Meeting the Needs of Students with Special Educational Needs in Mixed Classrooms

Bachelor Thesis

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Prohlášení

Prohlašuji, že jsem bakalářskou práci zpracovala samostatně a použila jen prameny uvedené v seznamu literatury.

Souhlasím, aby práce byla uložena na Masarykově univerzitě v Brně v knihovně Pedagogické fakulty a zpřístupněna ke studijním účelům.

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I would like to thank my supervisor, Rita Collins, Ed.D., for her helpful approach and challenging ideas in connection with my work.
Hana

Dopitová
1. INTRODUCTION

The aim of the bachelor thesis is to describe and sum up special learning needs and their manifestation in the language learning process, present the main recommendations and possible approaches of how to meet the needs of the students. I will focus on the young learners, from six to eleven years old, in general elementary schools.

Each student is unique; each is an individual with his or her own strengths and weaknesses. A class is not the homogeneous place; certain learners, despite whether they are labelled as students with learning disabilities or not, have special needs. To make the learning process accessible for the whole group of the individuals is one of the most essential conditions for quality education system.

I want to stress that the classes consist of students with differing intellectual profiles, different social background, and to create the most efficient learning environment for the whole class is the work of the teacher. However, as I learned from the short questionnaire submitted to my fellow students (The questionnaire is enclosed in the appendix.), the majority of the English language students are not interested in special education and alternative approaches to students with special educational needs. They are educated in special education in a brief and very general way, but they know little about implementing special education in the language lessons. As I am interested in it, I want to know more about it and, likewise, confront the theory with the practice, which is the purpose of the thesis. I hope the thesis will be helpful material for fellow students. Regarding the scope of the bachelor thesis I will not intend to make an exhaustive recipe for them. I can not in fact. As I have no practice in teaching such a big and various group of learners I only want to look at the contemporary language teaching with bigger focus on students special educational needs.
I suppose that the approaches recommended in special education are useful and convenient for all learners. Both the learner with special needs profits and the one without a disability should profit too. I presuppose that the alternative and special approaches makes language classes more enjoyable and catching, and makes students more engaged in the lesson, which could be helpful in the student’s learning process.

I will bring to notice the situation in the Czech Republic legislation that is probably getting better in consequence of the membership in the European Union and sixteen years in democracy. As well as I will mention the situation in the future teachers training in special education.

The work will consist of two parts - theoretical and practical. In the first part I will describe the topic of special educational needs, their manifestations and recommended approaches. I will present the situation of Czech legislation and training programmes for future teachers regarding special educational needs. As I am to use the case study for the practical part I will briefly describe what the case study is and how it works. In the second part I will describe the observations in three classes. I will mention the teachers’ experience. And from there I will try to compare the practice with the theory and will discuss the implications.
2. THEORETICAL PART

2.1 Special educational needs

2.1.1 Definition and background

To define the term special educational needs (SEN) unambiguously is quite difficult. There are many and varied definitions, moreover the range of symptoms varies between individuals, both in severity and in extension, yet, there are main points of concurrence among them, many of which generally refer to language learning. Special educational needs is also embodied under the wider term special learning disabilities (SLD), the term that is more often used in books, but covering a broad range of disabilities from the minor ones to the really severe disabilities.

A learning disability is a neurological disorder that affects one or more of the basic psychological processes involved in understanding or in using spoken language. The disability may manifest itself in an imperfect ability to listen, think, speak, read, write and spell, or to do mathematical calculations. (www.ldaamerica.com) It means there are difficulties not only with reading and spelling (that are generally associated with dyslexia), recognising language patterns that are presented orally, poor handwriting (Schneider, Crombio 2003: X), but also with attention, following and understanding directions, reading, comprehending, writing, organizing and sequencing thoughts, retaining information, following more than one step instructions or directions, interacting with peers appropriately and often struggle with self-esteem and confidence. (www.specialedcabout.com)

Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor
handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages. Learning disabilities can not be cured.

Generally, SLD students are of average or above average intelligence. Nevertheless, there often appears to be a gap between an individual’s potential and actual achievement; the person might seem bright and intelligent, but may be unable to demonstrate the skill level expected from someone of a similar age. (www.ldaamerica.com)

All authors add that every person shows different combination and degree of difficulties and every student has a different profile of strengths and weaknesses. As Turnbull writes in his book (Turnbull et al. 2002: 107) “if you were to observe twenty students with learning disabilities, you would find twenty different ways the condition manifests itself“.

As well as the definition, the terminology slightly differs, but differences are not essential. Most authors use the term Special Learning Disabilities (SLD); quite more specific is the term Special Learning Difficulties that concerns predominantly Dysgraphia, Dyscalculia, Dyspraxia and Dyslexia; or only Dyslexia including all difficulties mentioned. Artilles and Ortiz (2001) use the term Special Educational Needs (SEN), nevertheless in their concept the term covers all different types of special needs, including somehow handicapped students and students with bad social and family conditions as well. As it is mentioned in their book, they do not like labels such as disabled and typical. I have met one more term matching with the subject. Because some students classified as dyslexic or with SLD or SEN and those not classified as dyslexic or with SLD generally display similar difficulties and struggles with the foreign language, The International Dyslexia Association (www.interdys.com) uses the term at-risk students. But “at-risk“ can apply to a very broad range.

2.1.2 Characteristics of Special Educational Needs
Because learning disabilities is an “umbrella term” including a broader range of difficulties than the subject of the thesis is to be, I have chosen a list of SEN categories the thesis deals with:
- a learning and reading disability (Dyslexia)
- a writing disorder resulting in illegibility (Dysgraphia)
- difficulty processing and remembering language-related tasks (Central Auditory Processing Disorder)
- reverses letters, cannot copy accurately, loses place (Visual Perceptual/Visual Motor Deficit)
- trouble with understanding spoken language, poor reading comprehension (Language Disorders/Aphasia or Dysphasia)

As the thesis deals mainly with the needs of students with language-connected learning disabilities I will discuss the essential problems SEN students can have and that can show the teacher that a student has some learning troubles.

A student with special educational needs can:
- read slowly or painfully;
- have trouble with the order of letters in writing and its decoding, have trouble with spelling and with handwriting (which can cause difficulties with written language)
- show disparity between listening and reading comprehension of some text
- have unfinished words or letters, omitted words, inconsistent spacing between words and letters
- take more time to copy or write something
- have great difficulty thinking and writing at the same time (it means taking notes, creative writing)
- misspell and mispronounce similar-sounding words or omits
syllables, confuses similar-sounding words (e.g., salary - celery, three - free, jab - job); have trouble to understand directions when they are given in the foreign language and to comprehend spoken language, especially when it is spoken quickly
- incorrectly repeat sounds, words, phrases or sentences that are provided by the teacher or through an audio recorder
- find it difficult to stay focused on or remember a verbal presentation or lecture
- have trouble with understanding and applying grammatical rules (forming plurals and possessives, using proper word order), especially when these rules are different from the native language
- have difficulty gaining meaning from spoken language
- spend more time on foreign language study than other school subjects,
  not know how to study a particular foreign language concept (learning new vocabulary, analyzing a grammar or pronunciation rule)

<www.ldaamerica.org/aboutld/teachers/understanding/types.asp>;
Turnbull et al. 2002: 112)

2.1.3 Foreign language learners with language difficulties
Students who have language learning difficulties in their mother tongue may have problems in learning another language in school. Nevertheless, there are many students who only have difficulties learning a new language system and are not dyslexic or have a learning disability. This is one of the most important reasons why also the language teacher should be trained in special pedagogy. He or she should be able to recognise a student’s special educational needs and should know how approaches work with this student.

Students who have difficulties in most or all of the four (reading, writing, listening, speaking) language components are likely to experience the most problems learning a foreign language, particularly in traditional language classrooms. Research findings suggest that there is not a specific disability for learning a foreign language, though. Rather, the difficulties are an extension of a continuum from very good to very poor language learners. (Just the facts: At-risks students and the study of a foreign language in school. 25 Jan. 2007. <www.interdys.com>) Nevertheless, as report of European Commission mentions, “we can observe students of all abilities successfully learning foreign languages.“ (Special Educational Needs in Europe. Teaching Languages to Learners with Special Needs. January 2005. 22 Dec. 2006. <http://ec.europa.eu/education/policies/lang/doc/special_en.pdf>)

2.2 Meeting the needs of students with special educational needs

To meet the needs of students is one of the most essential aims for the teacher. For all teachers, either teaching SEN students or not, because each class is a heterogeneous place full of individuals with different motivation, intelligence, strengths and weaknesses. There can be said that each teacher teaches in a mixed ability class in fact.

I remind that instructional methods used with SEN students are proved to be usually good teaching practices to use with all learners. As there is variety of students there is variety of language teaching methods. Nevertheless, there are some of the methods that are recommended as highly useful and effective for SEN students.

2.2.1 Accommodation for students with special educational needs
One of the most important questions connected with teaching students with special educational needs is the way to do it. How to teach a SEN student in an inclusive classroom, including students of all skill levels, so he or she would be not only successful but also would feel motivated to make an effort in the learning process. I found many materials dealing with ways of teaching, teaching methods, alternative approaches, some of which could be more helpful in Czech conditions more than the others. Yet, with regard to the aim and the extent of the thesis, I focus on such essential items that would be fundamental for an applicable and productive teaching process, both for students with and without special educational needs. As Schneider and Crombio maintain "when students see that they are successful, they are more likely to invest energy in the subject in the future because they received positive feedback for their efforts." (Schneider, Crombio 2003: 47).

There are some really important things that can not be omitted within each lesson of each subject. One is a positive and pleasant school climate. Such a climate should devote attention to the philosophy that all students can learn and a teacher should do as much as possible towards this. So, "in order to become a better teacher it seems important to be aware of as many options as possible. This may enable a teacher to generate his or her own rules and guidelines as to what works and what doesn’t." (Scrivener 1998: vi). A teacher should perceive the needs of students in the class and try to meet them.

2.2.2 Essential items in the teacher’s approach

The main source for this part is the view of Schneider and Crombio (Schneider, Crombio 2003: 47 - 73), but with regard to other attitudes and materials used.
These are the strategies that are essential for good teaching skills in general; moreover the careful application of these skills is essential for SEN students.

1. First there is the fact that all language activities, including reading, spelling/writing, listening, speaking, grammar and vocabulary exercises, should be somehow included in each lesson. All of them have their own importance in learning the language and, on the other hand, there is evidence they provide more possibilities to a student to be successful, because if he or she is not good at one language area he can succeed in another. Using all language elements might seem obvious; however, it often is not in fact.

2. Another important thing is to teach in an explicit way because SEN students can have problems with understanding and using foreign language patterns properly without explicit explanation. Explicit teaching involves directing student attention in a structured environment. Topics and contents are broken down into small parts and taught individually; topics are taught in a logical order and students are directed by the teacher. "Another important characteristic of explicit teaching involves modelling skills and behaviours and modelling thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students."

(Instructional strategies online. 31 Jan. 2007. <http://olc.spsd.sk.ca/DE/PD/inst/strats/explicitteaching/index.html>) There are three keys to success for explicit teaching- students attention, listening and observing. The purpose of explicit teaching is to provide guided instruction in the basic understanding of given skills. Students profit from learning through practice, collaboration, repetition, developmental play and activities. Explicit instruction comprises of: setting the place for learning, a clear explanation of
what to do, followed by the process (modelling), multiple opportunities for practice - first a guided and then an independent practice. "Explicit instruction moves systematically from extensive teacher input and little student responsibility initially – to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle." (Instructional strategies online. 31 Jan. 2007.<http://olc.spsd.sk.ca/DE/PD/instr/strats/explicitteaching/index.html>) To use explicit teaching in a language class is the most important in letter-sound relationships for proper pronunciation, reading and spelling; in common vocabulary patterns; and in grammar.

3. No matter which book a teacher uses, it is recommended to carefully analyse each unit in it. English language books are usually organised according to topics. As struggling foreign language students need to be taught simpler structures before more complex ones, a teacher often has to rearrange the sequencing of the book and adapt it to the actual needs of the students in the class.

4. Chapters in books are often quite long and have more parts. It is beneficial for students (and probably for the teacher too) to cut each chapter into smaller, logically sequenced units, which, among others, enables the teacher to focus on teaching explicitly how the new information connects with the previous ones and to work with exercises more deeply.

5. Each lesson should be pre-prepared and carefully structured. Many researchers mention the need of changing activities during the lesson. "It is beneficial to alternate activities and better to return to an activity again than to stick to one for too long." (Schneider, Crombio 2003:48). Language activities (reading, spelling/writing, listening and speaking, grammar and vocabulary exercises) can alternate more frequently than usual, but with regard to the structure of the alternations according to which one builds on another, which is more complex, etc.
6. It is recommended to provide students opportunities for overlearning within the class. Short repetition activities of an individual learning step are much better than to examine longer passages one or two lessons after. Multisensory structured activities, which I deal with later in this text, can be applied in this part of the lesson. Schneider and Crombio suggested in their book not to avoid an overlearning activity. It not only helps students to remember and absorb new concept, but also enables practising a concept in various contexts, furthermore possible problems or a misuse can appear and be corrected directly.

7. Here I mention two concepts that are broadly recommended and regarded as highly useful with both students with special needs and without. Each concept contains many great and helpful methods and could be worked up in an independent thesis. I devote attention to the basic principals of these two concepts. There are the multisensory teaching and metacognitive/metalinguistic way of teaching. Both are concepts useful in all classes that include different types of learners.

7a. Multisensory teaching, said simply, is "simultaneously visual, auditory, and kinaesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinaesthetic-tactile (what we feel) pathways in learning rather to read and spell". (Just the facts: Multisensory teaching. 25 Jan. 2007. <www.interdys.com>) It is an efficacious teaching method when teachers and their students rely on all three pathways for learning than focusing on a sight-word or memory method, a tracing method, or a phonetic method alone. Schneider and Crombio state that multisensory means "taking advantage of any activities that engage the student through conscious movement of certain body parts, mouth muscles, arm and finger muscles, and the vocal apparatus." (Schneider, Crombio 2003:48) They yet underline the importance of touch as highly beneficial but an underused teaching and learning channel for learners with learning disabilities. As I mention above the multisensory teaching approach is highly convenient during
the overlearning activities. It can be modified and applied in each language learning areas (vocabulary, pronunciation, grammar, sentence structure, and spelling); there are books and many internet sources concerned with multisensory teaching and providing a multitude of multisensory activities usable in a language class. Multisensory teaching includes a variety of materials used besides the body movement. There are colour and shape-coding cards, colours, different tools, pictures, tables, fabric and other materials (for example letters from two materials - soft fabric for voiced letter-sound, hard fabric for unvoiced one). Further activities that present language in a multisensory and fun way are games. The more a teacher is creative and inventive the more multisensory activities will be incorporated in the lesson.

7b. The next useful approach is teaching in a metacognitive or metalinguistic way. This approach is closely connected with the previous one. It provides opportunities to process language concepts properly through verbalising certain language activity, such as pronunciation and spelling sentence structure formation, grammatical word formation. “A metacognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress towards them.” (Mills, B.: Teaching tips: Metacognition. 18 Feb 2007. <http://workplace.unr.edu/2006/10/10/teaching-tip-metacognition/>)

Students with learning disabilities typically lack self-understanding that appertains to knowing what effective learning strategies for a given learning situation are. The teacher should show a SEN student different learning strategies and how and when they work. There is recommended to challenge students to share their though processes, ask them questions such as “What did you learn that surprised you?”, “What would you change, if you could?”
“Did you get distracted at any point?”, “What were you doing to record the information you were receiving?, or “What were you doing to make connections between this new information and what you already know?” during the lesson. Unlike cognitive strategies tend to be very task specific (examples include taking notes, asking questions, or filling out a chart), metacognitive strategies are executive in nature. They are the strategies a student uses when planning, monitoring, and evaluating learning or strategy performance. Providing students with opportunities for practice using the metacognitive strategy is an important component of metacognitive teaching as well. "It is also very helpful to provide students visual cues of the strategy in the classroom. The strategy can be posted on classroom walls or on a bulletin board." (Metacognitive strategies. 18 Feb 2007. <http://coe.jmu.edu/mathvidsr/metacognitive.htm#intro>)

8. Last, as with any other student, the SEN student has to successfully prepare, take and pass tests in foreign language classes. Testing often causes problems for the SEN student. It is important to provide students conditions that eliminate their failure. To produce successful test results Schneider and Crombio make recommends for: explicit instruction of test preparation strategies; explicit instruction of test-taking strategies; careful selection of test tasks; appropriate test-taking modifications. (Schneider, Crombio 2003: 58) Although these four areas are quite clear I emphasize a few things. It is obvious that all students will benefit from explicit test preparation instruction in an integrated classroom. Students can experiment with different strategies of preparation, which helps them to evaluate which strategy works best for them. It is similar with explicit instruction of test-taking strategies. What is important for the SEN student is the extended time, both for instructions and taking the test. The teacher can often see the SEN student tends to sub-vocalising. As it helps him or her to keep focused and ready to catch processing mistakes the teacher should consent and give the student a separate test space to avoid distracting other students. There are many types of tests, and it depends on the
teacher what type is chosen from this "big basket" as it should be a student who gains.

2.2.3 Short summary of the essential items

There is evidence that it is a teacher who is the key element in students’ successful learning process. Although it is obvious that a teacher is not omnipotent, but he or she decidedly play the great role how successful a student will be. It holds double in case of young learners who are not so mature to be conscious of the education significance and know how to conduct themselves. It is the teacher who shows them potentialities of the new subject, motivates them, and makes the subject attractive for them. It is the teacher’s job to show them ways how to succeed in their learning process. The teacher is something like a guide in their learning.

There is too much things for teachers to consider and to meet the needs of as many students as possible devotes much their energy, creativity and extra work.

In general, an ideal English lesson should comprise all, or almost all, language activities that should be cut into smaller pieces and be logically changed during the lesson. To keep students attention is highly important for favourable learning process. Changing activities that are enjoyable and catching, using non-traditional and innovative tasks and tools, teaching in a multisensory way, and to enable students to absorb new matter by overlearning and funny activities are good ways how to keep their attention, make learning easier and more pleasant for them. Yet, above all to apply such methods is essential for an effectual accommodation for all students, all individuals in the class.
2.3 Czech situation

The situation in the Czech Republic is quite complicated because of a long-term period until 1989 when no special attention was drawn to the special education, students with special educational needs as if did not exist, or these with severe handicap were excluded from the mainstream educational process. There is a delay in special education in the Czech Republic as integration policy has started only after 1989.

Nevertheless, the broader changes and development of integration can be seen more in the late 1990s and in the beginning of the millenary. Changes are connected with the CR membership in the European Union. Most of the EU states have longer tradition in special education. Common EU policy brings positive changes in Czech special education policy. EU provides seminars, practical experiences with integration, materials and researches in special education as well.

Changes can be seen in the terminology itself. The disability is viewed from the functional point of view instead of from the medical point. The term ´a child with special educational needs´ is broadly accepted and provided by support.

On the other hand, there is much that can be improved.

2.3.1 Policies and practise in CR special education

There is a multi-track system in the Czech Republic, which means that students with special educational needs (SEN students) can either attend the mainstream classes or they can be taken out to be taught in special or specialised classes in the mainstream school or they attend special schools. According to the Ministry of Education, Youth and Sport
regional authority, responsible for education, has to provide a form of education, which enables each student to reach the equal level of education, it has to create equal opportunities for each group of students, both with and without SEN, and minimise the negative impact of the disability to a student’s access to appropriate level and quality of education.

There is a tendency to include as many as possible SEN students in the mainstream school. The main goal of the integration is “to create possibilities for building an independent life, for social and integration and participation of a person with disability.“ ([Special Needs Education in the Czech Republic. 30 Jan. 2007. <www.europeagency.org/sne_in_candidate>]

In 1st January, 2001 regions started with organising bodies for upper secondary schools and special schools and changes of the educational system in general have brought a visible change of the whole system of SEN students’ education.

However, there are still some problems. Integration policy is not a part of the Education act yet in the Czech Republic. There are limitations in resources and staff for assigning of an additional support teacher into the mainstream class with integrated SEN student, which brings problems in educational management of the class. As the article Special Needs Education in CR mentions (<www.europeagency.org/sne_in_candidate>) most of the teachers are the elder ones, and their often traditional thinking patterns and their resistance to changes and applying different approaches according to the needs of SEN students.

2.3.2 Legislation

Basic principles concerning special education and care are included in the National Plan to Straighten the Opportunities for People with Disabilities devised by the Government Board for People with
Disabilities and approved by virtue of the CR Government resolution NO. 256 of April 14, 1998. This document contains main aims, tasks and principles for inclusion policy concerning both health and social and educational background.

There are more acts and decrees dealing with special schools, financial support to handicapped students, and establishments for people with health disabilities. Yet, this thesis devotes attention to another group of SEN students; I do not mention these acts.

2.3.3 Assessment of the SEN student

The assessment of the pupil and his or her special educational needs proceeds from multidisciplinary bases and reports. The procedure is done at the educational psychological guidance centres. The report usually contains the description of an individual needs, it suggests the way how special needs are to be met, suggested process of education and its organisation, necessary support (personal, technological, professional, teaching materials, special books, etc.). The statement is a part of the individual education plan drawn up for each integrated student. According to the Regulation of the Ministry of Education, Youth and Sport the school head is responsible to follow the placement of the student and to initiate the possible change whenever the student’s situation changes somehow.

It is stressed to provide the essential support and special pedagogical assistance as soon as possible so that there is the prevention of the student’s academic failure and any negative consequences.
Students can be integrated into mainstream classes in different ways. There are:
- special classes of schools in the mainstream schools
- specialised classes of mainstream schools
- a SEN individual set into mainstream class

There are also measures for students with temporary difficulties:
- preparatory classes for somehow (predominantly socially and culturally) disadvantaged students
- catching-up classes for students who are temporarily behind the rest or can not well cope with the subject for some reason

According to the Ministry facility and support are mainly provided by Special Educational Centres, founded in 1990, and Psychological and Pedagogical Guidance Centres, both under the responsibility of regions.

2.3.4 Integration in Czech schools

Integration in the Czech Republic came in reality only after 1990 when disabled people’s rights became more accepted and started to play more active social role.

Nevertheless, as report Special Needs Education in the Czech Republic (<www.european-agency.org/sne_in_candidate>; 30 Jan. 2007) introduces: “yet the integration policy has failed in reaching the expected reduction of the total number of special schools“. The report also mentions conservative parental attitude towards the integration, (however, this especially concerns parents of children with severe disabilities) as well as unsatisfied situation in mainstream Czech schools. “The demanding climate of regular school is often far from being supportive and far from meeting individual special needs of a
pupil. Not only the needs of pupils with special needs but also needs of
gifted pupils are often not given appropriate attention."

2.3.5 Funding of the integration

Funding of special schools differs from funding of integrated
students. Financial resources for individual inclusion into a non-special
school are not allocated in the form of capitation grants as in case of
special schools.

The funding system of individual inclusion is quite complicated.
Finance is allocated by the State (the Ministry of Education, Youth and
Sport) to regional authorities according to number of students. Then
the amount of allowance for each integrated individual is stipulated to
a school according to concrete needs documented by special
institutions, i. e. educational and psychological guidance centres,
special educational centres. The procedure is the same for both public
and private schools. However, this is the case of an integrated
handicapped student or students with more serious disabilities. The
resources are provided quarterly.

The state financial support is not high enough, e. g. it cannot
cover an additional a teacher or assistant, supportive equipment, or
simply more teachers at schools so that classes could consist of less
number of students.

There are also several non-profit or civic organisations provided
some kind of assistance for parents, teachers and pupils.

2.3.6 Training for teachers

The main responsibility for the integration process has the class
teacher, the key person in managing the class, in meeting student’s
needs. Yet, the class teacher often is not the language teacher at the
same time in Czech schools. The class teacher might be the bridge between other teachers and parents, but there is evidence all teachers should provide support for an integrated individual. One of the essential presumptions then is professional training and development of teachers.

Previous teacher training lacked the thematic part of education of students with special needs. Therefore the in-service training programmes are considered very important. This support of teachers is financed mainly with the public funds and pedagogical centres play the important role in the in-service education as well. Ministry of Education is preparing a strategy for further education of teachers.

What about the initial teacher training, university training of future teachers? Quite recently universities started to produce special teachers fully qualified in special education; however, it is only the supportive staff for a foreign language teacher. Universities and their faculties have full autonomy in study programmes. There is often some initial training on special education, usually corresponds to two to three hours per week for one or two semesters. The training includes general information on disabilities, supportive centres and definition of main terminology. The training is less broad for primary teachers than for lower and upper secondary ones. Compulsory special training in each subject is not provided, however, there are optional subjects somehow containing special education at faculties, although the attendance is not satisfied enough. My experience is we are four students in the optional subject English language learning to students with learning disabilities, which are really few people. Moreover, as the small questionnaire (enclosed in the appendix) proved, too little students are interested and well-educated in the English language special education questions. I was surprised that my fellows were not interested in it. Some of them admitted they knew only little about the topic, but they would not intend to learn more. The compulsory subject at least of basics of English language learning to students with special educational needs possibly would improve the situation.
2.4 Case study

2.4.1 What is a case study

Case studies are a genre of qualitative research. Qualitative research is a broad approach to the study of social phenomena. Case study research is not sampling research; however, selecting cases must be done. As Tellis (1997) says “the unit of analysis is a critical factor in the case study. It is typically a system of action rather than an individual or group of individuals“. Case study tends to be selective, focusing on one or two issues of the examined system. As a result of a case study a researcher may gain a sharpened understanding of why the subject happens as it does, and it may show what might be important to look at more in future research.

Yin (Tellis: 1997) identified six primary sources of evidence for case study research: documentation, archival records, interviews, direct observation, participant observation, and physical artefacts. Direct observation, and partly interviews and documentation is the method I am going to use in the practical part of the thesis. I decided to use more than one type, because it is recommended to get more complex information about the examined problem. To combine more than one type of sources is required, because as Tellis (1997) underlines each type has its strengths and weaknesses. A case study is a complex strategy satisfying three tenets of the qualitative method: describing, understanding, and explaining.

2.4.2 How a case study works

Case studies are often designed to bring out the details from the viewpoint of the participants by using multiple sources of data. The
study's questions are most likely to be "how" and "why" questions. Their clear definition should be the first task of the researcher.

A case study may examine the subject’s successes and failures. “Case studies are used to organize a wide range of information about a case and then analyze the contents by seeking patterns and themes in the data, and by further analysis through cross comparison with other cases.“ (Tellis: 1997)

Yin (Tellis: 1997) speaks about strengths and weaknesses of each of the six above mentioned primary sources. I point out some of the sources I am using in the practical part, i. e., an interview and a direct observation.

- Interviews are one of the most important sources of case study information. The interview could take one of several forms: open-ended, focused, or structured. So that a researcher can ask either for the informant's opinion on events or facts or for the questions come from the case study protocol. An advantage of interviews is that they might be targeted on a particular topic, but, on the other hand, there might be bias due to poor questions or responses and an interviewee may predict what an interviewer wants to hear.

- Direct observation in a case study occurs when an investigator visits the place of interest by himself or herself to gather data. The observations could be formal or casual activities, but the reliability of the observation is the main concern. So as there would be the reliability of the observation using multiple observers is one way to guard against this problem. One great advantage of a direct observation is its reality, and the fact an observer studies the case within context. However, it is time-consuming, and an observer has to make a selection, which may bring missing facts. The observer’s presence might also cause changes to the environment. /According to Tellis (Tellis: 1997)/

The reporting aspect of a case study is perhaps an essential aspect, mainly from the user perspective. A well-designed case study
that is not well explained to the reader may be a complete disuse. The researcher is recommended to provide clear explanations that are necessary to help a user understand the findings.

Here I focus on an observation, the main method I am going to use. According to Marschall and Rossman (1999) observation entails systematic noting and recording of events, behaviours, and artefacts in the setting chosen for the study. The observational record is also called field notes. It is required the notes should be detailed, non-judgemental and concrete descriptions of what has been observed. In direct observation an observer is not involved in the action, he or she only observes documenting and describing actions and interactions.

From the above mentioned I have favoured this way of doing the practical part of the thesis because it enables me to compare the theory I read to the natural settings and within the whole context. It is a challenge to identify the whole picture and complex behaviour.

3. PRACTICAL PART

I observed three classes for the purpose of the practical part of the thesis. I attended two lessons of each class. They were two third grade classes and one fourth grade class; children from nine to eleven years old. As I had purposed to contrast approaches in teaching English
in common integrated classes I attended classes in general schools; nevertheless, by reasons of the focus on young learners, they were schools with where English language is taught from the first stage.

Classes were integrated, with the minority of students with recognized learning disabilities (two or three students in each class), but it was evident there were more students with some disability or behaviour difficulty in these classes. I chose three schools in two towns (two schools in a bigger town - Brno, another in a smaller town - Jihlava), teachers of different age and experience, which, I think, can help to make more colourful insight. I also read over books and workbooks used in the classes, interviewed teachers and looked through teachers´ thematic language plans.

3.1 Description of observations

3.1.1 Class A

School A

The observation was carried out at school in a larger town (Brno). The school is specialized in the language education. There are specialized English classes from the first grade at the school; however, there are classes that start with English language lessons at the third grade as well. Students of higher grades have opportunity to attend some optional English language courses (English conversation and Pronunciation). There are books and magazines in English in the school library. All language teachers are fully certificated teachers; they can attend education courses and workshops. The school has a modern PC study where students can go in during the English class and work with special language programmes.

Teacher A
Teacher A was a forty-two-year-old woman. She took her degree in Pedagogy and Russian language at Philosophical faculty. Later she graduated Special pedagogy and learning disabilities and Teaching English language at elementary schools at Pedagogical faculty. She did supplemental courses in the English language methodology. She has taught English for twelve years.

**Class A**

There were twelve students (five boys and seven girls) in the fourth grade class. The class A was the general integrated class. Students have learned English for the second year. They have three English lessons per week. Two boys (SEN boys A) were recognized as children with dyslexia. They have only extra lessons of Czech language. The English teacher put them at the first desk in front of the table during her lessons. They were a bit slow in their reactions, needed repetition of the tasks and had quite messy handwriting and exercise book formatting. They seemed to be striven and actively participated in lesson. There was also a girl (SEN girl A) who was fidgeting all the time and who hardly concentrated.

Setting A: students sat in common class arrangement - two children at a desk, desks were placed in three rows. Students were asked to sit at front desks.

**Lesson A**

Textbook: Tom Hutchinson, Project 1, Oxford University Press 1999 and later editions

Other materials used: a tape-recorded, Workbook Project 1

The aim of the lesson A: verb TO BE, test

Description of the lesson A

Warm up: Teacher A focused on repetition of the previous
lesson - *What is your name? My name is...* She asked students questions, and then students asked the questions to one another in pairs. Warm up took about 5 minutes.

Listening activity: Students listened to short dialogues from the book.

Reading activity: One of the students read aloud a short dialogue (*What is your name?* dialogue) in the book. Then Teacher A read other dialogues and students repeated them together sentence by sentence.

Group activity: Students, grouped in four, were asked to prepare similar dialogue. Teacher A was monitoring their activity and helped whether they needed. She spent more time with SEN boys at front desk.

Reading and group activities took about 10 minutes.

Lecture: Teacher A was explaining new grammar - verb *TO BE*, while students were following tables and examples in the textbook. Then students read aloud each form of the verb *TO BE*. Later they are asked to copy the table of the verb forms from the textbook to their exercise books. They were recommended to use colours and were provided more time. The fastest girl wrote the forms down on the blackboard.

Individual activity: Students made sentences where they used forms of the new verb. Teacher A provided them some examples before. Lecture took 15 minutes.

Exercises in the workbook: There are sentences with omitted forms of the verb *TO BE* that students were asked to fill in. A check was done together - students read sentences one by one, Teacher A corrected possible mistakes.

Homework setting: Students were asked to write ten sentences where they would use different forms of the verb *TO BE*. Short test on vocabulary was announced.

As I spent more than one hour in the class A, I could see the test students wrote the following lesson. Testing is important part of the class work, that’s why I will mention the form of the test. Moreover, I
managed to spend a lesson in PC study with the class, which is very interesting as well. I do not devote attention to computers and the role they play in a learning process; still, I will describe my observation of such a lesson because computers afford a supplementary learning tool.

Test A: It was a test to Unit 1 copied from the Project 1 Teacher’s book. It consisted of four tasks. The first task covered numbers. There were written numbers and a student wrote them in figures. The second task consisted of five pictures (e.g., two apples, three dogs) and a student labelled what he or she saw in the picture (a number and a noun). The third task seemed more complicated. It dealt with colours that were written in bad order of letters (e.g., der = red, gerano = orange) and a student recognized it and wrote down the right spelling. Last task consisted of five pictures of parts of the body that a student named. Each task was provided by one example.

Lesson in PC study A: Students sat at the computer in the class, each student had his or her own computer. There were five English language programmes in menu. Teacher A asked students to choose programme Angličtina I Project. This programme is connected with the book they worked with. The programme offers options like a lecture, exercises, tests, vocabulary. Students should have chosen the topic covered in their previous English lesson and did exercises where they practised new vocabulary and the grammar. Using computers was a good way how all students could practise new learned matter. Teacher A said that some of the students had this programme at home.

Teacher’s A expectation

Teacher A said that she often puts focus on repetition of the last lesson, which helps students to keep new matter in mind. Repetition is also useful for the actual lesson that is often connected with the previous one. Teacher A spoke about her practice to play the text in
the book beforehand, students are then more familiar with the text they are reading. To do short pronunciation activity during the listening part is according to Teacher A the necessity, because it helps her to catch mistakes in students’ pronunciation. Nevertheless, she admits that to hear each minor mistake is impossible using group activity. She focused on two SEN boys at the front desk during each activity as they have tendency to move more slowly or do not work during the group activity. An individual activity is important for students’ practice, but Teacher A mentioned the necessity to check exercise books two times a week. As for teaching new grammar, the teacher admitted that to present grammar rules is not easy, because students do not like rules. She expected more problems in the following lesson when students will have the table with the verb TO BE in front of them and will use it independently, without direction. Regarding the test she thought that it was appropriate for both students without any disability and two SEN boys A.

3.1.2 Class B

School B

The class B is placed in the school in smaller town (Jihlava). The school B started with English language learning at the third grade, nevertheless it offers a course of basics of English from the second grade. The school is equipped by a special language study room with headsets, tape recorders, TV and video recorder. Teachers provide students with English magazines from time to time. There are two English language teachers at school, both are fully certificated. The director of the school admitted that to find fully certificated teacher of English is quite a problem and two teachers at one school are not sufficient. There is a practice at the school that students with better
marks are recommended to learn English and those with worse marks learn German, but there is not the rule, every one has a choice.

Teacher B

Teacher B is a forty-four-year old woman. She has twenty years experience in teaching, but initially she graduated in History and Russian language. She has taught English for fourteen years since she graduated in Teaching English at elementary school at Pedagogical faculty. She attended courses and lectures in methodology and in new trends of language teaching.

Class B

There were fourteen fourth grade students (five boys and nine girls) in the class. It was the general integrated class. Students have learned English for the second year. They have three English lessons per week. One boy (SEN boy B) and one girl (SEN girl B) were recognized as children with learning difficulties (dyslexia and dysgraphia). They had extra lessons of Czech language in the first two years of their school attendance. The English teacher put them in front of the table during her lessons and, moreover, put them at one desk together with students who were doing well. The SEN girl B was a bit slower, while the SEN boy B raised his hand often as the first one, but his answers usually were not correct. He had poor handwriting with many spelling mistakes in his exercise book. SEN girl B was less engaged in lesson activities than SEN boy B. There was also a pair of boys (boys B) sitting at the back desk who have problems with tasks or were not fully concentrated. They did many other activities that were not be a part of the English lesson (playing with mobile phones, browse through some magazine, coloured pictures in workbook).
Setting B: students sat in common class arrangement - two children at a desk, desks were placed in three rows. Students sat divided in the whole class.

Lesson B

Textbook: Tom Hutchinson, Project 1, Oxford University Press 1999 and later editions
Other materials used: workbook Project 1, a tape recorder, an old telephone, white paper and colour pencils, cards with words
The aim of the lesson B: modal verb CAN, making telephone call, vocabulary of the topic HOUSE

Description of the lesson B
Warm up: Teacher B asked students What did you remember from the last lesson? , students who were called on spoke about the children of the text from the previous lesson. Warm up activity took 5 minutes.
Reading activity: Students read phone calls silently; only SEN girl B and SEN boy B were allowed to read quietly. Then all students read it pair by pair. Teacher B corrected their pronunciation errors.
Pair activity: Teacher B brought to lesson an old telephone. Students in pairs read the call in the book by using the old phone.
Practising phone calls took about 10 minutes.
Individual activity: Each student was provided by white sheet of paper and colour pencils. Their task was to draw their dream house and describe its parts. They have 5 minutes.
Group activity: First Teacher B questioned individual students’ questions about their dream house (How many rooms are in your house? What rooms are in your house?) Then students talk about the houses in pairs. After a few minutes Teacher B asked them to open the
textbook and compare their houses with the house in the book. Students were practising phrases - *upstairs* and *downstairs*.

Listening activity: Students heard the text from the textbook - *Rebecca’s house*. Then the text was replayed in parts and students repeated each part with the teacher.

Writing activity: Students wrote down five sentences about rooms in Rebecca’s house that they had learned from the listening.

Listening and speaking activity took ten minutes.

Exercises in the workbook: There is a picture of a house in the workbook. Students described rooms in the house.

Class activity: Students are divided into 4 groups and played a game with new vocabulary. Teacher B showed them cards with individual words and they competed - the group that knew the word gained a point. The activity took about ten minutes.

Repetition: *What have you learned in today’s lesson?*

**Teacher’s B expectation**

First Teacher B mentioned the necessity to devote more attention to SEN girl B and SEN boy B. SEN girl B was said to need more support as she is tacit, unless the SEN boy B seemed to be hyperactive and he needs more appealing activities. She paired them with the students without learning disability by virtue of presumption a student without disability can be supportive for the SEN one. Teacher B tended to use tools that refresh the lessons (the usage of the old phone, white papers and colour pencils). The teacher expected the activity with the old phone as well as the one called *DREAM HOUSE* will be fun and effectual for the students. She said that no special pronunciation activity is incorporated in her English lessons, but she practises it by repetition of recorded sentences. She highlighted that to keep students’ attention at the end of the lesson is challenging, so she usually plays games with the students.
3.1.3 Class C

School C

School C is placed in a bigger town - Brno. It is the school with the extended education of English. Students have English lessons since the first grade. The school offers other optional subjects of English (English conversation, Pronunciation exercises, and English club). There is an English library with textbooks, books and magazines in English that student can borrow. Special PC programmes are also used in the language classes. All English teachers are fully certificated; they attended courses and workshops where they can gain further education and practice in new approaches, methods in the language teaching.

Teacher C

Teacher C was a young, twenty-eight years old woman. She graduated in Teaching English in elementary schools and Special pedagogy at Pedagogical faculty six years ago. She also spent a year in Great Britain as an au-pair. She teaches students from six to twelve. She did supplemental courses in alternative approaches in teaching young learners, as well as in special pedagogy.

Class C

There were ten students (four boys and six girls) in the third grade class. They have had English since the first grade. It was the general integrated class. They have three English lessons per week. Two boys (SEN boys C) and one girl (SEN girl C) were recognized as children with learning difficulties (dyslexia and dysgraphia), however, there were other students proving some learning disabilities, such as hyperactivity or the lack of concentration. Teacher C advised me of them.
Setting C: Teacher C changed the class setting at the beginning of the school year, students were asked to put their desks in a half circle around the blackboard and sit one by one.

I will make an exception in the case of the Class C. As I attended more classes and every class was well-prepared and interesting, I will describe two lessons C.

Lesson C

Textbook: Paul Shipton, Chit Chat 1, Oxford University Press, 2002
Other materials used: Chit Chat 1 Activity book, a tape recorder, cards with numbers, a small plastic ball, colour papers
The aim of the lesson C: practising numbers 1 - 20, a phrase How old are you?, a new topic COLOURS, a phrase What is your favourite colour?

Description of the first lesson C
Warm up: Repetition of the 1 - 20 numbers. First students counted together with the teacher, then they counted grouped in girls and boys.
Students are asked to stand in a circle; they said numbers one by one, a student said the number and jump, who did wrong had to go out of the circle. Teacher C devoted attention to right pronunciation, who did not manage to say a number properly had to repeat it once more. The activity took ten minutes.
Work with the textbook: There are some pictures in the book and students spoke about them with Teacher C. Short song about numbers was replayed. Then students read the text of the song together. They were singing the song few times and were allowed to dance. Time arrangement was ten minutes.
Listening activity: At first students made a guesses how old were children in the picture and wrote it down. Then they listened to the text about children and checked their guesses.

Role play activity: Students practised a phrase: How old are you? Paired students played on a reporter and a superstar, using a pencil as a microphone they asked the question and answered.

Group activity: Each student is provided a small card with a number written. The task was to find a student of the same age (which is a number on the card). During the searching they were practising the new phrases.

Listening and group activities took 20 minutes.

Their homework was to fill in an exercise in the activity book.

Description of the second lesson C

Warm up: Repetition of numbers 1 - 20 and plurals. Students counted together and then one by one.

Check homework: A called student read one sentence in the activity book he had done.

These two activities took about five minutes.

Lecture: The task was to learn basic colours.

Teacher C stuck colour papers on the blackboard and than assigned the name of the colour. Students read the colours together.

A phrase What’s your favourite colour? was written on the blackboard by the teacher C. First Teacher C asked a student the question and he or she answered - It is... (red, orange, black,....). Time setting of the lecture was 10 minutes.

Group activity: Students questioned one another whereas who asked throw a small plastic ball to the questioned. The activity took 5 minutes.

Oral activity: Teacher C showed the colour paper and a called student guessed its name.
Written activities: Students did an exercise in the activity book where they wrote an appropriate colour. Then they could colour pictures in the activity book.

These two activities took about 10 minutes.

Work with the textbook: Students read the text together. According to the text they said which colour a person in the book liked. It took 10 minutes.

Pronunciation: Students did an exercise covering different pronunciation of the same vowel. They read word by word in the textbook and put it in the right column (columns were labelled by phonemic symbols). Then students read the given words properly and the teacher corrected them. Pronunciation activity took 5 minutes.

Teacher’s C expectation

First Teacher C spoke about the class setting, where she put students together in the circle so they would be near to the blackboard, to each other and can help one another; moreover, such a setting is operative for her, because she has all students in sight and does not have to speak too loudly. She starts lessons with repetition that refresh students’ minds and starts them to the following work. She thinks how to make the lesson interesting, but she underlined the shortness of lessons. So she modifies tasks in the textbook (something is omitted, something added). She wanted to involve students in the lesson as much as possible - they are drawing pictures, singing, dancing, using tools, thus they are not bored and like English lessons. Teacher C treats right pronunciation and phonemic awareness as very important so she spends a few minutes with short pronunciation activities every second lesson. She said to do some pre-listening activities or a task connected helps students to concentrate on listening. It is similar with a reading activity.
3.2 Confrontation

I would like to assess methods and approaches used in classes observed (class A, class B, class C). Some methods will devote attention and the connection the theory with the practice observed will be constructed.

First I will comment a class setting. I saw three different setting and all were well-founded. SEN students A were put together in a front desk, SEN students B were paired with students without disabilities in a front desk, and SEN students C sat together with others in a half-circle in front of the blackboard. There is evidence teachers know about the SEN students and want to provide them better learning environment. The case of the class B seemed to be the most effective according the researchers, nevertheless, the approach in the lesson C seems to be similar. As students sat in a half circle, SEN students C sat in fact next to those without a disability. It is essential not to leave SEN students at back desk or alone.

All three teachers focused on repetition during the warm up part of the lesson. It corresponds to the idea of recommended short pieces repetition. Such a repetition helps to refresh students’ knowledge and starts them for the lesson, as Teacher C mentioned.

The presumption of the theoretical part that all language activities should be used within a lesson was realized by Teacher A, B and C. They changed listening, reading, speaking and writing activities. Activities were broke down in small pieces, but not all were devoted appropriate amount of time - Teacher B ran fast and wanted to complete too many new things (modal verb CAN, telephone call, vocabulary of topic HOUSE), which could make children a bit stressful and did not enable them to practise things properly. I appreciate implementing of the relaxing activity in the class C (colouring the pictures in the exercise book) and a game in the class B, because SEN students tend to become tired earlier than others and a forty-five
minute lesson is often too long for them. Moreover, many students have problems to keep their attention for the whole lesson.

It is recommended to rearrange textbook tasks with regards to actual situation in a class. Teachers A and B more or less followed the book, although they cut tasks into smaller pieces. Teacher C admitted that she omits some parts of the book and develops her own materials on the other hand. Concerning a textbook, both textbooks used (Project I and Chit Chat I) are well-organised and contain many good exercises, they provide other additional activities as well. The books are written in English, there is no Czech word there, which could be sometimes demanding, but effective for students on the other hand. I could see that teachers read the instruction in English and then used its Czech version.

The recommendation of an overlearning was fully incorporated in the lessons I observed. Moreover, overlearning and practice played the major role in the classes. There is a presumption that students (both with and without disabilities) profit from learning through practising. Students in all three classes had multiple opportunities for practice. There were common overlearning activities used in the class A (practising the phrase How old are you? by interviews), and more creative ones in the class B (practising telephone call by using an old phone, using own pictures for learning vocabulary of the topic HOUSE, the game at the end of the lesson) and in the class C (standing in a circle and counting while jumping, using ‘microphone’, using a plastic ball during a group activity). The classes B and C prove the presumption that multisensory approach is useful in an overlearning activity. Both Teacher B and C managed to use multisensory learning (counting while jumping, a plastic ball and teaching colours in such a way in the lesson C; using own pictures, support of the pictures in the book while learning a new concept). Students liked all those activities and fully participated in the lessons.

I did not manage to see any activity that would support the recommendation to provide students a list of instructional strategies
during the lesson. The only example could be the PC lesson. If a student has the language PC programme at home, it can be helpful tool for him or her.

Teachers A and B practised pronunciation in the same way, they replayed the tape, read it sentence by sentence and students repeated it. As ten or more students spoke aloud it could be difficult for a teacher to catch possible mistakes. Teacher C devoted more attention to the right pronunciation (during the circle activity at the beginning of the lesson) and, moreover, did exercises on different vowels and syllables. Phonological awareness is proved to be as the essential part of the language learning, and an early intervention is highly important for the right pronunciation.

Regarding listening activities, teachers A and B played the tape and then asked students questions and gave them tasks. Teacher C used an inverse procedure; she gave students tasks and then played the tape, additional task were provided later.

The test written in the lesson A realized a few recommendations. It used pictures instead of Czech expressions there, but the third task could be painful for a SEN student and I would omit it. All students were provided the same amount of time, SEN students A did not have more time for it; however, I think the amount of time was sufficient.

3.3 Discussion

In general, I managed to see three different lessons, three different approaches to teaching English, although they were similar in some areas. My hypothesis that students still learn English in an old way sitting at a desk, copying rules from a blackboard, memorizing rules with less possibility to speak, as I did in my English lessons at the elementary and the high school, was broken down. I observed more or
less interesting, enjoyable lessons that students were fully involved in, were speaking a lot and were practising new things just in the lesson. Moreover, I spent the time in the pleasant, fine and inspiring atmosphere.

SEN students were devoted special attention; nevertheless it still might be done more. The setting in the class A seemed to be convenient more for the teacher than for SEN students who were a bit labelled and excluded within the integrated class. According to books they should be provided more time during the test, and, probably, partly different exercises (mainly the third exercise can’t have suited to them). Regarding SEN students I liked the lesson B for using students’ own pictures for practising new vocabulary, as well as the game at the end of the lesson B. The lesson C (or lessons C) corresponded to the recommended approaches and ways of effective teaching the most. We can see appropriate changing of language activities, impact on right pronunciation, multisensory methods as well as explicit teaching. Teacher C used colours, untraditional tools (a ball, a microphone), she prepared many additional materials and provided students time to overlearning. I liked to see that students in all classes could practise new subject just in the class.

I could see that all three teachers corrected mistakes as soon as possible, correction was usually made by modelling the correct form and asking a student to supply the correct form, which is a purposeful way. Only to say the correct version and go on could be completely useless, because a student would not fix the right version. The correction was done in totally natural way, which is remarkable. Students should feel free to ask and should not fear to be incorrect.

4. CONCLUSIONS

I have focused on teaching English in the integrated classes where are included students not only with identified learning disabilities but also with other special learning needs in my
thesis. I have emphasized that students are individuals; each has some strengths and weaknesses. I have devoted attention to current approaches to the English language teaching with focus on how we can meet the individual needs of as many students as possible. My thesis concern young learners from six to eleven who attend general schools.

In the practical part I submit description of three classes I observed in. In the description I tried to do the description detailed and clear, there are teachers’ comments included in each class description. Then I set up confrontation of what I read in the books and articles with the reality I could see during the observation. I stressed how and which methods used corresponds with the experts’ recommendations.

One of the main questions is whether the needs of SEN students can be met appropriately within the general mixed class. My hypothesis was that it can be and my experience acknowledged it.

All teachers somehow modified the class settings, adapted books and developed their own class materials. The more the lesson was creative and inspired the more students were interested in it. Moreover, the knowledge of all students I managed to meet was on the very good level regarding their age.

I can not say that concepts and approaches recommended were fully realized; nevertheless I was pleased to see modern catching lessons, involved students and teachers who are concerned in the learning and teaching process. On the other hand, I learned that the teacher had to want to change his or her approach and had to be more

effort to teach effectively, to educate themselves additionally.
To conclude, I am fully aware, regarding the wideness of the subject, that this topic is not complete and I would like to leave it open to further discussion and elaboration.
5. RESUMÉ

Ve své bakalářské práci se zabývám problematikou výuky angličtiny žáků se specifickými výukovými potřebami, a to ve smíšených třídách běžných základních škol. Ve své práci jsem se zaměřila především na skupinu mladších žáků ve věku od šesti do jedenácti let.

V teoretické části práce jsem se snažila vysvětlit nejdůležitější termíny týkající se výuky žáků se specifickými potřebami; definovat základní pojmy a uvést doporučované metody a přístupy k výuce angličtiny ve smíšených třídách. Také jsem se zmínila o situaci v České republice, právní úpravě dané problematiky a vzdělávání posluchačů pedagogických fakult v dané oblasti. V závěru teoretické části stručně objasňuji zákonitosti případové studie, metody, kterou jsem použila v rámci praktické části.

V praktické části pak popisují tři hodiny angličtiny, kterých jsem se v rámci svého pozorování zúčastnila. V závěru této části konfrontuji a srovnávám teorii s praxí.

I deal with the topic of teaching English to students with special educational needs in mixed classes in general elementary schools. I focus on young learners - from six to eleven years old.

In the theoretical part I tried to explain the essential terms connected with the teaching students with special needs; to define basic terms and present recommended methods and approaches to the English language education in mixed classes. I will bring to notice the situation in the Czech Republic legislation as well as the situation in the future teachers training in special education. I briefly described a case study at the end of the theoretical part, as I used it in the practical part.
In the practical part I describe the observations in three classes. In the conclusion I try to compare the theory with the practice and will discuss the implications.

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7. APPENDIX

Results of the questionnaire

Do you know the term Specific Learning Disabilities?

- No, I do not.
- I only heard the term, but I do not know what the term concerns.
- Yes, I do.

- 12
- 8
- 5
Have you learnt some special teaching methods at university?

- Yes, I have. (13)
- No, I have not. (8)
- I have only heard some environmental information. (4)

Did you take interest in SLD by yourself?

- No, I did not. (15)
- Yes, I did. (4)
Did you get knowledge of special educational methods during your observation in English classes?

- No, I did not learn anything about it.
- A teacher said me little about it.
- I may have seen methods new for me.
- Yes, a teacher explained me some special methods, and told me how and why they are important.

Do you know some younger student with SLD?

- No, I do not.
- Yes, I do.
Do you know at least anything about how to teach English SLD students?

- 3
- 4
- 10
- 8

☐ No, I do not know. I have not taken interest in it.
☐ No, I do not. Nevertheless, I would like to know.
☐ Yes, I do, but only a little.
☐ Yes, I do. I take interest in. I think it is important for a teacher.
Do you think future teachers should take some training in teaching SLD students?

☐ No, I do not. I think it does not need special training.
☐ Probably yes, but I think only teachers of special classes.
☐ Yes, I do. I think it is important for all future teachers.

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