of the sixth worksheet. Two charts are presented in the initial part to summarize the sentence structure. Those represent recreated and slightly modified charts taken from the textbook of the learners. As stated in the section 5.6.1, the textbook reflects the needs of the dyslectic learners to the high extent. Therefore, three exercises from the textbook were directly integrated into the worksheet discussed.

The task of the first activity is to create sentences according to the given subject, verb and emoticon indicating whether the person is or is not able to perform the activity. The exercise represents a suitable example of the material for the dyslectic learners in the original form. The colouring and the emoticons in exchange for the ticks and crosses were modified as well as the illustrative picture to provide more learners-friendly material.

The second exercise constitutes a perfect activity within which the students are required to decipher hidden words. The recognition of the individual letters strengthens learner's ability to read and it enhances the visual perception by the analysis and synthesis as well. The illustrative pictures are also recommended as stated in the theoretical or appendicle part of the thesis. Regarding the direct teaching of the phonology/orthography of the language, each sound-symbol relationship is practiced several times to enhance the learning process of the learners.

The following activity reports the advantages mentioned repeatedly. Therefore, it is integrated into the worksheet and followed by the unfolding activity. The examples are provided in connection to every verb even though the grammatical feature tends to be perceived as effortless.

The last exercise was copied into the worksheet as well because of the lack of inappropriateness towards the learners with specific learning disabilities.

Learners' work observation: The learners did not show almost any hesitation while using the modal verb “can”. Firstly, it did not represent a new information. Secondly, the learners were

rather bright and motivated to work which increased the swiftness of the lesson as well as decreased the amount of mistakes. The most appealing activity to the learners was either the snake or the first exercise. The snake-activity supports my idea of the original as well as the suitable exercise for the target learners.

Worksheet No. 7

Name: Curriculum vitae

Target learners: learner I

Class: ninth grade of the basic school

Length: 35 minutes

In relation to the previous worksheet discussing the various jobs, the content reflects the work of a careers adviser together with the obligatory parts of the proper curriculum vitae. The clarification of the term is the first task to be done. The second exercise as being rather similar to the original one possesses certain modifications. The colouring is used to indicate the sentence structure, the instructions are simplified as well as the questions to be fulfilled are provided with the already mentioned hints. To enhance the learning process, the following exercise was integrated to write repeatedly the answers to have the opportunity to remember the correct structure better by writing it. The justification for this type of activities is depicted in the characterisation of the second worksheet.

The curriculum vitae itself is asked about in the fourth task. The example is provided on the other page thanks to which the learner should create his or her own. The vocabulary likely to be perceived as problematic is framed in the right corner to facilitate the reading as suggested by Kamila Balharová on the conference mentioned above, the specialist on the English language teaching of the students with specific learning disabilities in the basic school in Prague.

The last part of constituting the CV can be completed either in a handwritten form or typed on the computer. The use of the computer is promoted mainly to the dysgraphic learners having troubles with writing. Not much can be modified regarding the compulsory content given by the English teacher. However, one can focus on the detailed clarification of the vocabulary or problems arising from the activities.

Learners' work observation: As far as the second activity is concerned, the mistakes in the questions occurred rather often. The stumbling-block was perceived in the initial inability to discover what to ask. Therefore, the whole exercise may be classified as troublesome even though the learner did not express himself in this way. The structure of the curriculum vitae had been discussed in the Czech language lessons solely. Thus the English CV represented the learner's first attempt to structure his previous education and experience into the prescribed form. The learner's handwriting seemed to be demanding but he made a great effort to finish the task.

Worksheet No. 8

Name: Present continuous for future plans vs. will

Target learners: learner F, G, H

Class: eighth grade of the basic school

Length: 30 minutes

To initiate the following speaking activity, the summary of the present continuous form requires to be presented. The following chart accompanies the speaking activity while the learners are firstly noting their true or fictitious plans and secondly discussing them with the classmates. These two steps are divided into two tasks to phase the activities. To ensure the correct form of the question from the fourth exercise, the sentence needs to be noted. Therefore, the use of the foreign language only is the core of the activity, as promoted by Multisensory Structured Language techniques.

The future tense forms are depicted on the top of the second page. The specification is characterised within the second worksheet as well as the practicing of the forms by writing them. The exercise from the textbook is integrated to the worksheet as a suitable example of an activity. Both the pictures and short sentences are presented to serve for the distinction between the use of the two tenses discussed.

The last exercise was designed to strengthen the ability to use the correct forms of the future tense. Although the seemingly endless repetition of the tense in connection to the different subject might be perceived as annoying, the exposure to the visual and auditory representation of the forms might enhance the level of remembering and correct recalling of

the feature afterwards. The written form of the practice broaden the integration of several senses according to the multisensory approach.

Learners' work observation: Regardless the fact that the learners were already acquainted with the form of the present continuous form, they were unable to recall it. Same situation was observed while speaking about the future tense formed by the auxiliary “will”. On the contrary, the learners worked conscientiously, obeyed the instructions and were able to use the correct form of both tenses at the end of the lesson. The learner H as being the most introverted, less self-confident and with the most problematic predispositions as far as the intellect is concerned, required much more time than the others. Nevertheless, each of them was successful and experienced being praised and supported in their effort.

6. Research Findings and their Interpretation

The conducted research exploring the needs of the learners with specific learning disabilities particularly on the second stage of a basic school provided significant data. The nine learners participating in overall eight lessons aided to evaluate the worksheets created as an alternative to the original textbooks used in the English lessons. The results of the interviews with the participants of the research were combined with the observation notes accompanying the work of the learners and the analysis of the self-created worksheets on the basis of the activities provided from the textbooks to present the research findings.

The component questions to be answered leading to the interpretation of the main research question were set as:

- *Are the regularly used materials inappropriately structured for the learners with dyslexia?*

As far as the analysis of the provided material is concerned, the comparison exhibited number of impediments for the dyslectic learners to cope with. Besides the imperfections in the graphic design regarding the inappropriate serif font, the size of it, the use of the underlined phrases or the sentences in italics perceived as inconvenient for the dyslectic learners, the density of the text both as the insufficient spacing and less well-arranged layout of exercises, no immense objections might be presented towards the original material. Therefore, judging by the reasons mentioned above, one might classify the textbooks as inappropriately structured for the learners with dyslexia mainly due to the visual aspects. The drawbacks of the textbooks might be traced in the insufficient number of summarizing grammatical features to the charts, few references to the already known information, unsatisfactory phasing of the activities into individual steps and the lack of the possibilities to utilize the electronic material, supporting listening activities or videos. However, the students' book used for teaching the pupils of the sixth class may be perceived as an exception or as a much more convenient material for the target learners as assessed in the section 5.6.1.

- *Do the chosen learners perceive the newly created materials easier to complete?*

Concerning the level of difficulty of the presented materials, each participant claimed the worksheets to be less difficult than the regular textbooks used in the English lessons. The major objections towards the students' books according to the evaluative interviews were

the length of the exercises, the density of the text, the lack of the instructions and explanations in the maternal language, the lack of the explanatory parts or the parts summarizing the grammatical features in general and the insufficient number of opportunities to work with the electronic or multimedia support.

As far as the level of difficulty of the particular worksheets' exercises is concerned, the easiest exercises were considered to be either gap filling, odd one out exercise, underlining the correct part of the phrase or the revision of verb conjugation. On the other hand, the most problematic exercises were perceived to be those placed on the last position, the ones integrating the most complicated grammatical feature of the lesson, usually gap filling exercises. Nevertheless, most of the participants claimed the exercises to be easy.

Taking the practicality of the textbooks in account, it would be almost impossible for the textbook to substitute completely the work of the teacher who should for example provide the students with sufficient explanations of the required features. The missing part of the research might be the nonexistence of the observation while working with the regular class material. However, it would require more researchers to participate in the observation and demanding organisation of the research not to interfere to the education of the participants at their school. Therefore, the opinions and justifications of the learners have to be treated as the fact which is possible due to their age and maturity. Furthermore, as proved by Sparks and Miller in their research – “students who were instructed in Spanish using and MSL approach not only made significant gains over one and two years on measures of native skills and FL aptitude but also achieved levels of oral and written FL proficiency similar to those of non-at-risk students.” (Sparks, Miller 126)

- *Are the exercises of the self-created worksheets treated as preferable or enjoyable according to the students?*

Judging by the content of the interviews with the participants of the research, any unwanted exercise of the worksheets was highlighted. Moreover, considering the observation notes and the experience from the lessons, the learners did not exhibit almost any kind of unwillingness to work or to complete the exercises. One has to take into account the fact that they might have been shy or more respectful when being taught by an unknown teacher or afraid of telling the truth about the exercises. Nevertheless, the calm, relaxed and friendly atmosphere might have prevented this kind of misinterpretation of the results. Therefore, the easiest or the most original or communicative activities were perceived as the most

preferable ones. However, the overall evaluation of the participants as well as the experience from the lessons cannot refute the statement that the exercises of the worksheets were perceived as enjoyable. It represents the significant factor while designing and structuring the material to be both easy to a certain degree for the target learners and students-friendly to ensure the willingness to work and thus potentially more effective learning process.

The main research question might be interpreted in this manner:

Do the self-created worksheets represent the more suitable material for the children with dyslexia than the regular materials used?

Regarding all the previously mentioned research results and interpretations, the self-created worksheets might be considered as more suitable material for the children with dyslexia. Having stated the potential absence of the controlling group to ensure the comparison of the work with different materials, one cannot take the statement as a pure indisputable truth. Nonetheless, the research provided valued data concerning teaching English language to the learners with diagnosed dyslexia. Especially the analysis of the worksheets proved the material to be highly convenient to the target learners. Therefore, it presents the general frame or instructions how to either adapt the existing material for the dyslectic students or to find more appropriate one from the textbooks and materials published already or how to create the supporting worksheets to enhance the learning process. The interviews and observations promote the interpretation mentioned above and present the outcome of the personal experience to the research findings.

Conclusion

The thesis introduced the theoretical background reflecting the needs of the learners with specific learning disabilities. The crucial information of the theoretical part was provided in the section discussing the relationship between the second language learning and the specific learning difficulties. The major focus was paid to the distinction of the individual approaches and techniques to enhance the learning process of the target learners.

The empirical part of the thesis based on the qualitative research delivered the results and interpretations from the three sources – the analysis of the designed worksheets, the observations and the interviews with the participants of the research. The particular research questions were answered dealing with the degree of appropriateness both of the textbooks used in the regular lessons and the created worksheets, with the degree of difficulty discussing both materials and with the degree of likeliness of the constructed worksheets. Having summarised the individual questions, the major research question to be solved, whether the self-created worksheets represent more suitable material for the dyslectic learners, proved to be credible.

The final contribution regarding the teaching process of the students with specific learning disabilities was the summary of the rules or tendencies that should be followed while working with these learners. The tendencies should be highly profitable for all the professionals or parents. The list provided in the appendix was created to facilitate the searching for theoretical background and to provide the well-structured and comprehensible summary of the needed information. The rationale behind the integration of this outcome to the thesis is the practicality of the use itself. Moreover, the final summary is meant to be distributed to the other teachers to share the findings and to make an attempt to improve the position of the students discussed.

In addition to all mentioned above, the acquired information and experience strengthened my desire to help those who might need it the most. Regardless the potentially plausible criticism of diagnosing every particular inability of the learner as a special educational need, the severe specific learning disabilities hugely overshadow the learners' intellect and abilities. Therefore, I feel to be charged to spread the information among the teachers to elevate the knowledge, abilities and primarily the self-confidence and self-esteem of the discussed learners.

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Appendix

Appendix A – Suggestions of Basic Rules for Working with the Dyslectic Learners

Appendix B – Individual Worksheets

Appendix B – Textbook Materials

Appendix C - Transcripts of the Evaluative Discussions with the Learners

APPENDIX A - Suggestions of Basic Rules for Working with the Dyslectic Learners

General Tendencies of Re-education

- Letter modelling from different materials.
- Partial sketching of the letters.
- Hidden or embossed letters.
- Textile letters, alphabet dice or mosaics.
- Colour circling of given letters in the text.
- Oral linking of the vowel with different consonants in the syllable.
- Linking of the individual sounds with the movements.
- “Dyslectic window” used while reading.
- Illustration of the extract to revise the understanding of the meaning.
- Putting the sentences to the right order while having them written individually on papers.
- Making up the ending of the story to check the understanding.
- Dividing the text to the smaller pieces for better orientation.
- Clapping the particularly chosen sounds when heard in the text read by the teacher (showing the cards with appropriate sounds when heard).
- Tracing specific letters in the text or repeated ones, combining parts of the word together (fa-ther) according to the phonic approach to support analysis and synthesis.

Learning Needs of Dyslectic Students

- Multisensory approach
- The dyslectic student learns from parts to wholes.
- The dyslectic student learns from the easy to the more difficult.
- The dyslectic student learns from the simple to the complex.
- The dyslectic student learns from the concrete to the abstract.
- The dyslectic student learns from the visual to the auditory.
- The dyslectic student always must be shown the connections between new concepts and skills, and those which have been learned before.

- The dyslectic students requires much review and practice at every step of the way.
- The dyslectic student is not an incidental, automatic learner.

Teaching Grammar

- The use of inductive method – grammatical rule follows the specific example.
- Focusing on one particular grammatical feature.
- Using the principle of clearness.
- Thorough practice of the feature through various exercises.
- Toleration of the mistakes at the initial stages of learning the grammatical feature.
- To explain grammatical structures in the native language.
- To use colour coding on the board.
- To hand out summaries at the end of the lesson with grammar points of each lesson.
- To teach key grammatical phrases orally by drills.
- To use every visual support and memory into play.

Teaching Vocabulary

- Not necessary to provide the translation every time.
- Illustrating and acting out new words.
- Writing a story using newly learnt words.
- Creating a word bank in the classroom or for each individual successively categorised according to the topics or level of difficulty.
- Talking about synonyms and the use in specific contexts.
- Learning new or revising the already known vocabulary every lesson.
- Practicing lower amount of the vocabulary rather than the opposite.
- Integrating the vocabulary to the phrases or sentences.
- Learning simple poems or rhymes.
- “Magic coin” game – fictitious shopping of the goods starting with particular sound.
- “I spy with my little eye something beginning with ...” game – enumerating the objects beginning on particular sound.
- Picture alphabets (A + apple) or alphabet pairs.
- Finding the words that rhyme (can, tan, man).
- Word formation exercises to integrate wider context (happy, unhappy)

Teaching Pronunciation

- Teacher's pronunciation should be exaggerated (troubles of the dyslectic students with auditory perception).
- Teacher may highlight the shape of the mouth.
- The similarities as well as the differences with other words should be stressed.
- Drill the pronunciation differently and to provide the correct form many times by the teacher.

Teaching Reading

- Word derivatives should be taught from the scratch, not to perceive the new word as unknown but as a different word form of the acquired word
- Be aware of the possible failure of the text pre-reading at home - the learner may have read the text, but he or she is only able to decode the letters or to read the words but it is almost impossible for him or her to perceive the content and to remember it.
- The repetitive re-reading of the text with the check at the end of the lesson for the improvements might be the solution.
- Reading very short extract with the preceding revision of the difficult words.
- Reading in duet or alternate reading.
- Using the text with bigger letters – size 12 at least.
- Clear graphic structure – absence of italics, few underlined words or phrases, minimal 1.5 spacing.
- Clear division to paragraphs.
- The use of sans serif font (e.g. Comics Sans, Arial).
- Printing the text on colour papers or reading it through coloured foils.
- Colouring the known and unknown vocabulary.

Teaching Writing

- Using laptop in classes or to write homework – for dysgraphic learners.
- To use computer programmes with spelling checks, the tape recorder or even speech-to-text apps.
- To use drafts while writing to focus only on the content initially
- The method Look-Cover-Write-and Check routine (Pechancová and Smrčková) to acquire the correct spelling:

- Look at the word (visual perception and memory).
- Pronounce several times loudly (possibility of accompanying picture).
- Spell the word (hearing, sight).
- Use your finger to write the word in the air with the eyes closed.
- Write the word on your friend's back (movement, touch).
- Re-read the word and cover it.
- Write the word into the exercise book.
- Read and compare with the initial form. If written incorrectly, repeat the procedure.

Teaching Speaking

- The context is enormously strengthened.
- To hold the exercises in pairs or small groups – the dyslectic student might understand his or her schoolmates' explanations better than the teacher's
- The importance of the positive feedback.
- The absence of forcing to speak.

Teaching Listening

- Troubles in auditory perception are essential.
- The dyslectic learner needs the repeated chance to listen to the audio.
- To provide the listening activity with the pictures or visuals.
- Teacher may help while distinguishing the different vowel sounds.

APPENDIX B – Individual Worksheets

Worksheet 1 – 6.A, 6.B

CAN YOU PLAY FOOTBALL?

positive sentence +



negative sentence -



question ?



I can swim	we can swim
you can swim	you can swim
he can swim	they can swim
she can swim	
it can swim	

I can't swim	we can't swim
you can't swim	you can't swim
he can't swim	they can't swim
she can't swim	
it can't swim	

Can I swim?
Can you swim?
Can he swim?
Can she swim?
Can it swim?
Can we swim?
Can you swim?
Can they swim?



+	-
Yes, I can.	No, I can't.

1. Fill in the verb CAN:

1) I _____ play football.

4) She _____ cycle. [saikl]

2) He _____ do karate. [kə'ra:ti]

5) You _____ skateboard.

3) We _____ swim.

6) They _____ juggle. [džagl]

I can juggle **very**
well.I can play basketball
quite well.I **can't** swim **at all.****2. Fill in according to you:**

I can _____ very well.

I can't _____ at all.

I can _____ quite well.

3. Read and note the meaning:

basketball

cycling

football

tennis

volleyball

gymnastics

karate

rugby

running

swimming

4. Which words go together?

play		karate		football		swimming
	gymnastics	do	do	play	do	
tennis	running	do	play	volleyball	play	
do	play	cycling		basketball	rugby	

5. Answer the questions using VERY WELL, QUITE WELL, AT ALL:

Can your mum play football? _____

Can your dad do gymnastics? _____

Can you play basketball? _____

Can your friend do cycling? _____

JOBS + TIME CLAUSES

1. How many words do you know?



2. Fill in the crosswords in your workbook on page 38. Write down all the vocabulary again.

- | | |
|----|-----|
| 1) | 7) |
| 2) | 8) |
| 3) | 9) |
| 4) | 10) |
| 5) | 11) |
| 6) | 12) |

3. Listen to the teacher and guess the job (WB 38/1):

- 1) br _____ er
- 2) in _____ or
- 3) dr _____ er

4. Can you explain the meaning?

job interviewer *application form*

5. Revise the use of present and future tense. Try to write the forms on the back side of the paper.

PRESENT TENSE

positive sentence +

I play we play
you play you play
he plays they play
she plays
it plays

negative sentence -

I **don't** play we **don't** play
you **don't** play you **don't** play
he **doesn't** play they **don't** play
she **doesn't** play
it **doesn't** play

question ?

Do I play? **Do** we play?
Do you play? **Do** you play?
Does he play? **Do** they play?
Does she play?
Does it play?



Yes, I do. No, I don't.

Yes, he does. No, he doesn't.

FUTURE TENSE

I will play

I won't play

Will I play?

positive sentence +

I **will** play we **will** play
you **will** play you **will** play
he **will** play they **will** play
she **will** play
it **will** play

negative sentence -

I **won't** play we **won't** play
you **won't** play you **won't** play
he **won't** play they **won't** play
she **won't** play
it **won't** play

question ?

Will I play?
Will you play?
Will he/she play?
Will we play?
Will you play?
Will they play?

when, while, after, as
soon as, before, until, till

+ present tense

6. Rewrite the sentences:

She will come back when she finishes the work.

He _____ when he _____ the work.

I _____ when I _____ the work.

We will help you while we are there.

They _____ while they _____ there.

She _____ while she _____ there.

They will wait until the children come.

We _____ until the children _____.

You _____ until _____.

ACTIVITIES REVISION + PRESENT PERFECT PRACTICE

1. Which words go together?

have	go	a party	climbing	
fun	some jewellery	go	a raft	
make	a raft race	have	sailing	go
	a wildlife garden		walking	
make	make	have		

2. Rewrite the sentences using the words above:

We're going to have _____.

We're going to _____.

We _____.

We're going to go _____.

We're going to _____.

We _____.

We're going to make _____.

We're going to _____.

We _____.

3. Underline what is correct:

1 go swimming

5 go surfing

disco

fun

2 make basketball

6 make a raft

a tree house

sailing

3 have surfing

7 have disco

a barbecue

walking

4 play a raft

8 play swimming

Chess

basketball

What would
you like to do?

I would like to
go surfing.

I would like to go
you would like to go
he would like to go
she would like to go
it would like to go
we would like to go
you would like to go
they would like to go

4. Read the words and use them in the given sentences:

cheap

easy

exciting

funny

good

interesting

nice

quiet

safe



I would like to go surfing. I think it is exciting.

I would like to _____. I think it is _____.

I would _____. I think _____.

I _____, I _____.



5. Look at these REGULAR verbs in three forms. Which form are you going to use for past perfect?

WASH	WASHED	WASHED
DROP	DROPPED	DROPPED
PACK	PACKED	PACKED
CHANGE	CHANGED	CHANGED
TRY	TRIED	TRIED



I have dropped
you have changed
she has tried

he has washed

6. Complete the sentences with the correct form of the verbs:



Look! We _____ the car!



Oh no! I _____ my lunch!



He _____ his holiday bags.



They _____ its name!



She _____ the roller-coaster!



7. Přepiš si dané věty do češtiny a porovnej, jaký čas používáme v češtině a jaký v angličtině.

- 1)
- 2)
- 3)
- 4)
- 5)

8. Jaké vidíš rozdíly? V jakých dalších situacích by se mohl předpřítomný čas použít?



MAKING A PHONE CALL

1. How can you express that you are planning to do something? Which tense can you use?



I _____.

You _____.

He/she _____.

It _____.

We _____.

You _____.

They _____.



I _____.

You _____.

He/she _____.

It _____.

We _____.

You _____.

They _____.

2. Read the conversation. Discuss what it is about.

Mrs Beck Plymouth 712356. Hello?

Lisa Oh, hello. This is Lisa. Could I speak to Mike, please?

Mrs Beck I'm sorry, Lisa. He isn't in.

Lisa Oh, could you give him a message, please? Could he call me back? It's about our school website. We want to make a page about free time.

Mrs Beck OK, Lisa.

Lisa Thank you, Mrs Beck.

Mrs Beck You're welcome.

COULD...

3. Write down the phrase for leaving a message.

Could _____, please?

How often do you call your friends? Do you phone or do you chat?

When did you leave the message for the last time?

4. Complete the two phone calls. Use the phrases in the boxes.

Mrs Green 947279. Hello?

Tom Oh, hello, Mrs Green. This is Tom. Could I speak to Linda, please?

Mrs Green _____

Linda Hello, this is Linda.

Tom _____

Linda Oh, hi Tom! Is it about the cinema?

Tom _____

Linda Yes, I am.

Tom Great. See you at seven then. Bye.

Yes. Are you coming with us tonight?

Hi, Linda, this is Tom.

Just a moment. Linda, it's for you.

Mr Miller Plymouth 550642.

Cindy _____

Mr Miller I'm sorry. Cindy. He's out.

Cindy _____

Mr Miller Fine. No problem.

Cindy _____

Mr Miller You're welcome, Cindy!

This is Cindy. Could I speak to Ian?

Thank you, Mr Miller.

Could you give him a message, please? We're all meeting at 3pm.

5. Which sentences from the exercises ↑ can you use:

Mohl/a bych mluvit s Pepou? _____

Mohl/a bych mu nechat vzkaz? _____

6. Where is the present tense continuous used? Circle the phrase in the exercise ↑.

7. Role play: Call your friend and leave the message for him/her, because he/she is not at home – **you are not coming** to the party.

8. Call your friend. His/her mum answers the phone.

You want to **leave a message for your friend**

– choose which one ☺.



PRESENT PERFECT

1. How is the present perfect created?

_____ or _____ + _____ of regular verbs
 _____ of irregular verbs

2. Write down the present perfect forms of the given verbs.

to work

I _____
 you _____
 he/she/it _____
 we _____
 you _____
 they _____

to eat

I _____
 you _____
 he/she/it _____
 we _____
 you _____
 they _____

3. Create the correct forms.

past tense

happen _____
 pull _____
 start _____
 laugh [la:f] _____
 film _____

past participle

be _____
 win _____
 put on _____
 go _____
 fall _____
 see _____
 get _____
 have _____

“třetí tvar”



4. Put the verbs into the correct form. Use the present perfect.



Dear mum and dad,

Imagine what has _____ (happen)! Yesterday we _____ (have) a **raft race** and it _____ (be) really terrible for the boys because the girls _____ (win). It was the first time I've lose **against** girls! We _____ (put on) our **lifejackets** and _____ (pull) our rafts on the water. Then the girls _____ (start). We _____ (go) **in front of** them, but **suddenly** it _____ (happen); I _____ (fall) into the water and two minutes later the raft _____ (go) under. The girls _____ (laugh) at us and our teacher _____ (film) everything! Have you ever _____ (see) anything like it? I've _____ (be) really **fed up with my sister** and all the girls from our class since that moment. And **in addition**, I've _____ (get) **a bad cold**. I can't wait to get home!

Love, Clara

5. Do you know the meaning of **the blue words**?

raft race _____

lifejackets _____

suddenly _____

in addition _____

against _____

in front of _____

fed up with my sister _____

a bad cold _____

6. Odd one out.

- 1 against, into, of, close
- 2 do, walk, have, make
- 3 lifejacket, raft, rope, horizon
- 4 race, record, music, studio
- 5 never, usually, already, yet

**7. Create the sentences using present perfect.**

Nick is going to the barbecue party. What has he done?

Example: He **has bought** a present for his friend.

- 1 (have a shower) Nick has _____.
- 2 (put on dry clothes) Nick _____.
- 3 (comb his hair) _____.
- 4 (brush his teeth) _____.

CAN x CAN'T

	positive	negative	
I you he she it we you they	can	can't	dance.

questions	short answers						
Can I you he she it we you they	sing?	Yes,	I you he she it we you they	can.	No,	I you he she it we you they	can't.

1. Write sentences. Use can/can't.

1 you/cook ☹ You can't cook

2 my teacher/ play the guitar ☺ _____

3 I/ swim ☺ _____

4 Our dog/ sing ☺ _____

5 My friend and I/ play volleyball ☺ _____

6 They/ speak French ☺ _____

7 Harry and Mark/ do karate ☺ _____

8 My Dad/ ride a bike ☺ _____



2. Do the exercise 1 on page 42 in your workbook.



3. Do the exercise 2 on page 42 in your workbook.



4. Complete the sentences for you.

I play tennis.

I go swimming.

I play _____.

I go _____.

I don't play _____.

I don't go _____.

I do karate. [kara:ti]

I do _____.

I don't do _____.



5. Do the exercise 3 on page 42 in your workbook.

3. Complete the conversations. Then listen and check. [Dopisite rozhovory. Potom poslechte a kontrolujte si.]

1. Henry Can you play tennis?
David _____, I can't.

2. Lily Can Lucas _____ karate?
Emily _____, he can. He's amazing!

3. James Can you do any _____?
Amelia I can play _____ quite well.
I can swim _____ well. And
I _____ do gymnastics quite well.

Box: in sports very do volleyball no can play

CURRICULUM VITAE

1. Who is the **careers adviser**? What does he or she do?

2. What questions can she ask?

1 Do you like **doing things with your hands**?

I love **doing things with my hands**.

2 What are you _____?

I'm good at making things.

3 Are you _____?

No, I'm not really interested in going to another country.

4 Do _____?

No, I don't mind getting up early.

5 _____?

Yes, I enjoy working with people very much.

6 _____?

No, that's no problem. I don't mind working at night.

3. Now, answer the questions according to you 😊.

1)

2)

3)

4)

5)

6)

4. Do you know what is **CV (curriculum vitae)**?



This is Lily's CV. Use it as a model and write out your own English CV.

NAME	Lily Jones	<div style="border: 1px solid blue; padding: 5px; display: inline-block;"> waitress - číšnice member – člen/ka experience - zkušenost </div>
ADDRESS	20, Green Street, Camborne Cornwall TR6 9FJ	
DATE OF BIRTH	23. 10. 92	
NATIONALITY	British	
EDUCATION		
1997 – 2003	St Peter's Primary School, Camborne	
2003 – 2008	Sir Henry Davy Comprehensive School, Penzance	
QUALIFICATIONS	4 GCSEs	
LANGUAGES	French	
EXPERIENCE		
	2 weeks (school work experience) as a receptionist – Queen's Hotel, St Ives	
	2 weeks (holiday job) as a waitress – The Bull, Penzance	
	3 weeks (holiday job) Green Man Pub & Restaurant, St Ives	
INTERESTS		
	swimming (member of Penzance Swimming Club), basketball (member of school team), music (piano)	

5. Write down your own CV on the back side.

PRESENT CONTINUOUS FOR FUTURE PLANS VS. WILL

1. How do we create present continuous?

I _____ play _____

We _____

You _____ play _____

You _____

He _____

They _____

She _____

It _____

2. Write down what are you doing next week. It doesn't have to be true ☺.

Leave the last two lines empty.

Example	I am jogging on Monday.
Monday	I am
Tuesday	I
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

3. Tell your partner about your plans.

On Monday, I am ...

On Tuesday, ...

...

4. Ask your friend about his/her plans. How do you say that?

What _____?



Future tense - budoucí čas



kladná věta

I **will** play we **will** play
 you **will** play you **will** play
 he **will** play they **will** play
 she **will** play
 it **will** play

záporná věta

I **won't** play we **won't** play
 you **won't** play you **won't** play
 he **won't** play they **won't** play
 she **won't** play
 it **won't** play

otázka

Will I play?
Will you play?
Will he/she play?
Will we play?
Will you play?
Will they play?

5. Write down some of the phrases on the back side. Your teacher will help you.

6. Look at the exercise 3 on page 58 in your students' book:

Why do they use "will"?

What is the difference between "I'll help" and "I'm going to help"?

7. Now, rewrite the sentences.

I'll help you with the clothes.	She _____.
I'll check it in the dictionary.	He _____.
I'll clean that bit.	We _____.
I'll show you where it is.	They _____.
I'll carry it upstairs.	She _____.



APPENDIX C – Textbook Materials

Textbook material No. 1

5A
Can you swim?

Grammar
can – positive and negative forms, questions and short answers • adverbs of manner


Functions
talking about ability • talking about how well you do things

Vocabulary • Sport


1 • 2.10 Match the words with the pictures. Then listen and check.

basketball <input checked="" type="checkbox"/>	cycling <input type="checkbox"/>	football <input type="checkbox"/>	tennis <input type="checkbox"/>	volleyball <input type="checkbox"/>
gymnastics <input type="checkbox"/>	karate <input type="checkbox"/>	rugby <input type="checkbox"/>	running <input type="checkbox"/>	swimming <input type="checkbox"/>


1




2




3




4




5




6




7




8



9



10



Presentation

2 • Warm up Look at *Poppy's world* on page 59 and answer the questions. Who is in the playground? How many apples has Poppy got?

3 • 2.11 Listen to the photo story. Are the sentences true (T) or false (F)? Correct the false sentences.

- Jack and Emma can play football very well. F They can play tennis very well.
- David can swim quite well.
- Amy can run, swim and play football.
- Poppy can play basketball very well.
- Poppy can't swim at all.
- Poppy can't juggle.

4 • 2.12 Listen to Alex and tick (✓) the sports he can do.

do karate <input type="checkbox"/>	play football <input type="checkbox"/>	cycle <input type="checkbox"/>
swim <input type="checkbox"/>	juggle <input type="checkbox"/>	skateboard <input type="checkbox"/>

5 Read *Language focus*. Write sentences about what Alex can and can't do.

- He can't do karate.
- He can play football.

Language focus

- I **can** juggle.
- Jack and Emma **can** play tennis.
- David **can** swim.
- I **can't** play football.
- **Can you** play football?
Yes, I can. / No, I can't.
- ✓✓ I can juggle **very well**.
- ✓ I can play basketball **quite well**.
- XX I **can't** swim at all.

58 Unit 5 Keep fit!

91

5



UNIT 5 Into the World of Work

1 People and their jobs

What jobs are they talking about?

This is a hard job, and not many women do it. You're outside a lot, even in winter. The electricians and the carpenters call us 'the brickies'. That's a nickname for this job.

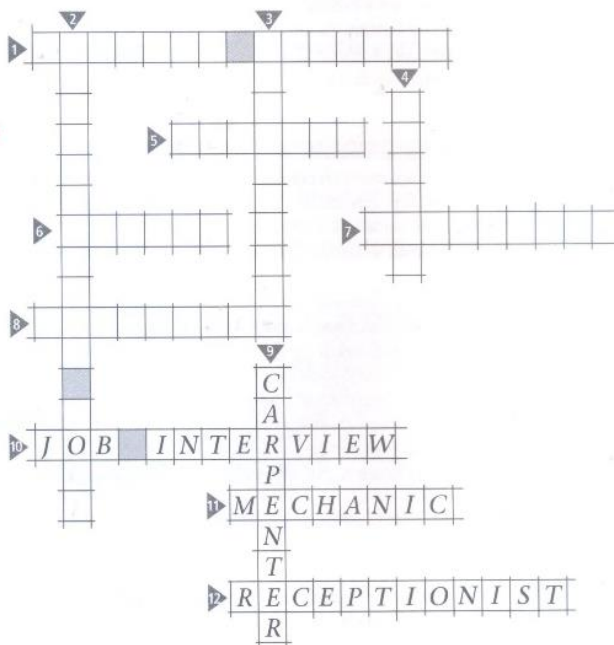
In my job you meet a lot of people. Most people are nice but some aren't so friendly – e.g. when they haven't got the right ticket.

I work with people a lot. You have to be good with your hands and enjoy chatting. And you need to understand fashion. You stand a lot in this job.

2 Job words

a Complete the puzzle.

- 1 It's someone who you talk to when you want to know about different jobs.
- 2 You have to fill this in when you're applying for a job.
- 3 It's someone who is learning to do a job.
- 4 It's someone who puts up equipment or machines.
- 5 It's someone who works in a flower shop.
- 6 It's what you read in the paper when you're looking for a job.
- 7 It's someone who works in an office and writes letters.
- 8 It's the place where you work.



b Write sentences for numbers 9–12.

- 9 *It's someone* _____
- 10 _____
- 11 _____
- 12 _____

New Horizons UNIT 7



7

1 New Horizons again

a Put the words from the box in the right lists.

climbing • fun • some jewellery • a party • a raft
a raft race • sailing • walking • a wildlife garden

1 We're going to go ... 2 We're going to have ... 3 We're going to make ...

climbing _____

2 A card for the notice board

a Complete the card with these prepositions: on (3x), of (2x), in (2x), to (2x), for and by.

AWAY IN WALES

Organizer Mrs J Brice

Number _____ pupils 10 Cost £30

Do you like the country and the sea? Then this is _____ you. We're going to have a lot _____ fun! _____ Wednesday morning we're going to go _____ North Wales _____ train. We're going to stay _____ Colwyn Bay. _____ the afternoon we're going to play games _____ the beach there. Then _____ Thursday we're going to go _____ an exciting wildlife park all day.

b Now finish the card. Use these ideas: Friday morning / go shopping / town
the afternoon / come back / Chester / train



3 REVISION It's more exciting

a What would you like to do? Choose one activity from the pairs. Tick (✓) it.

1 go | swimming ☐
| surfing ☐
2 make | a tree house ☐
| a raft ☐

3 have | a barbecue ☐
| disco ☐
4 play | basketball ☐
| chess ☐

cheap • easy • exciting
funny • good
interesting • nice
quiet • safe

b Now write why. You can use the adjectives in the box.

Examples: I'd like to go surfing. I think surfing is more exciting than swimming.
I'd like to play basketball. I think basketball is nicer than chess.

1 I'd like to _____
I think _____
2 _____
3 _____
4 _____





4 Look!

Say what the people have done. Complete the sentences with the correct form of the verbs in the pictures.

- 1 Look! We _____ the car!
- 2 Oh, no! I _____ my lunch!
- 3 He _____ his holiday bags.
- 4 They _____ its name!
- 5 She _____ the roller-coaster!



5 The new tree house

What have Trundle and Marmalade done? Write about the pictures.



1
look at / tree and / plan / new tree house
They have looked at the tree and they've planned a new tree house.



2
collect / pieces of wood / under / tree



3
climb / tree and / start / work



4
finish / tree house

UNIT 6



6

5

Lisa and Ryan were suddenly very interested in the Internet. They even joined the school computer club. Then, one evening ...



Mrs Beck
Lisa

Mrs Beck
Lisa

Mrs Beck
Lisa

Mrs Beck

Plymouth 712356. Hello?

Oh, hello, Mrs Beck. This is Lisa. Could I speak to Mike, please?

I'm sorry, Lisa. He isn't in.

Oh, could you give him a message, please? Could he call me back? It's about our school website. We want to make a page about free time.

OK, Lisa.

Thank you, Mrs Beck.

You're welcome.



6

Ryan typed in the articles for the website, and Mike and Lisa scanned in the pictures.

Netscape

File Edit View Go Bookmarks Options Directory Window Help

Back Forward Home Reload Images Open Print Find Stop

Location: <http://www.crownhill.edu.uk>

FUN WITH ORIENTEERING
by Lisa Hall

I went orienteering last weekend – for the first time. It was on Dartmoor, north of Plymouth.

I had a map and a compass. I had to find – and run to – all the different places on the map.

The first place on the map was across a river and up a big hill! Well, I fell in that river three times, but I had a lot of fun – and I'm going to do it again next weekend!

► A great day, and very cheap! Try it! Call Robin Tremaine on 01752 256361.

Location: <http://www.crownhill.edu.uk>

Plymouth Dome
by Ryan Price

Find out about Plymouth at the Plymouth Dome. You can see (and smell!) the town as it was 400 years ago. And you can find out about the people and the ships that have sailed from Plymouth all over the world. (People like Sir Francis Drake and Captain Cook.) You can also see what life was like on the big ships which carried people to America in the old days.

► Fun, and not too expensive.

5-6

Po přečtení prvního článku se pokus odhadnout význam slova **orienteering**.

Najdi na mapě Británie Plymouth. V blízkosti tohoto města se nachází malé městečko Brixham, kde je vystavena replika lodi Francis Drakea. Zkus najít její jméno – viz www.brixham.uk.com. Víš něco o podnikání, v jakých žili námořníci na těchto plavbách?



Jaké zámořské cesty podnikl Sir Francis Drake a kapitán James Cook? O Francis Drakeovi se mluví jako o pirátovi. Proč?

55

youtube: Cities of Britain - Plymouth



9 Could I speak to Linda, please?
Complete the two phone calls. Use the phrases in the boxes.

Yes. Are you coming with us tonight?

947279. Hello?

Just a moment. Linda, it's for you!

Hi, Linda, this is Tom.

a Mrs Green 947279. Hello?

Tom Oh, hello, Mrs Green. This is Tom. Could I speak to Linda, please?

Mrs Green *Just a moment. Linda, it's for you.*

Linda Hello, this is Linda.

Tom *Hi, Linda, this is Tom.*

Linda Oh, hi Tom! Is it about the cinema?

Tom *Yes. Are you coming with us tonight?*

Linda Yes, I am.

Tom Great. See you at seven then. Bye.

b Mr Miller Plymouth 550642

This is Cindy.
Could I speak to Ian?

Thank you, Mr Miller.

Could you give him a message, please? We're all meeting at 3 pm.

Cindy *This is Cindy. Could I speak to Ian?*

Mr Miller I'm sorry, Cindy. He's out.

Cindy *Could you give him a message, please? We're all meeting at 3 pm.*

Mr Miller Fine. No problem.

Cindy *Thank you, Mr Miller.*

Mr Miller You're welcome, Cindy!

10 I'll do it!

What are they saying? Complete the sentences. Choose **four** phrases from the box.

- carry it
- explain it
- find them for you
- get you a drink
- give it to you later
- look at the map





way
to win

Angličtina 7

Reading: A letter to mum and dad

Put the verbs into the correct form.

Dear mum and dad,

imagine what has _____ (happen)! Yesterday we _____ (have) a raft race and it _____ (be) really terrible for the boys because the girls _____ (win). It was the first time I've _____ (lose) against girls!

We _____ (put on) our lifejackets and _____ (pull) our rafts on the water. Then the girls _____ (start). We _____ (go) in front of them, but suddenly it _____ (happen); I _____ (fall) into the water and two minutes later the raft _____ (go) under. The girls _____ (laugh) at us and our teacher _____ (film) everything! Have you ever _____ (see) anything like it? I've _____ (be) really fed up with my sister and all the girls from our class since that moment. And in addition, I've _____ (get) a bad cold. I can't wait to get home!

Love,

Who wrote the letter?

Put the events in the right order

a) as they are described in Nick's letter.

b) as they happened.

- ☐ The boys were in front of girls.
- ☐ The children had a raft race.
- ☐ Nick has been fed up with the girls since then.
- ☐ The girls won.
- ☐ The girls laughed at the boys.
- ☐ The raft went under.
- ☐ The children put on their lifejackets and pulled their rafts on the water.

Doplňkové materiály k učebnici Angličtina 7 Way to Win – Unit 7

4

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Unit 7, p. 56, 3: Answer the questions in full sentences.

- 1 What has Debbie done?
- 2 Who has packed the lunch basket?
- 3 Who has counted the lifejackets?
- 4 What have Nick and Tom done?
- 5 What has Jenny loaded?
- 6 What have all the kids done?

Unit 7, p. 56, 3: Before the trip

Complete the dialogue with the correct present perfect forms.

arrive • load • talk • pack • prepare • finish • count

MR MARTIN Listen, children. _____ you _____ all your rucksacks into the coach?

LUCY Yes, we have. I _____ the lifejackets, too.

DEBBIE Mr Martin, Jenny _____ yet.

MR MARTIN She is with Luke packing the lunch basket, they _____ yet. But look, here they are! _____ you _____ the lunch basket, Luke?

LUKE Yes, we have and we _____ to the driver about our plans for lunch.

JENNY We _____ something special, you will see!

Odd one out

- 1 against, into, of, close
- 2 do, walk, have, make
- 3 lifejacket, raft, rope, horizon
- 4 race, record, music, studio
- 5 never, usually, already, yet

Doplňkové materiály k učebnici Angličtina 7 Way to Win – Unit 7

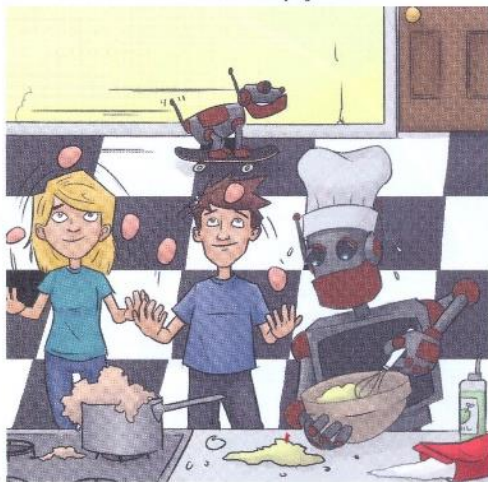
2

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5A Language space

can – positive and negative

- 1 Read and circle the correct verbs. Use the table to help you.



- 1 Zak *can* / *can't* cook.
- 2 Robopet *can* / *can't* skateboard.
- 3 Max and Lara *can* / *can't* juggle.

	positive	negative	
I			
you			
he	can	can't	dance.
she			
it			
we			
you			
they			

- 2 Write sentences. Use *can* / *can't*.

- 1 you / cook *X* You *can't* cook.
- 2 my teacher / play the guitar *✓*
- 3 I / swim *✓*
- 4 Our dog / sing *X*
- 5 My friend and I / play volleyball *✓*
- 6 They / speak French *X*
- 7 Harry and Mark / do karate *✓*
- 8 My Dad / ride a bike *X*

- 3 Work in pairs. Tell your partner four things you can do and four things you can't do.

I can play tennis. I can't sing.

can – questions and short answers

questions	short answers
I	I
you	you
he	he
she	she
it	it
Can we sing? Yes,	can. No,
you	we
they	you
	they

Soundbite

can / can't

- 2.13 Listen and repeat.

- 1 Can you run? Yes, I *can*.
- 2 Can you swim? No, I *can't*.
- 3 I *can* run, but I *can't* swim.

- 4 Look at the table and complete the conversation with *can* or *can't*.



Gran	✓ use a computer surf the web send an email
	<i>X</i> play computer games download music
Grandad	✓ drive cook
	<i>X</i> use a computer use a mobile phone

Lucy: Gran, ¹ *can* you use a computer?

Gran: Yes, I ² . I ³ surf the web and I ⁴ send emails, too.

Lucy: Cool. And ⁵ you play computer games?

Gran: No, I ⁶ . And I ⁷ download music. Can you teach me?

Lucy: Of course. What about Grandad?

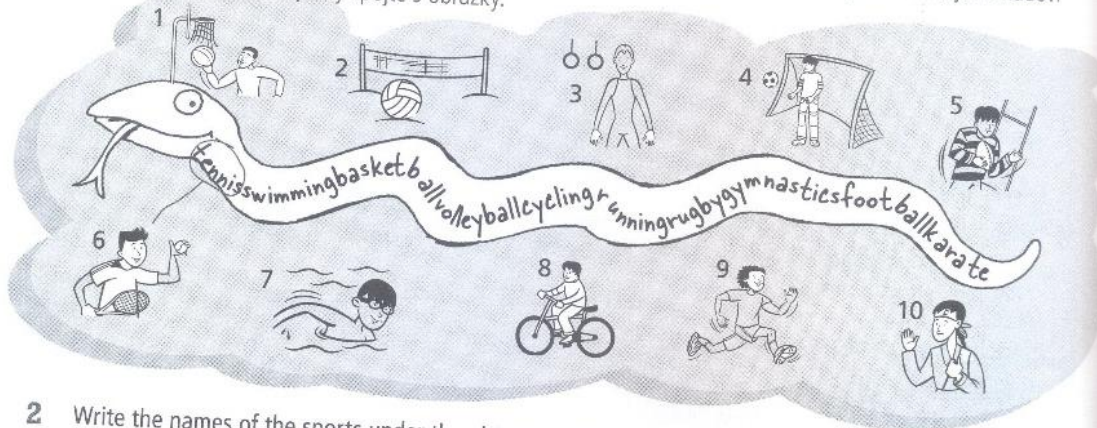
Gran: Oh, Grandad ⁸ use a computer.

Lucy: ⁹ he use a mobile phone?

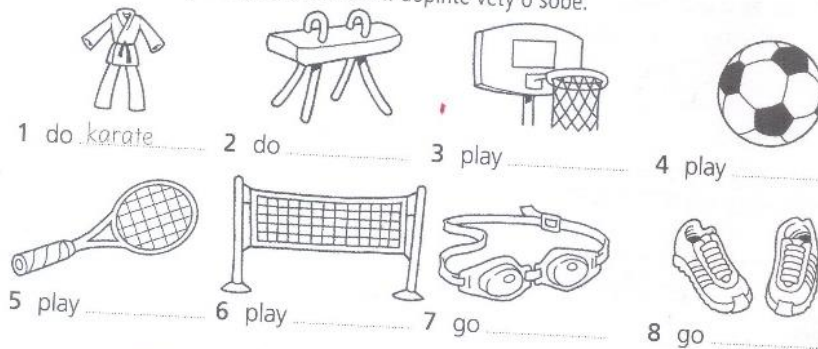
Gran: No, he ¹⁰ . But he ¹¹ drive. And he ¹² cook. That's u

34 Can you swim?

- 1 Circle ten sports in the word snake. Then match the sports with the pictures. | Zakroužkujte v hadovi deset sportů. Potom sporty spojte s obrázky.



- 2 Write the names of the sports under the pictures. Then complete the sentences for you. | Zapište pod obrázky názvy sportů. Potom doplňte věty o sobě.



I play _____

I don't play _____

I do _____

I don't do _____

I go _____

I don't go _____

- 3 Complete the conversations. Then listen and check. | Doplňte rozhovory. Potom poslouchejte a zkontrolujte si.

yes sports very do
volleyball no can play

- 1 Henry Can you play tennis?
David _____, I can't.

- 2 Lily Can Lucas _____ karate?
Emily _____, he can. He's amazing!

- 3 James Can you do any _____?
Amelia I can play _____ quite well.
I can swim _____ well. And
I _____ do gymnastics quite well.

Chat zone

- 34 Complete the conversations with the expressions. Then listen and check. | Doplňte výrazy do rozhovorů. Potom poslouchejte a zkontrolujte si výsledky.

That's true. You're amazing! Sorry.

- 1 Joe I can swim five kilometres.
Ryan _____

- 2 Teacher Where's your homework?
Millie It's at home.

- 3 Ella Why are you in bed? It's
eight o'clock!
Leon There's no school today. It's Sunday.
Ella _____

5

Jakým způsobem se může člověk připravit na pracovní pohovor?

UNIT 5

Before the interview
Lily met Paul.
Complete the report
of their conversation.
Use the verbs in
the box.



(1) I've got an interview today.

(2) You poor thing! I hate interviews.

(3) The interviewers always ask stupid questions.

(4) I don't hate interviews.

(5) But I'm a bit nervous.

(6) Well, you don't look nervous.

(7) You look great.

(8) I don't want to be late. Bye!

asked • she had • he hated
she didn't hate • she looked
she didn't look
she didn't want • she was

When Lily met Paul she told him (1) *she had* an interview that day. He told her that (2) interviews. He said that interviewers always (3) stupid questions. Lily said that (4) interviews, but (5) a bit nervous. Paul said that (6) nervous. He told her that (7) great. In the end Lily told Paul that (8) to be late and said goodbye.

5

This is Lily's CV. Use it as a model and write out your own English CV.

CURRICULUM VITAE

NAME	Lily JONES
ADDRESS	20, Green Street Camborne Cornwall TR6 9FJ
DATE OF BIRTH	23. 10. 92
NATIONALITY	British
EDUCATION	
1997–2003	St Peter's Primary School, Camborne
2003–2008	Sir Henry Davy Comprehensive School, Penzance
QUALIFICATIONS	4 GCSEs
LANGUAGES	French
EXPERIENCE	
2 weeks (school work experience) as a receptionist – Queen's Hotel, St Ives	
2 weeks (holiday job) as a waitress – The Bull, Penzance	
3 weeks (holiday job) Green Man Pub & Restaurant, St Ives	
INTERESTS	
swimming (member of Penzance Swimming Club), basketball (member of school team), music (piano)	



Co se skrývá pod zkratkou GCSE?

7 More advice

Mark Jones is telling his parents what the school careers adviser said. Complete the sentences.

Your CV isn't very good.

1 He told me that my CV wasn't very good.

I've got a very good book about interviews.

2 He said that he had a very good book about interviews.

There are some good CVs in the book, too.

3 He said that there were some good CVs in the book, too.

My advice is to apply for lots of jobs.

4 He said that his advice was to apply for lots of jobs.

I want you to get lots of interview practice.

5 He told me that that he wanted me to get lots of interview practice.

8 Curriculum vitae problems

The careers adviser told Mark that his CV wasn't very good. Write the letters on the CV to show where the information should be.

- a 2006 summer job as shop assistant
- b 2008 three weeks as waiter
- c German, French
- d 5.3.92
- e single
- f Jones
- f 1997–2003 Epping Primary School
- 2003–2008 Stortford High School
- g 33 High Street, Stortford, CM19 8CG
- h Mark
- i 4 GCSEs
- j British
- k 01297 973120
- l Germany, France, Spain
- m music, cycling, cricket (captain of school team)
- n marktheman@orange.uk
- o Peterborough

CURRICULUM VITAE

First name

Last name

Address

Telephone

E-mail

Date of birth

Place of birth

Nationality

Marital status¹

Education

Qualifications

Languages

Experience

Travel

Interests



¹ marital status [ˌmæɪrɪtl 'stetəs] stav

6



UNIT 6

PRACTICE

1 The Internet is great, ...

Match the sentences and the endings.

- 1 The Internet is great,
- 2 Mike is only interested in computers,
- 3 Lisa and Ryan are Mike's friends,
- 4 Lisa is angry with Mike,
- 5 We're going now,
- 6 You're always in front of your computer,

- isn't he?
- isn't she?
- aren't you?
- aren't they?
- isn't it?
- aren't we?

2 What are you doing next week?

a Copy the timetable. Then complete it for yourself for next week. (It doesn't have to be true!) Leave five boxes empty.

Day	Afternoon	Evening
Mon		
Tue		
Wed		
Thur		
Fri		
Sat		

Some ideas

visit my grandma
play tennis/basketball/volleyball
meet (Šárka/Pavel)
have a music lesson
watch a football match/go to the cinema

b You want to go swimming with your partner. Find a time when both of you can go. Look at your timetable. Ask and answer questions like this:



What are you doing on Monday afternoon?

I'm playing tennis. What about Monday evening?

That's no good. I'm .../ Yes, I'm free then, too.



3 I'll help you!

Look at these situations. What are the people saying? Choose the correct sentence.

Nabídku pomoci můžeme vyjádřit oznamovací větou **I'll help you** nebo také otázkou: např. **Shall I help you?** nebo **Can I help you?**



1

- I'll help you with the clothes!
- I'll check it in the dictionary.
- I'll clean that bit.
- I'll show you where it is.
- I'll carry it upstairs.



4



2



3



5

APPENDIX D - Transcripts of the Evaluative Discussions with the Learners

Interview No. 1 - Learner A, Learner B, Learner C

I would like to ask you what was the best exercise from these? What did you like the most?

(silence)

Was there anything interesting at all?

C: Yes, almost everything.

A, B: That's right.

And anything you liked the least? Anything what was more boring for example than the other exercises?

B: No, not at all.

A,C: nodding

What was the easiest exercise?

A: The last but one. The matching.

B: The exercise with "can".

C: Yes that's right. The last exercise on the first page. (gap filling)

On the other hand, what exercise was the most difficult? The exercise which was more complicated?

A, B, C: Nothing.

Everything okay? Perfect. I'm glad.

Let me ask you. If you work with your students' books you work with during the English language lessons, is it easier or more difficult to deal with them?

C: Yes, they are maybe more difficult.

In which way?

C: The exercises are more difficult.

B: Hm, that's right.

A: nodding

Okay. And which exercises are the most difficult ones?

C: Maybe those where there are lots of words.

A: When the text is too long.

B: And we have to fill something in.

All right. Do you have enough pictures in your students' books?

B: Yes, quite enough.

Perfect. Now I wanted to ask you, if it is not a secret, what final mark did you get in mid-term of this year?

C: I had mark three.

B: Four.

C towards B: But you can't influence that. That's not your fault.

B: shrugging

A: Also three.

Thank you. But your teacher praises you, right?

C: Hm. Sometimes.

A, B: nodding

That's good. She is nice. And do you need to work hard at home to prepare for the lessons?

C: Yes, we have a lot of homework. A whole page in the workbook for example.

Okay. Do you think you have to prepare for the lessons harder than your friends?

B: No. Not much.

A: Mm.

Great. That's perhaps everything I needed. Thank you so much for answering me and paying attention. See you next week.

Interview No.2 – Learner I

Could you tell me what was the most problematic exercise for you?

I: I think it was this one, the listening. I didn't understand it and I couldn't guess the words.

Would it be then better if the text was written? If it would be reading rather than listening?

I: Yes, it would. It would be better.

Okay, great. And from the grammatical exercises? What was the most difficult one?

I: Mm, this one. The last one. To change the tenses and fill in the gaps.

I see, thank you. What about the easiest exercise?

I: This one. (combining the parts of the words and reading them)

Great, okay. How do you feel about the grammatical overview of the tenses we did? The present tense and the future tense – do you know the rules or are they problematic?

I: I don't have problems with them.

Great. Was there anything interesting from what we did? The most interesting exercise?

I: I enjoyed everything.

I'm glad. Now imagine the students' books you use during the regular English lessons. Is it easier or more difficult than this worksheet? Is it different? What is different?

I: I think it is more difficult than this.

Could you stress in which way is it more difficult?

I: There are many incomprehensible features and few Czech instructions and phrases.

So you would need more instructions that are in Czech in your book, wouldn't you?

I: Yes, definitely. And more explanations of the rules etc.

I see. It means you don't have enough time to understand the features.

I: That's right.

Okay, I get it. Perfect. That's all. I appreciate your work and mainly the honesty while answering my questions. See you next week and have a nice day.

Interview No.3 – Learner D, Learner E

Have a look at those worksheets. Could you tell me what was the most problematic exercise for you?

E: The last one.

D: For me as well.

And the easiest one?

D: The easiest was maybe...

E: This one. (underlining what is correct)

D: Yes, that's right.

Thanks. What about the interesting exercise? Anything you enjoyed?

D: This one. (creating the sentences according to them using "would like to")

Okay. If you compare the students' books you use in your lessons, are they easier to work with or more difficult? Are they different, better or worse?

E: They are worse.

In what way? Can you describe that?

E: There is a lot of text on one page for example.

D: Yes there are many words in one place.

All right, you mean it is not well-arranged?

D: Yes.

What about the exercises? Are they easier or more difficult?

E: It depends.

And what are the most difficult ones for you?

E: For example when we have to make up whole sentences.

Okay, I see. Would it be problem to tell me your mid-term results from the English language?

E: I had mark three.

D: I had four.

Thank you. Is it better or worse when you are getting to higher classes?

D: It is better now.

Could you tell me why do you think it is better?

D: Maybe because of the teacher.

Okay. Do you need to work hard at home to get ready for the English lessons?

E: No, I don't need to.

D: Yes, I do. For the other subjects too.

All right. And do you have a lot of homework?

E: No, we have only the optional ones.

Okay. Perfect. It's all I needed. Thank you very much for everything and see you next week.

Interview No.4 – Learner F, Learner H

Please look at those sheets and try to express, what was the easiest exercise among all?

F: I would say the dialogues.

H: Yes, the dialogues and the first exercise. (conjugation of the verb in present continuous)

Okay. What was the most difficult part?

F: Mm. Nothing. Yes. I consider everything easy.

H: Me too.

Really? Good for you. Now think about the exercise you liked the most and the least, please.

H: I liked everything, really.

F: Yes, me too. I've found everything good.

All right. Now, let me ask you. If you use your regular students' book in classes. Are they different? Are they better, worse, less difficult or more difficult than these worksheets?

H: Worse.

F: I like the worksheets more.

And can you specify in which way?

H: There is not enough explanation of everything.

F: The explanation is always only at the end of the page, or of the chapter.

H: Yes, there is explanation and the vocabulary.

F: And there are always the easiest examples only.

You mean that there is only easy example in the explanatory part and the more difficult sentences in the exercises?

F: No, I mean that the more difficult ones are only explained by our teacher.

H: And I would need also the explanation during the completion of the exercises.

I see. Okay. Do you like the graphic form of the students' book?

H: Yeah, there is no problem with that, I like it.

So you would only add some explanation?

F: Maybe. And I think it is rather old as well. It's from the year 2007. That's the beginning year of my studies.

All right, I understand. Do you have some IT support? Is this textbook available online for you?

H: No. But our teacher projects the workbook on the interactive board. And then we fill it in there.

Would you appreciate more? I mean more interaction through the computer?

F: Yes. I like the tests available online created by our teacher. There is a webpage and we can try out those tests online.

H: There were three for the last time. From the easiest one to the most difficult. I liked that too.

Perfect. I like that. The last thing – can you tell me your midterm results from the English language?

F: Four.

H: Four.

Okay. Is it getting worse as you proceed to higher grades?

H: Mm. Maybe yes.

And do you have to work hard at home?

F: It depends.

Do you have a lot of homework?

F: Yes, I would say so.

Do you think you have to work harder than your classmates?

F: There are many friends who do almost nothing.

H: Yes, for example (name).

I understand. Perfect. Thank you very much for that. See you next week.

Interview No.5 – Learner D, Learner E

You already know the procedure. So please, what was the easiest exercise?

D: I think the odd one out.

E: Yes, the same.

What was the most difficult part?

D: The most difficult...the last exercise.

E: I would say the letter.

In which way?

E: Too many things at once.

I see. Which exercise did you like the most?

D: The letter.

E: Yes, even though it was difficult.

Perfect. Glad to hear that. What about the most boring exercise? The one you liked the least?

D: Nothing, I didn't mind anything.

E: Me neither.

Excellent. Now please think about this one – is it better for you to have some features coloured? Or there is not any difference?

E: Yeah, I like that.

D: Me too.

Okay. It helps me too. Did you have any lesson with your teacher between our two sessions? What did you do?

E: Yes, we had. Something like this.

D: Right, the grammar.

Okay. Perfect. Thank you for all the answers.

Interview No. 6 – Learner A, Learner B, Learner C

I'm listening. What was the easiest exercise?

B: The first one.

A, C: Yes.

There are a lot of similar ones in your workbooks right? What about the most difficult one?

A: Nothing.

C: No problems with anything.

Great. Which exercise did you like the most?

A: The first one.

B: The snake.

C: For me too.

Perfect. Was any exercise boring? Or anything you didn't like so much?

A, B, C: We liked everything again.

You're nice. I've seen that there are a lot of pictures in your book, right? Do you like it? How many years have you had this book edition?

B: Yes, I like it.

A: Only from the beginning of the year.

Do you remember which one you had previous years?

C: It was blue.

A: Yes, there was a mouse.

Was it better or worse?

B: It was better.

A: Yes, easier.

Of course easier. Great. Thank you again for everything.

Interview No. 7 – Learner I

You know my questions already. So what was the easiest exercise? What about the most difficult one?

I: Everything was clear...and easy.

Okay, perfect. What exercise did you like the most? What was the most boring one?

I: (silence)..everything is fun with you.

Really? That is nice to hear. Thank you. May I ask you? Did you have some troubles at the begging of schooling?

I: Honestly, yes I did...I needed to change the school after the first two years.

Really? What happened?

I: I attended a different school and they were laughing at me a lot. Because I wasn't so good. Even the teacher. That is the most funny part. I still remember her name.

I'm sorry to hear that. And was it better here?

I: Yes, definitely.

Do you have any plans for future studies already?

I: All the members of my family are musicians. I play the trombone. I was accepted to Konzervatoř Jana Deyla.

Perfect. Glad to hear that. Wish you good luck.

Interview No. 8 – Learner F, Learner G, Learner H

What was the most difficult part?

G: Nothing.

F, H: Yes, nothing.

What about the easiest part?

F: The first one.

H: Yes.

G: The timetable.

What exercise did you like the most?

G: The timetable.

F: For me too.

H: Yes.

Anything uninteresting?

F, G, H: No, nothing.

Perfect. I did not have a chance to speak with you (learner G) before. May I ask you – when you work with your students' book in the lessons, is it easier than these worksheet? More difficult? Better or worse?

G: A bit more difficult.

Can you identify in which way?

G: Not really. I just think so.

I see. What was your opinions boys?

H: That there is not enough explanatory parts.

F: Yeah. And too many things on one page.

Thank you. That's everything. Thanks again.