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U N I V E R Z I T A**

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Teaching English to Children with Dyslexia at Primary Schools

Diplomová práce

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Anotace

Tato diplomová práce se zaměřuje na podporu žáků s dyslexií při výuce anglického jazyka na prvním stupni základní školy. Práce je rozdělena na dvě části – teoretickou a praktickou. V teoretické části je vysvětleno, co je to dyslexie, jak ovlivňuje proces učení a jak lze výuku upravit, aby byla pro žáky s dyslexií přístupnější. Praktická část popisuje tvorbu a testování výukových příprav, sběr a vyhodnocení dat. Cílem práce je navrhnout způsoby, jak žákům s dyslexií výuku cizího jazyka přizpůsobit a zvýšit povědomí o obtížích, kterým čelí.

Abstract

This thesis focuses on supporting dyslexic pupils in English language learning at the primary school. The thesis is divided into two parts – theoretical and empirical. The theoretical part explains what dyslexia is, how it affects the learning process and how teaching can be adapted to make it more accessible for dyslexic pupils. The empirical part describes the development and testing of lesson plans, data collection and their evaluation. The aim of the thesis is to suggest ways of adapting foreign language teaching to pupils with dyslexia and to raise awareness of the difficulties they face.

Declaration

Prohlašuji, že jsem diplomovou práci vypracovala samostatně, s využitím pouze citovaných pramenů, dalších informací a zdrojů v souladu s Disciplinárním řádem pro studenty Pedagogické fakulty Masarykovy univerzity a se zákonem č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů.

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Table of Contents

List of Tables	13
List of Appendices	14
1 Introduction	15
2 Theoretical Part	17
2.1 Dyslexia as a Specific Learning Disorder	17
2.1.1 Definition.....	17
2.1.2 Characteristics	19
2.1.3 Symptoms	20
2.2 Approaches and Strategies to Teaching a Foreign Language to Students with Dyslexia.....	20
2.2.1 Multisensory Approach	24
2.2.2 Use of Visual and Auditory Aids.....	24
2.2.3 Orton-Gillingham Approach and Related Teaching Approaches	26
2.2.4 Total Physical Response (TPR).....	29
2.3 Teaching a Foreign Language to Students with Dyslexia	30
2.3.1 Teaching Strategies for Dyslexic Learners.....	30
2.3.2 Strategies for Developing Grammar, Vocabulary, Pronunciation, Speaking, Reading, Writing, and Listening Skills	34
2.4 Learning a Foreign Language with Dyslexia	39
2.4.1 Challenges in Foreign Language Learning for Dyslexic Pupils	40
2.4.2 Effective Strategies for Dyslexic Learners.....	43
3 Empirical Part	45
3.1 Research Design and Methodology	45
3.2 Characteristics of Participants.....	47
3.3 Analysis of Textbooks	51

3.3.1	Selection of Textbooks.....	51
3.3.2	Criteria for Evaluation.....	52
3.3.3	Evaluation of Each Textbook.....	53
3.4	Creating Lesson Plans.....	58
3.4.1	Implications for Lesson Plans.....	60
3.4.2	Lesson Plans.....	61
3.5	Data Collection.....	63
3.6	Results.....	64
3.6.1	Results of the Teachers' Questionnaire.....	64
3.6.2	Observation Results.....	74
3.6.3	Results of the Pupils' Questionnaire.....	86
3.6.4	Comparison of the Results.....	91
3.7	Limitations.....	98
3.8	Discussion.....	99
4	Conclusion	102
	Bibliography	105
Appendix A	Lesson plan 1	111
Appendix B	Lesson plan 2	113
Appendix C	Lesson plan 3	115
Appendix D	Lesson plan 4	117
Appendix E	Lesson plan 5	119
Appendix F	Lesson plan 6	121
Appendix G	Food listening bingo	123
Appendix H	Build a house	127
Appendix I	Time dominoes	130
Appendix J	Reading detectives	131

TABLE OF CONTENTS

Appendix K	To be puzzle	134
Appendix L	Colour-coded daily routine	137
Appendix M	Teachers' questionnaire	138
Appendix N	Pupils' questionnaire	139

List of Tables

Table 1	57
Table 2	91
Table 3	92
Table 4	94
Table 5	95
Table 6	96
Table 7	97

List of Appendices

Příloha A Lesson plan 1

Příloha B Lesson plan 2

Příloha C Lesson plan 3

Příloha D Lesson plan 4

Příloha E Lesson plan 5

Příloha F Lesson plan 6

Příloha G Food listening bingo

Příloha H Build a house

Příloha I Time dominoes

Příloha J Reading detectives

Příloha K To be puzzle

Příloha L Colour-coded daily routine

Příloha M Teachers' questionnaire

Příloha N Pupils' questionnaire

1 Introduction

Primary school English teachers face unique challenges, especially when it comes to meeting the diverse needs of students with specific learning difficulties, such as dyslexia. Over the past two years, I have been teaching English at a primary school in the Czech Republic, where I have come across many pupils, each with their own needs. This experience has shown me that although traditional English textbooks offer a clear structure for learning the language, they often do not provide enough support for dyslexic students, who need specialized teaching methods and materials.

Despite their interest and desire to learn, I noticed that some students continuously had trouble with reading, spelling, or remembering new words. Even though they were using the same textbook as their peers, these students frequently made less progress and showed signs of frustration or low self-esteem. These findings inspired me to investigate more inclusive teaching strategies that recognize the cognitive difficulties linked to dyslexia and offer helpful strategies for overcoming them.

The aim of the thesis was to create inclusive teaching materials for young learners with dyslexia. I have developed six English lesson plans that are accessible to students with dyslexia, based on the textbooks I use in my classroom. These materials are designed for supporting pupils in developing their language skills through methods that are beneficial for individuals with dyslexia, such as multisensory approach, consistent structure, visual aids, and scaffolded instruction. Additionally, the thesis also aims to raise awareness of the everyday challenges these pupils face and show that they can succeed in learning a foreign language when they have the right support and materials from their teachers.

The thesis' theoretical part gives a general overview of dyslexia as a particular learning disability, covering its definition, causes, and classroom manifestations. It discusses the challenges dyslexic learners encounter in foreign language learning, such as issues with phonological processing, memory, reading fluency, and written expression. Then, the thesis describes some methods and strategies that can be used for supporting these learners.

The empirical part presents six English lesson plans specifically designed for dyslexic pupils at primary school. These lesson plans have been modified to include dyslexia-friendly techniques and activities, but they are still based on the material found in popular English textbooks.

By integrating personal teaching experience with academic research, this thesis aims to support the development of more accessible English language instruction for all learners. Ultimately, it is hoped that the materials and approaches presented will inspire teachers to reflect on their practices and explore new ways of supporting every learner in their language classroom.

2 Theoretical Part

2.1 Dyslexia as a Specific Learning Disorder

The word *dyslexia* originates from Greek, where "*lexis*" means language, speech, or verbal expression, and the prefix "*dys*" signifies something impaired, imperfect, or dysfunctional. Literally, *dyslexia* means difficulty with words or a disorder in processing them. In a broader sense, it refers to challenges with written language, specifically difficulties in reading and writing (Matějček, 1993).

2.1.1 Definition

Defining dyslexia is difficult because there is no universally accepted definition. Different researchers and organizations describe it in different ways.

Lawrence (2009) divides definitions into two categories – causal and descriptive. He explains that the causal definition of dyslexia has developed from studies exploring the neurological and biological origins of dyslexia. Causal definitions focus on the differences in brain function observed in individuals with dyslexia (Lawrence, 2009).

For example, Ott (1997) refers to a causal definition of dyslexia by The British Dyslexia Association (1996). It defines dyslexia as: “a complex neurological condition which is constitutional in origin. The symptoms may affect many areas of learning and function and may be described as a specific difficulty in learning, spelling, and written language. One or more of these areas may be affected. Numeracy, notional skills (music), motor function and organizational skills may also be involved.

However, it is particularly related to mastering written language, although oral language may be affected to some degree" (Ott, 1997, p. 4).

On the other hand, descriptive definitions do not describe genetic or neurological causes of dyslexia. They explain its visible signs and symptoms (Lawrence, 2009).

A descriptive definition of dyslexia would be the one offered by the Orton Dyslexia Society Research Committee (1994): "Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single-word decoding, usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized development disability or sensory impairment. Dyslexia is manifest by variable difficulty with different forms of language, often including, in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling (The Orton Dyslexia Society Research Committee April 1994)" (Ott, 1997, p. 4).

Tunmer and Greaney (2010) suggest four key aspects that a comprehensive definition of dyslexia should include: persistent literacy learning difficulties, exclusionary factors, exposure to evidence-based instruction and intervention, and inclusionary factors.

One definition that includes these elements is the one created by a working group from the International Dyslexia Association (Lyon et al., 2003): "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. Secondary consequences may include difficulties in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge” (Lyon et al., 2003, p. 2).

2.1.2 Characteristics

According to Reid (2011), dyslexia has a number of basic traits, one of which is its effect on information processing, which impacts both reading and understanding spoken instructions. Traditional classroom learning, which heavily depends on auditory instruction, can be challenging for children with dyslexia because they often struggle with it. Reading difficulties are a result of issues with phonological awareness, which makes identifying syllables and differentiating sounds difficult. Spelling difficulties are the consequence of issues with remembering and applying spelling rules. Phonological difficulty, which impacts the capacity to manipulate phonemes, recognize rhymes, and process word sounds, is a fundamental problem in dyslexia. Writing difficulties may involve both handwriting problems, sometimes linked to dyspraxia, and struggles with expressing thoughts clearly. Recalling information and following directions can be impacted by memory deficits, especially in short-term and working memory. Additionally, children with dyslexia often struggle with information organization, which can have an impact on their academic performance. Other learning disabilities such as ADHD, dyspraxia, dysgraphia, and dyscalculia can also coexist with dyslexia. Furthermore, Reid (2011) points out that every individual with dyslexia faces unique challenges. Some people struggle more in some areas than others.

Livingston et al. (2018) suggest that dyslexia has also a negative effect on a person's emotional well-being, which in turn affects their chances of success in education, workplace and relationships.

2.1.3 Symptoms

The main symptoms include slow or inaccurate reading, difficulties with reading speed and accuracy, reading techniques, and text comprehension. Children may confuse similarly shaped letters, guess word endings, or struggle with reading fluency. Syllable-by-syllable reading is also common, even among older children. Although children may read fluently, they can still have difficulties understanding the content (Zelinková et al., 2020).

Jucovičová and Žáčková (2008) describe motor and sensorimotor deficits, which can affect eye movements, articulation, and coordination, impacting overall reading fluency. The authors highlight speech and language issues, including difficulties with articulation, decreased verbal fluency, and difficulties expressing oneself verbally. Memory issues are also mentioned, including the difficulty recalling syllables when spelling longer words and the impact of short-term memory on text comprehension.

2.2 Approaches and Strategies to Teaching a Foreign Language to Students with Dyslexia

Reid (2003) summarizes principles that a specialized education program for kids with dyslexia should be based on:

Structure – the steps should be gradual and logical, and it is crucial to make clear connections between them (Reid, 2003).

A multi-sensory component – it should be interactive and dynamic, combining aspects of the visual, aural, kinaesthetic, and tactile senses (Reid, 2003).

Reinforcement – learned skills must be practiced in order to be learnt and preserved in long-term memory. This can be accomplished by reinforcement and is required for automatic access to the learned word or skill (Reid, 2003).

Teaching skills – teaching involves more than just imparting knowledge; it also involves helping students acquire practical, transferable abilities. For instance, phonological awareness abilities can be used to improve writing abilities in the future (Reid, 2003).

Metacognitive aspects – these should be considered an essential part of all programs since they facilitate the transfer and bridging of knowledge, skills, and understanding. It involves students reflecting on their own thinking and asking themselves how they came up with a specific response (Reid, 2003).

In addition to these principles, Kelly & Phillips (2022) present several key strategies that should be incorporated into lessons to support learners with dyslexia:

Routines – using direct teaching methods to create structured routines for writing, spelling, reading, and memory work gives the learner security. Learning becomes more automatic when memory capacity is freed up by familiarity and consistency (Kelly & Phillips, 2022).

Guided discovery – using a guided discovery approach when teaching new concepts, phonemes, spelling rules, or punctuation improves students' memory and comprehension of the material. The teacher provides structured support (e.g., feedback, scaffolding, worked examples) to ease the learner's discovery process (Kelly & Phillips, 2022).

Verbalisation/Vocalisation – encouraging learners to vocalize each activity, such as blending letters to form words or handling letters in alphabet work, reinforces verbal memory and supports multisensory connections. Making this a habit can help students process information more efficiently (Kelly & Phillips, 2022).

Revision and review – a cumulative learning requires revisiting previously learned material before introducing new concepts. This process aids memory, overlearning, automaticity and understanding. Learners should also be encouraged to review their new knowledge at the end of each lesson, often guided by teacher questions or interactive activities (Kelly & Phillips, 2022).

Games – by integrating games into lessons can teachers enhance engagement and motivation, which is particularly important for learners with dyslexia who may have experienced past learning difficulties. Games can help overcome emotional barriers and reinforce recently learned concepts in an enjoyable way (Kelly & Phillips, 2022).

Independent learning – lessons should include follow-up activities for students to complete independently, such as practicing reading and spelling packs, using guided tasks, worksheets, or assistive technology (Kelly & Phillips, 2022).

Self-voice and use of recording – recording and listening to their own voice when spelling or reading helps learners reinforce learning through auditory feedback. This method improves spelling retention and reading fluency by allowing learners to compare their responses and track progress (Kelly & Phillips, 2022).

Recorded reading – This method helps improve reading speed and accuracy by focusing on structured word practice. It is particularly effective in building automaticity in word recognition, leading to improved fluency in reading (Kelly & Phillips, 2022).

Paired and shared reading – Paired reading helps learners develop confidence in reading beyond structured exercises by providing support as needed. In this approach, the teacher and learner read together until the learner feels ready to read independently, signalling when they wish to take over. If they struggle, the teacher resumes reading, gradually stepping back as the learner regains confidence. This method is often used at the end of a lesson but does not replace structured reading. Shared reading, on the other hand, is particularly useful in the early stages of instruction when a learner's vocabulary is still developing. It involves a story where the learner reads the structured sentences while the teacher reads the more complex parts. This allows for exposure to richer language while ensuring the learner remains actively engaged in the reading process (Kelly & Phillips, 2022).

By integrating these strategies (Kelly & Phillips, 2022) alongside the principles outlined by Reid (2003), educators can create a structured, supportive, and engaging learning environment tailored to the needs of students with dyslexia.

A fundamental element underlying many of these principles and strategies is the multisensory approach, which plays a crucial role in supporting learners with dyslexia. By engaging multiple senses, students can strengthen neural connections and reinforce learning in a way that is both effective and engaging. The integration of structured routines, guided discovery, verbalization, and interactive games all reflect the importance of multisensory engagement in teaching students with dyslexia.

2.2.1 Multisensory Approach

Traditional reading instruction, which primarily focuses on visual and auditory processing, often does not fully meet the needs of children with dyslexia. These learners may struggle to remember how words look or differentiate similar sounds, making reading acquisition challenging and frustrating. Multisensory approaches provide an effective alternative by incorporating additional sensory pathways to enhance reading development, helping students engage with language in a more comprehensive way (Fujita, 2024). Multisensory teaching builds on a learner's strong channels while also strengthening their weaker ones. This teaching method involves visual, auditory, kinaesthetic, and tactile (VAKT) senses, ensuring that at least two, but ideally three or four, are involved in an activity (Kelly & Phillips, 2022).

2.2.2 Use of Visual and Auditory Aids

The use of visual and auditory aids in teaching students with dyslexia is a crucial component of effective learning strategies and an essential part of multisensory approach. Using visual aids helps students with dyslexia make the most of their strengths as visual learners. According to research, dyslexic students frequently have abnormalities in their visuo-attentional processing, which can affect their capacity to concentrate on specific words on a cluttered page of text (Taran et al., 2022). Effective visual tools include:

Flashcards – teachers can help children with dyslexia meet learning objectives by using flashcards as learning media to provide learning materials that are appropriate for their abilities or cognitive levels (Agustina et al., 2023).

Maps – to illustrate the relationships between a word or phrase and a group of related words or concepts, use visual maps, thinking maps, mind maps, or concept maps (Johnston, 2019).

Graphic organisers – students with dyslexia also benefit from using graphic organizers because they help them internalize the relationships between the content's ideas, which improves their comprehension when they read or write (Kim et al., 2004).

Dyslexia-friendly fonts – according to Rello & Baeza-Yates (2016) choosing the right font styles is essential when creating digital content and instructional materials that are accessible to people with dyslexia. Teachers can support the reading experiences of individuals with dyslexia by choosing recommended fonts and avoiding ones that make text difficult to read.

Auditory aids improve phonological awareness and auditory processing, which is important for students with dyslexia. Examples of auditory tools are:

Rhyming and music-based interventions – it has been demonstrated that rhythmic exercises and music therapy help dyslexic students' auditory memory and phonological processing (Goswami, 2011).

Assistive listening devices – listening tools, such as classroom FM systems, have been shown to reduce variability in auditory processing, leading to improvements in reading and phonological skills. These devices enhance acoustic clarity and attention, which are crucial for dyslexic learners who often exhibit increased variability in sensory and cognitive aspects of hearing (Hornickel et al., 2012).

2.2.3 Orton-Gillingham Approach and Related Teaching Approaches

Fujita (2024) mentions that one of the most recognized approaches is the Orton-Gillingham approach, created in the 1930s by Dr. Samuel T. Orton and Anna Gillingham.

The Orton-Gillingham approach is a structured, multisensory method designed to teach literacy to individuals who struggle with reading, writing, and spelling. Particularly those with dyslexia. It is based on over 80 years of research and scientific evidence regarding how people learn to read and write, and how dyslexia complicates this process. This method is highly individualized, tailoring lessons to the student's strengths and weaknesses, emphasizing direct, systematic instruction for mastering language elements that dyslexic learners find more challenging than others (Orton-Gillingham Academy, n.d.).

Despite being widely recognized as a phonics teaching method, the Orton-Gillingham approach is distinguished from other phonics programs by its characteristic features. It is systematic, sequential, and cumulative, ensuring that students can focus on the material rather than struggling with unclear instructions. Lessons follow a procedural and repetitive structure, allowing concepts to build progressively from simple to more complex while continuously reinforcing previously learned material. A key component of the Orton-Gillingham approach is its explicit and direct instruction. Concepts are clearly explained, and learning activities follow the gradual release model of "I do, we do, you do", providing structured support before encouraging independent learning. This method ensures that students gain confidence and develop mastery at their own pace. Another defining characteristic is its multisensory and

simultaneous instructional approach. Lessons integrate tactile/kinaesthetic, auditory, and visual pathways, helping students encode, store, and retrieve information more effectively. This multisensory engagement enhances memory retention and supports a wide range of learning styles, making it especially beneficial for dyslexic learners. Finally, the Orton-Gillingham approach is diagnostic and prescriptive, meaning that instruction is tailored to individual learning needs. Assessment data is regularly collected to identify student strengths and areas that require additional support. At the individual or small-group level, lesson plans are customized to address specific learning gaps. Teaching in the whole-class context adopts a more preventative and universal curriculum approach as opposed to a diagnostic and prescriptive one (Peavler & Rooney, 2019).

Numerous versions of the Orton-Gillingham Approach (OG) have been created since the 1960s. Joshi et al. (2002) refers to a similar multisensory approach created by Beth Slingerland to help students with specific language disorders. Romalda Spalding, another colleague of Samuel Orton, created a technique known as the unified phonics method or the Writing Road to Reading. Although much of the material is derived from the Orton-Gillingham approach, the Spalding method differs in two key areas: it focuses more on letter sounds rather than letter names, and it prioritizes spelling through writing (Joshi et al., 2002).

Another teaching method inspired by Orton-Gillingham method is the Hickey multisensory language program created by Kathleen Hickey. It is a multisensory, structured literacy teaching method modified for British students with dyslexia. To help students improve their reading, writing, and spelling abilities, the program incorporates visual, auditory, kinaesthetic, and tactile (VAKT) learning. It places more emphasis on

self-directed learning than traditional approaches, allowing students to advance at their own speed (Combley, 2001).

Combley (2001) describes similarities and differences between The Orton-Gillingham approach and the Hickey Program. Both are similar in many ways, including being sequential, multisensory, structured, and phonics-based. They were created to help dyslexic students by promoting systematic literacy instruction and phonemic awareness. Nonetheless, there are some significant differences between the two. Because the Orton-Gillingham approach is teacher-directed, most activities are led by instructors, guaranteeing a high degree of structure and clear instruction. The Hickey Program, on the other hand, is more child-directed and gives students greater autonomy over their education. This change gives students the freedom to actively interact with the content at their own speed, which promotes increased independence and confidence. To adapt the American-based Orton-Gillingham methods to British English, Hickey also changed terminology, spelling, and instructional techniques (Combley, 2001).

Hickey wants the child to be inspired to read words, find a way to write them, and then expand his reading to include other materials. For these exercises, typed printing is suggested. Every child should be prescribed reading materials that will help him the most. Hickey's method involves the child saying the letter or word while tracing it with his finger. It also makes use of lexicography (word collecting). Instead of being copied piece by piece, the words are written as complete units and stored in an alphabetical file for future identification. Every new word that children learn needs to have its meaning explained to them. Once the child has correctly read the word, picture clues are placed on the back of the cards as a reward. While writing the word, the child names each letter.

In this step, the sound is converted to its written equivalent (Almahrag, 2021).

2.2.4 Total Physical Response (TPR)

The TPR-method was created by James J. Asher in the late 1960s and is based on students' complete physical and psychological involvement. It aims to make the process of learning a foreign language as similar as learning a native tongue (Robobraille, 2021).

Total Physical Response (TPR) is based on the idea that language acquisition mimics how children naturally pick up their first language, which is by listening and reacting with their bodies. Asher (1969) emphasizes that language learning should be enjoyable and stress-free, which is particularly important for students with dyslexia, who often experience anxiety in traditional learning environment. His research demonstrates that during the early stages, learners (both children and adults) benefit from a dynamic, nonverbal approach that enables them to develop comprehension before verbal production (Asher, 1969). Unlike traditional foreign language classes that follow a structured progression of grammar and syntax rules from simple to complex, TPR takes a different approach. Instead of directly teaching grammar, TPR immerses students in language through contextualized activities that involve movement. By repeatedly hearing and responding to commands, students naturally internalize grammatical structures through experience rather than analysis. TPR lessons typically begin with whole-body commands, such as “stand up,” “sit down,” and “turn around.” The teacher demonstrates these actions while saying the words, then encourages students to join in. Gradually, the teacher stops demonstrating, allowing students to respond instinctively to the commands. There is no translation,

and no concept of "cheating"—students are free to observe their peers if unsure. In TPR, learning is intuitive, and often, the body recognizes meaning before the conscious mind does (Zink de Diaz, 2005).

2.3 Teaching a Foreign Language to Students with Dyslexia

Learning a foreign language presents unique challenges for all students, but for those with dyslexia, these challenges can be significantly greater. The rapid pace of foreign language instruction, combined with the need to decode and produce unfamiliar words, often leads to frustration and discouragement for dyslexic learners. However, proper accommodations can support dyslexic students in achieving success.

2.3.1 Teaching Strategies for Dyslexic Learners

According to Schneider & Crombie (2003), these strategies reflect effective teaching but are especially vital for dyslexic learners, who face a rapid introduction to a new language's sounds, writing, and thought structures.

Multi-sensory techniques help students learn by engaging their stronger learning channels to support weaker ones. Activities such as hearing, seeing, speaking, writing, tracing, and movement enhance memory and recall. Kinaesthetic and tactile exercises are very effective for dyslexic students, making learning more interactive and engaging (Schneider & Crombie, 2003).

Collaborative learning can also be very beneficial. When dyslexic students are paired with encouraging peers, they can practice skills, for instance, reading and speaking in a relaxed setting and get feedback from

their peers. Social interaction of this nature can increase pupils' confidence and make learning more enjoyable. Without a self-esteem, these children may quickly lose motivation and disengage from learning (Reid, 2016).

Structured learning is essential in foreign language instruction. Nijakowska (2019) explains teaching vocabulary and grammar in isolation can be particularly challenging for dyslexic learners, as they often struggle with memory, phonological processing, and recognizing patterns. Schneider & Crombie (2003) recommend organizing material so that complex topics build on simpler ones. This allows students to make meaningful connections. Using clear explanations and discovery-based learning helps them understand how new information relates to what they already know.

Explicit instruction is crucial for dyslexic learners. Language patterns should be clearly explained. Rather than expecting students to identify these patterns on their own, teachers should guide them through structured questioning and provide multiple opportunities to verbalize their understanding (Schneider & Crombie, 2003).

Overlearning ensures that students receive ample practice through diverse activities, helping them internalize information. The more severe a student's language processing difficulties, the more repetition is required. This process demands patience and dedication from both teachers and students (Schneider & Crombie, 2003).

Scaffolding is particularly beneficial for dyslexic children learning a foreign language, because it helps with memory, making connections between ideas, and achieving automaticity in language skills. Techniques such as introductory activities (pre-task discussions), recap activities (reinforcing key points), and bridge-building activities (connecting old

and new knowledge) support comprehension and retention. It is a structured form of support where teachers actively engage with students, guiding them through the learning process. These interactions play a crucial role in shaping how children absorb and understand new material. For learners with dyslexia, this guided approach is particularly important as it helps them stay focused and progress effectively. An essential component of this approach is self-reflection, which should be actively promoted among dyslexic students. By engaging in self-reflection and self-evaluation, learners develop metacognitive awareness—an understanding of how to approach and regulate their own learning (Reid, 2016).

Metacognition plays a crucial role in fostering independent learning, as it encourages students to analyse language structures, recognize the reasoning behind specific expressions, and monitor their own progress (Schneider & Crombie, 2003).

A *slower-paced instruction* method allows students to absorb new information at a manageable rate. Presenting material in logical steps ensures they master each concept before moving on, preventing confusion and frustration (Schneider & Crombie, 2003).

Personal motivation plays a vital role in student success. By tapping into their strengths and interests, teachers can create an engaging learning environment. Providing flexibility, such as allowing movement or offering a choice in participation, helps build confidence and persistence (Schneider & Crombie, 2003).

Targeted teaching requires ongoing assessment to identify and address students' challenges. By adapting instruction to their needs, teachers ensure that dyslexic learners feel supported and respected in their learning journey (Schneider & Crombie, 2003).

Managing attention spans is key, as dyslexic students often lose focus more quickly than their peers. Short breaks, movement-based activities, and noise-reduction strategies can help sustain their engagement and concentration throughout the learning process (Schneider & Crombie, 2003).

The British Dyslexia Association (n.d.) also recommends *using technology and tools*. For example, memorizing and practicing vocabulary through apps like Quizlet, recording sentences for pronunciation improvement, allowing students to edit and re-record as needed, or creating videos or animations in the target language to engage students in creative and interactive learning.

According to Cimermanová (2015), when designing instructional resources, *simplifying the material* is beneficial for dyslexic learners. Educators frequently create their own teaching materials to enhance learning, often demonstrating creativity by making these resources visually appealing through various fonts, decorations, and images. However, it is important to avoid cluttering the page and to minimize unnecessary visual distractions. If simplifying the material is not possible, students can be encouraged to use a blank sheet of paper to cover distracting elements. Additionally, using large print, dyslexia-friendly fonts such as Comic Sans, Century Gothic, or Open Dyslexic, and emphasizing key information through highlighting can significantly aid comprehension and readability.

Finally, creating a *supportive learning environment* is essential for fostering confidence among dyslexic learners. Pairing them with supportive peers during speaking activities not only reduces anxiety but also encourages collaborative learning (Robobracille, 2021).

2.3.2 Strategies for Developing Grammar, Vocabulary, Pronunciation, Speaking, Reading, Writing, and Listening Skills

Grammar rules should be taught directly and contextually. Rather than depending on implicit learning strategies, which might not work for dyslexic students, this method aids students in understanding the communicative function of structures (Costenaro et al., 2014).

Colour coding is an effective method of teaching grammar. Students may find it easier to visually differentiate between parts of speech if they are given distinct colours, such as red for the subject, blue for the predicate, and green for the object. This consistent application helps students recognize that red words express agents of actions, blue represents the action, and green is the object. By establishing strong visual associations, this technique not only helps with memory retention but also gives abstract grammar rules more substance (Kormos & Smith, 2012).

To illustrate word order, Kormos & Smith (2012) suggest using, for example, coloured Lego blocks. For reinforcing some grammar rules, such as word order, they recommend using an interactive whiteboard. Activities, where students can arrange words to form sentences, is a really engaging way to strengthen rules of grammar.

Vocabulary development for dyslexic learners benefits from explicit instruction and multisensory techniques. Nijakowska (2019) encourages teachers to introduce a limited number of new words per lesson (6-8) and to teach them in context. This helps students associate sounds with meanings more effectively.

Regular recycling and revision of vocabulary are essential, with frequent practice opportunities and short daily practice routines. Incorporate multisensory techniques to enhance word retention and understanding (Nijakowska, 2019).

When practicing *pronunciation*, it is crucial for dyslexic students to hear the word or sound several times. Repetition should be done together with a teacher or within a group of children to reinforce learning. It is beneficial to practice differentiating between proper and incorrect pronunciation, but the emphasis should stay on correctly repeating the word rather than highlighting errors. Children can also use audio recordings to help them progress by comparing their own speech to the proper pronunciation (Schneider & Crombie, 2003).

Nijakowska (2010) emphasizes connecting auditory input with visual representation and physical articulation, this multisensory approach strengthens dyslexic students' comprehension of sound formation.

An effective strategy for developing *speaking* skills is to incorporate multi-sensory learning techniques. These methods engage multiple senses—visual, auditory, and kinaesthetic—to reinforce language acquisition. For example, using role-play activities allows students to practice speaking in realistic contexts while engaging physically with the language (British Dyslexia Association, n.d.)

Zelinková & Čedík (2013) advise teachers to encourage learners not to be afraid of speaking. They recommend pupils trying to use their native language as little as possible when communicating. Expressions of gratitude, requests, and greetings should all be automatically remembered without the need for translation. When learning on their own, students are encouraged to speak to themselves, for example, by naming objects they see or explaining their actions.

Zelinková et al. (2020) point out that real-world exposure to an English-speaking environment is one of the most effective ways to develop not only communication skills but also overall language competence. Regularly interacting with the language in authentic settings allows for repeated perception of language connected to reality. Interestingly, communication itself can become a strong skill for some learners with dyslexia.

Visual aids, such as mind maps or pictures, are recommended as helpful tools for speaking exercises because they divert focus from the content and enable students to focus more on the linguistic elements (Zelinková & Čedík, 2013). Beneficial is also storytelling based on word lists and pictures (Zelinková et al., 2020).

To enhance *reading* fluency, paired reading strategy is recommended. One student reads aloud while the other listens and offers assistance when needed. After a while, they switch roles, allowing each student to practice both reading and listening. Typically, a more fluent reader is paired with a less fluent one, though students at similar reading levels can also be matched. This approach can be applied to any book, with students alternating turns by sentence, paragraph, page, or chapter (Reading Rockets, n.d.). According to Crombie (2000), teachers that use paired reading find it beneficial for dyslexic pupils.

Long-term, carefully planned, and closely monitored reading instruction is required to improve the automatization of reading skills and reduce the literacy issues of people with dyslexia. It is important to note that direct instruction in letter-sound correspondences and phonological awareness usually has very positive effects on improved word recognition and reading comprehension (Nijakowska, 2010).

Cimermanová (2015) adds learning tools are continuously being improved to support dyslexic learners. She presents one example – reading pens. They are equipped with scanning features that offer various functions, such as enlarging the font to enhance readability or reading the text aloud, which is particularly beneficial for dyslexic learners. Another assistive tool is a text-to-speech software, which can aid comprehension and fluency (Shaywitz & Shaywitz, 2020).

Developing *writing* skills in foreign languages for dyslexic pupils requires targeted strategies to address phonological, spelling, and organizational challenges. Dictation activities help dyslexic learners process spelling rules systematically because they break words down into phonemic units. Similarly, morpheme-based instruction emphasizes on identifying prefixes, base words, and suffixes, which helps students overcome phonological challenges by improving spelling and meaning retention (Hebert et al., 2018).

Educators can also improve the writing abilities of students with dyslexia by implementing the chunking technique. This approach involves dividing lengthy or intricate texts into smaller, more manageable sections, which students then rewrite in their own words. Through this process, learners develop the skill to recognize essential words during lessons and effectively paraphrase content. As a result, they become more proficient in structuring and integrating information. Over time, dyslexic students enhance their spelling accuracy and gain confidence in writing complex texts (Menbet, 2018).

Another teaching method used with dyslexics, mentioned by Menbet (2018), is air writing, whereby learners say a letter out loud and simultaneously write it in the air.

One effective approach to enhancing *listening* skills in dyslexic students is the integration of multisensory learning techniques. This method involves engaging multiple senses simultaneously to reinforce language acquisition. For instance, combining auditory input with visual aids, such as written text or images, can strengthen the association between sounds and their meanings. A study by Košak-Babuder et al. (2019) demonstrated that read-aloud assistance, where students listen to text while following along visually, significantly improved comprehension among dyslexic learners. They found this strategy to be particularly beneficial for difficult texts, enabling dyslexic students to perform at a level comparable to their non-dyslexic peers.

Classroom strategies should include guided listening practice, where students follow along with a written text, and repetitive exposure to audio materials to strengthen word recognition and retention. Comprehension tasks should focus on local factual details, as these are easier for dyslexic students to process (Košak-Babuder et al., 2019).

Technology, such as text-to-speech tools, offers additional support, enabling independent learning. A controlled speech rate (100-120 words per minute) further aids comprehension, making listening input more accessible (Košak-Babuder et al., 2019).

Additionally, text-to-speech technology can be a valuable tool for dyslexic learners, enabling them to receive consistent read-aloud support in both classroom and independent study settings. Adjusting the speed of spoken input is also crucial (Košak-Babuder et al., 2019).

2.4 Learning a Foreign Language with Dyslexia

Mastering vocabulary, grammar, pronunciation, and comprehension are all necessary for the complex cognitive process of learning a foreign language. For dyslexic learners, learning a foreign language may take longer, and they might encounter similar challenges just like when learning their native language (British Dyslexia Association, n.d.). They are caused by underdevelopment in speech, perception other cognitive processes (Zelinková, 2003), including problems with phonemic awareness, linguistic information processing, working memory, and stabilizing sound-symbol relationships (Downey et al., 2000).

However, dyslexic children are encouraged to learn a foreign language, as they often benefit from the multisensory methods used in language teaching (British Dyslexia Association, n.d.).

It is also important to highlight that dyslexic language learners are not a uniform group, and their individual cognitive profiles must be carefully considered in instruction and assessment (Kormos & Smith, 2012). Kormos & Smith (2012) refer to a Norwegian study that found dyslexic children with good auditory processing skills struggled only with second-language spelling, grammar, and word reading, whereas those with poor speech perception performed worse across all test components, including second-language listening, speaking, vocabulary, grammar, and sentence reading (Kormos & Smith, 2012).

2.4.1 Challenges in Foreign Language Learning for Dyslexic Pupils

Dyslexic learners' experience may be impacted by the language they choose. For example, English and French are less phonetically transparent and therefore more difficult to learn because of their irregular spelling and pronunciation. On the other hand, languages like Spanish, Italian, and German have clearer correspondences between sounds and letters, which makes reading and spelling easier. Despite these benefits, there are still certain difficulties with German, such as its complex grammar and strange word order (British Dyslexia Association, n.d.).

Students with dyslexia face numerous challenges when learning a foreign language. Difficulties in reading are particularly prominent, as dyslexic learners exhibit similar issues in both their native and foreign languages. They often confuse visually similar letters (such as b–d–p, m–w), skip or rearrange letters (e.g., the–hte), and struggle with decoding words. These challenges are primarily due to underdeveloped visual perception and weak connections between phonemes and letters, which complicate word recognition. Furthermore, dyslexic learners frequently have trouble inferring the meaning of words from context, leading to slow reading, frequent re-reading, and mispronunciations. These difficulties are compounded by impaired coordination of eye movements, which disrupts word segmentation and the ability to read non-standard text formats like "word snakes" or "bubbles" (Zelinková, 2003). Research highlights a close interdependence between the ability to read in one's native and foreign language, suggesting that individuals who struggle with reading in their native language are likely to fail in foreign language reading as well (Nijakowska, 2010).

Writing in a foreign language presents similar challenges to those encountered in the native language. Dyslexic learners commonly substitute letters (from–form), omit letters (mother–moth), skip short words, or use phonetic spelling (train–trejn). This results in difficulties in distinguishing similar-sounding phonemes and their correct order within words. In more severe cases of auditory discrimination disorders, they may fail to perceive distinctions in words such as older–oldest. Additionally, dyslexic learners struggle with the melody and rhythm of speech, making it harder to repeat words accurately after a teacher (Zelinková, 2003).

A limited vocabulary and insufficient mastery of grammatical structures in the native language slow down the acquisition of foreign language skills. Dyslexic learners struggle with pronouns, verb tenses, and parts of speech, which results in mistakes in foreign language grammar as well. They often fail to follow instructions, have trouble navigating classroom activities, and struggle to process information efficiently. This leads to frequent lapses in attention, a loss of interest in learning, and ultimately, significantly poorer academic performance. Even if they have acquired some vocabulary, recalling the correct words takes an unusually long time, making it difficult for them to engage in conversation (Zelinková, 2003).

Dyslexic learners often struggle with articulation, which is influenced by fine motor skills, movement coordination, auditory perception, and other factors (Zelinková, 2003). Students may hesitate to pronounce words differently from their native language due to previously mentioned imprecise auditory perception. If they already experience articulation issues in their mother tongue, these challenges are even more pro-

nounced in a foreign language. Dyslexic learners have trouble distinguishing their own articulation from that of a foreign speaker, making accurate pronunciation particularly demanding (Zelinková & Čedík, 2013).

Another major challenge is working memory, sequential analysis, and long-term memory. Dyslexic learners often struggle with performing multiple tasks at once, recalling knowledge from different areas, and following a sequence of steps in learning. For example, they may find it difficult to think about the phonetic structure of words while simultaneously remembering grammatical rules. Additionally, their weakened long-term memory means they frequently have to relearn basic concepts. As a result, they may repeatedly have to memorize days of the week, numbers, or other fundamental vocabulary (Zelinková, 2003).

Nijakowska (2010) highlights how problems with phonological and orthographic processing may remain latent in other academic areas but resurface during foreign language learning, particularly when new sound-symbol systems are introduced.

Dyslexic students also face difficulties with left-right and spatial orientation. They may struggle to navigate a text, locate specific words, or maintain order while reading and writing. Disorganization on their desk and workspace can further slowdown their progress, making it harder for them to concentrate and complete tasks efficiently (Zelinková, 2003).

Motor skills play a crucial role in learning, particularly for students with dysgraphia or even minor difficulties with handwriting. If a student has impaired graphomotor skills, they are unable to write vocabulary words or sentences at the required speed. In such cases, allowing them

extra time to complete assignments is one of the simplest accommodations a teacher can make. However, the greater the pressure on their work pace, the worse their results tend to be (Zelinková, 2003).

Attention and concentration present further difficulties. Dyslexic students often have a very short attention span and are easily distracted by external stimuli. Their focus is negatively affected by gaps in their knowledge, and they find it particularly challenging to concentrate when they do not understand most of the material being taught (Zelinková, 2003).

Lastly, automatization is one of the most significant obstacles for dyslexic learners. A lack of automaticity makes learning foreign languages especially difficult for this group. Teachers and parents often feel as if they must constantly repeat the same material, yet students still struggle to retain it. A concept or word that seemed mastered in one lesson may appear entirely new to them in the next. Expressions that other students use naturally, such as stop or happy, may continue to feel unfamiliar to dyslexic learners, requiring repeated reinforcement (Zelinková, 2003).

2.4.2 Effective Strategies for Dyslexic Learners

When learning a foreign language, dyslexic students frequently struggle with self-doubt, low motivation and increased anxiety. While such challenges might appear to be barriers in themselves, research suggests that they are frequently a reaction to underlying language-based difficulties rather than their root cause. Students' emotional difficulties are usually caused by ongoing issues with processing language's phonological and orthographic systems rather than by a lack of drive or effort. Recognizing this difference can serve as a valuable learning strategy.

Learners who are dyslexic are better equipped to seek out and use focused, efficient language strategies when they realize that their anxiety is a result of particular language challenges rather than a reflection of their intelligence or dedication. This change in viewpoint can promote a more resilient and positive learning attitude (Ganschow and Sparks, 2000).

Using technology strategically gives dyslexic students great chances to enhance their language and literacy skills through multisensory, sequential, and structured activities. With computer-based learning, students can review and practice important skills at their own pace in an encouraging and nonjudgmental setting. For instance, speech recognition software allows users to get real-time feedback on their pronunciation, and tools like integrated typing programs and text-to-speech can help improve spelling and phonological awareness by strengthening motor memory. For dyslexic students, these technologies provide alternate forms of engagement that boost their independence and motivation while promoting the development of fundamental cognitive skills such as auditory and visual memory (Smythe, 2010).

Although dyslexic students still encounter difficulties when learning a foreign language, these strategies can improve their capacity to control their learning and make significant progress.

3 Empirical Part

3.1 Research Design and Methodology

Action research was used in the design of my thesis. This approach was selected because it enables the researcher to examine an actual educational setting while making real-time observations and modifications as needed. It is suitable for evaluating the effectiveness of teaching strategies with students who have particular needs, like dyslexia.

Direct interaction with students was a part of the research. The aim was to assess how particular techniques—based on multisensory, structured, and inclusive teaching principles—support the foreign language learning process for dyslexic students. A key element of this research was the design and testing of tailored lesson plans, which were developed based on a thorough review of literature and English language textbooks.

The testing was completed by a small group of students. They were specifically chosen because they were in the same age group and had been diagnosed with dyslexia, a specific learning disorder. Throughout the process, they were encouraged to actively participate and share their thoughts. Their reactions, behaviour, and engagement were monitored by the researcher during each lesson.

The empirical part of the research took place during regular English lessons, where I tested a lesson plan developed based on current pedagogical recommendations for teaching foreign languages to dyslexic learners. I acted in the dual role of teacher and researcher, which enabled me to observe pupil responses closely and adapt my teaching as needed.

To gather data, I relied on a structured teachers' questionnaire, which I completed after each lesson for every individual pupil. The purpose of this form was to evaluate important aspects of the student's performance and participation. Specifically, I assessed their readiness for the lesson, understanding of instructions, level of independence, working pace, quality of completed work, and overall motivation. Additionally, each questionnaire had an overall performance rating.

In addition to the questionnaire, I took detailed observation notes to record classroom dynamics and pupils' spontaneous reactions that the structured form might miss. These notes helped me record instances of visible enjoyment, hesitation, cooperation among peers, or emotional responses to specific tasks, and provided a richer understanding of the pupils' overall experience.

In order to include the pupils' perspective in the evaluation, I also prepared a short feedback questionnaire for them to complete after each lesson. The questions were carefully adapted to suit young learners with dyslexia by using simple language and visual supports in the form of emoticons. Because the feedback was anonymous, pupils felt free to express their opinions, and their answers enabled me to consider how they felt about the activities.

Although I was not able to observe long-term progress due to each age group participating in only two lessons, the combination of structured assessment, personal observation, and pupil feedback still provided a well-rounded picture of how the pupils responded to the selected teaching strategies and how they engaged with the lesson content in the short term.

In terms of ethics, all data were collected in a school environment with full respect for pupil privacy. No personal information was gathered, and all written feedback remained anonymous. The data were used solely for the purposes of this thesis and handled with confidentiality throughout the research process.

3.2 Characteristics of Participants

Pupil A is an 8-year-old boy diagnosed with dyslexia. He struggles with reading fluency and decoding unfamiliar words. He needs extra time to process written texts and often makes spelling mistakes, especially phonetic errors and letter reversals. Despite these challenges, he is confident in spoken communication and actively joins class discussions. He benefits greatly from visual and multisensory aids, such as flashcards and hands-on activities, which support memory and word recognition.

Pupil B is an 8-year-old girl diagnosed with a specific learning disorder in reading and writing, including dyslexia, dysgraphia, and dysorthography. She shows slow and effortful reading, with signs of a severe reading disorder. Her difficulties are linked to attention deficits and weakened verbal working memory, making it hard for her to retain and organize information. Although decoding is difficult, she can understand text when supported. Memory and attention challenges make independent learning harder, and she benefits from structured support and repetition.

Pupil C is a 9-year-old girl diagnosed with developmental dyslexia, who also demonstrates difficulties with concentration and short-term memory. She shows signs of poor concentration, short-term memory is-

sues, and impulsivity. She works quickly but carelessly, leading to frequent errors and unfinished tasks. Her reading is fast but syllabic and lacks comprehension, with frequent letter confusion. In writing, she substitutes letters, has difficulty with vowel length and soft/hard syllables, and her handwriting is often messy. She needs clear, step-by-step instructions, teacher support, and multisensory activities to stay focused and successful.

Pupil D is a significantly introverted 9-year-old girl diagnosed with specific reading disorder (dyslexia) and specific writing difficulties (dysgraphia), characterized by frequent spelling errors. She works slowly and carefully. Her learning difficulties stem from early speech and language development challenges. She has problems with graphomotor skills, spelling, and organizing her written work. Her reading is slow and effortful, and her attention and coordination are weak. She benefits from a calm, structured environment, clear instructions, visual aids, and frequent repetition. Multisensory and kinaesthetic methods help her engage and improve.

Pupil E is a 10-year-old girl diagnosed with a specific learning disorder in reading (dyslexia), accompanied by difficulties in writing and spelling. She has a significantly slow reading pace and often reads word by word or in syllables. She frequently reverses letters or switches their order. Her reading comprehension is good, but she struggles with verbal memory and abstract language concepts, making it hard for her to organize ideas and recall information. Her learning is also affected by reduced attention, fatigue, and impulsivity. She benefits from visual support, extra time, and structured instruction.

Pupil F is a 10-year-old girl diagnosed with specific learning disorder – dyslexia, accompanied by dysgraphia and mild attention difficulties. She reads slowly and with syllabic decoding, often repeating or guessing words. She struggles with reading comprehension, especially in tasks involving unfamiliar text or symbol recognition. She makes frequent spelling errors, especially in dictation, and her concentration fluctuates, leading to inconsistent performance. She benefits from structured, step-by-step instructions, visual aids, and extra time to complete tasks.

Pupil G is a 10-year-old boy diagnosed with specific learning difficulties in reading and writing, primarily affecting decoding accuracy and spelling. He reads at a slow and uneven pace, often hesitating at unfamiliar words and relying heavily on sounding out each syllable. This effortful decoding impacts his overall comprehension, especially when reading longer passages. His spelling is inconsistent, with frequent errors in phoneme-grapheme correspondence and omission of diacritical marks. He also demonstrates difficulty following multi-step instructions, particularly in writing tasks, which may be linked to reduced working memory capacity. While he is often quiet in group settings, he responds well to individual support, and benefits from visual aids, graphic organizers, and task breakdowns. Structured routines and repetition help him build confidence and retain new vocabulary.

Pupil H is an 11-year-old girl diagnosed with a specific learning disorder in reading (dyslexia). Her reading difficulties are accompanied by traits of dysgraphia in her written expression. She has slowed reading fluency, but her comprehension remains strong. She shows mild writing and spelling difficulties, often due to weakened information processing. Her motivation is high, but she becomes nervous under time pressure,

which negatively affects her performance. She benefits from a supportive and calm environment, clear instructions, and extra time to reduce anxiety and allow her to work at her own pace.

Pupil I is a 11-year-old-boy diagnosed with a specific learning disorder – dyslexia. He also shows some writing difficulties (dysgraphia). Pupil's main difficulty is reading fluency. He reads aloud much more slowly than his peers, but his comprehension is excellent—he can retell texts accurately, including key details. This shows that while reading is effortful, he understands the content well when given enough time. He also experiences challenges with attention and short-term verbal memory, making it harder to remember spoken instructions or new vocabulary. He tires more quickly, especially during symbol-heavy or longer tasks that require sustained focus. Despite these challenges, he shows strong motivation, excellent visual memory, rich vocabulary, and good logical reasoning. He benefits from extra time, reduced pressure, and clear instructions, which allow him to work at his own pace and demonstrate his understanding.

Pupil J is a 11-year-old girl diagnosed with specific learning difficulties in reading and writing, including dyslexia as well as dysgraphic and dysorthographic tendencies. She struggles with phonemic awareness, especially auditory analysis and synthesis, which leads to frequent decoding and spelling errors. She also has articulation difficulties, particularly with complex and multisyllabic words, which affects her reading fluency. Her writing shows letter confusion, inconsistent spelling, and structural issues. Her eye-hand coordination is affected by cross-dominance (right hand, left eye). She benefits from phonological training, multisensory learning, visual scaffolds, and step-by-step tasks with positive feedback.

3.3 Analysis of Textbooks

For evaluation in my research, I chose three English language textbooks for primary school pupils: *Shine On! 1*, *Happy Street 2 (new edition)*, and *Project 1 (fourth edition upgraded)*.

3.3.1 Selection of Textbooks

Shine On! 1 is part of the Shine On! series by Susan Banman Sileci & Patrick Jackson and published by Oxford University Press in 2024. It is designed for young learners at a beginner to elementary level (A1) and focuses on communication through engaging visuals and songs.

The second textbook, *Happy Street 2 (new edition)*, written by Stella Maidment and Lorena Roberts, was published by Oxford University Press in 2009. It targets pupils aged 8 to 10 and is structured to gradually build vocabulary and grammar skills.

Lastly, *Project 1 (fourth edition upgraded)* is authored by Tom Hutchinson and published by Oxford University Press in 2024. It is intended for older primary school pupils at the elementary level and places emphasis on integrated skills development, with a variety of reading, writing, listening, and speaking activities.

These specific books were chosen because they are the ones currently used at the primary school where I teach, making them directly relevant to my pupils' learning context.

3.3.2 Criteria for Evaluation

Based on the theories of dyslexia-friendly teaching materials discussed in the theoretical part of the thesis, particular criteria were developed to assess the chosen textbooks for their appropriateness for dyslexic students. The evaluation focused on several key aspects.

Firstly, the clarity and readability of the text, particularly the type and size of fonts used, as research suggests that dyslexic learners benefit from clear, well-structured fonts and larger print sizes (Rello & Baeza-Yates, 2016).

Secondly, attention was paid to the visual organization and layout of each page, assessing whether the pages are uncluttered and easy to navigate, in accordance with recommendations by Cimermanová (2015) to avoid visual distractions.

The amount of written text and its division into manageable sections was also considered, ensuring that the content does not overwhelm pupils with dyslexia, who often struggle with working memory and information processing (Zelinková, 2003).

Furthermore, the analysis examined the presence of visual and auditory aids, such as illustrations, flashcards, or audio recordings, which align with the multisensory approach highlighted by Kelly & Phillips (2022) and Reid (2003) as effective for dyslexic learners.

The simplicity and clarity of instructions were evaluated, as dyslexic pupils benefit from direct, step-by-step guidance without complex wording (Schneider & Crombie, 2003).

Finally, special attention was given to whether the textbooks incorporate opportunities for repetition, revision, and reinforcement, which are crucial for dyslexic learners to consolidate new knowledge and achieve automaticity (Reid, 2003; Kelly & Phillips, 2022).

These criteria were selected based on both research-based recommendations and practical experience with dyslexic pupils in the primary classroom setting.

3.3.3 Evaluation of Each Textbook

Shine On! 1, authored by Susan Banman Sileci & Patrick Jackson and published by Oxford University Press in 2024, is designed for young learners at the beginner to elementary level (A1). The textbook incorporates various engaging activities such as songs, chants, and colourful illustrations to support language acquisition.

Regarding clarity and readability, the textbook uses a clear, dyslexia-friendly sans-serif font, enhancing readability. The font size is generally suitable for young learners, but some sections containing instructions or smaller vocabulary boxes could benefit from slightly larger fonts to better accommodate pupils with visual processing difficulties (Rello & Baeza-Yates, 2016). The text is not overly dense, which reduces the cognitive load and helps dyslexic pupils focus on smaller chunks of information.

In terms of visual organization and layout, *Shine On! 1* performs very well. Each page is neatly organized, with clear divisions between exercises and ample use of white space, preventing pupils from feeling overwhelmed. The visuals are colourful, engaging, and directly linked to vocabulary and grammar items, aligning with a multisensory learning approach (Kelly & Phillips, 2022) and helping pupils make meaningful connections between words and images.

The instructions in the textbook are generally short, direct, and supported by visual cues or icons, which facilitate comprehension for

dyslexic learners. Nevertheless, some tasks still involve multiple-step instructions that may require teacher scaffolding or simplification for complete clarity as dyslexic learners may struggle with processing multiple-step directions (Schneider & Crombie, 2003).

The textbook includes strong auditory support, such as songs, chants, dialogues, and listening tasks. This multimodal presentation supports phonological awareness and listening skills, key areas where dyslexic learners often need additional support (Reid, 2011).

One of the strengths of *Shine On! 1* is its frequent use of repetition and revision. New vocabulary and structures are regularly revisited, giving dyslexic pupils frequent opportunities for practice and reinforcement, which aligns with Reid's (2003) emphasis on reinforcement for long-term retention.

In conclusion, *Shine On! 1* demonstrates several highly dyslexia-friendly features, especially in terms of visual clarity, organization, use of multisensory elements, and structured repetition. Nevertheless, some adjustments, such as slightly increasing font size in some sections and simplifying certain instructions, could further enhance its accessibility for dyslexic pupils.

Happy Street 2 (new edition), authored by Stella Maidment and Lorena Roberts and published by Oxford University Press in 2007, is designed for young learners aged 8 to 10. The textbook combines traditional vocabulary and grammar exercises with songs, stories, and cultural topics.

In terms of clarity and readability, *Happy Street 2 (new edition)* uses a clear and simple sans-serif font, which is generally considered more dyslexia-friendly due to its clean, straightforward letter shapes. The font

size is typically appropriate for young learners; however, certain exercises include longer texts presented in smaller font sizes, which may still pose challenges for dyslexic learners who struggle with text density and visual tracking (Cimermanová, 2015).

Regarding the visual organization and layout, the textbook's pages are visually appealing but sometimes appear quite busy, with multiple illustrations, speech bubbles, and text boxes competing for attention. While the use of colourful illustrations supports comprehension and can engage dyslexic learners, the number of visual stimuli might be overwhelming for some pupils (Taran et al., 2022). The separation of sections is generally clear, but simplifying some pages could improve readability for pupils with dyslexia.

The instructions in *Happy Street 2 (new edition)* are usually short and clear, though occasionally they require understanding of several steps, which might necessitate additional explanation or scaffolding by the teacher. The textbook includes auditory aids, such as songs and listening exercises, which support the multisensory approach and help develop phonological awareness (Kelly & Phillips, 2022).

However, the textbook offers limited explicit revision and repetition of vocabulary and grammar structures across units. Dyslexic learners would benefit from more built-in opportunities to revisit previously learned material (Reid, 2003).

In conclusion, while *Happy Street 2 (new Edition)* contains supportive elements such as engaging visuals, clear sans-serif fonts, and auditory materials, it could still be improved by simplifying visual content, offering more structured repetition, and increasing font size in text-heavy sections to better support dyslexic learners.

Project 1 (fourth edition upgraded), authored by Tom Hutchinson and published by Oxford University Press in 2024, is designed for older primary pupils at the elementary (A1) level. The textbook emphasizes integrated skills development, combining grammar, vocabulary, reading, and communication tasks.

From the perspective of clarity and readability, *Project 1 (fourth edition upgraded)* uses a clear sans-serif font, which is well-suited for dyslexic learners (Rello & Baeza-Yates, 2016). The font size is comfortable, and there is a balanced amount of text per page, avoiding excessive text density that could hinder comprehension.

The visual organization and layout of the textbook is one of its strengths. The pages are cleanly structured, with well-defined sections, consistent use of headings, and supportive illustrations that break up the text and guide the learner's attention. This helps dyslexic pupils navigate the content without feeling overwhelmed.

The textbook provides clear, simple instructions, often accompanied by icons and visual cues, which are helpful for pupils who might struggle with longer verbal explanations (Schneider & Crombie, 2003). Additionally, *Project 1 (fourth edition upgraded)* includes a variety of auditory aids, such as dialogues, listening activities, and pronunciation tasks, which support the multisensory approach and help reinforce sound-symbol relationships essential for dyslexic learners (Kelly & Phillips, 2022).

One of the notable strengths of *Project 1 (fourth edition upgraded)* is its focus on revision and reinforcement. New vocabulary and grammar points are recycled in subsequent units, offering dyslexic learners multiple opportunities to practice and consolidate knowledge (Reid, 2003). Moreover, the textbook contains several communicative activities and

projects that allow learners to use the language in context, which supports confidence-building and motivation.

In summary, *Project 1 (fourth edition upgraded)* demonstrates many dyslexia-friendly features, including clear visual organization, accessible font, multisensory activities, and consistent revision. It can be considered well-suited for dyslexic pupils, with only minor adjustments—such as additional scaffolding during complex tasks—potentially needed.

Table 1

Evaluation of textbooks for dyslexic pupils

Criteria	Shine On! 1	Happy Street 2 (new edition)	Project 1 (fourth edition upgraded)
Font & Size	clear sans-serif, could be larger	sans-serif, small in parts	clear sans-serif, appropriate size
Layout	very clean, well-structured	busy, potentially overwhelming	well-organized, clear sections
Visual aids	clear, engaging, and supportive illustrations	too much visual clutter	supportive visuals
Instructions	simple, some need clarification	may need scaffolding	clear, with visual cues

Auditory aids	songs, chants, audio tracks	songs, listening tasks	wide range of audio tasks
Repetition	frequent revision	limited revision	strong focus on recycling
Multisensory elements	incorporates multiple senses	some multisensory elements	variety of multisensory activities
Overall suitability	supportive, needs slight adjustments	useful but visually overwhelming	highly suitable, very supportive

3.4 Creating Lesson Plans

The lesson plans developed for this thesis share several key features that reflect research-based principles for teaching English as a foreign language to dyslexic pupils at primary school. Each lesson was carefully designed and tested in practice to provide maximum support and engagement for learners with dyslexia, focusing on vocabulary, listening, speaking, reading, and grammar skills. Vocabulary activities are included throughout most lessons to help pupils remember and understand new words. Grammar is also explicitly taught using structured and multisensory methods. Listening and speaking are practiced through engaging activities, including games and group tasks, to encourage communication and improve auditory skills. Reading skills are developed using activities designed to support comprehension and vocabulary practice.

A central feature of all lesson plans is the use of *multisensory techniques*, combining visual, auditory, kinaesthetic, and tactile activities. Pupils engage with materials through speaking, listening, reading, moving, and hands-on tasks, which helps strengthen memory and reinforce word recognition.

Another essential element is the inclusion of *clear, visually supported materials*. Flashcards, colour-coded word cards, picture labels, visual templates, and large-font worksheets are used, ensuring accessibility and reducing visual stress. Dyslexia-friendly fonts and uncluttered layouts are applied to make reading easier.

All activities are *structured* and *scaffolded*, with step-by-step procedures and simple, repetitive language. Key language patterns are introduced gradually and reinforced through consistent repetition and visible cues on the board. This structured approach reduces cognitive load and supports pupils' processing abilities.

The lesson plans also encourage *peer collaboration* and verbal interaction. Pupils frequently work in pairs or small groups, which not only fosters social learning but also provides opportunities for positive feedback, modelling, and confidence-building.

Furthermore, the activities include *elements of movement* and creativity, such as acting out daily routines, assembling puzzles, building visual models, or decorating timelines. These kinaesthetic components enhance engagement and help pupils internalize language in a low-pressure, enjoyable way.

Each lesson ends with a review phase, providing additional *repetition* and an opportunity to consolidate learning.

Throughout the lessons, the *classroom environment* remains *supportive* and encouraging, minimizing stress and fostering a sense of achievement for all learners.

3.4.1 Implications for Lesson Plans

My lesson plans were impacted by the evaluation of the three English textbooks—*Shine On! 1*, *Happy Street 2 (New edition)*, *Project 1 Upgraded (Fourth Edition)*—which revealed both limiting and assisting elements for dyslexic students.

Clear, dyslexia-friendly fonts and simple layouts were found to be crucial. While *Shine On! 1* and *Project 1 Upgraded (Fourth Edition)* used sans-serif fonts, *Happy Street 2 (New edition)* featured serif fonts and dense text, which can be difficult for dyslexic students to read. To maximize readability, I used large, sans-serif fonts with clear spacing in my lesson materials (word cards, bingo cards, and puzzles).

The visual organization of the textbooks varied; some pages, especially *Happy Street 2 (New edition)*, seemed cluttered and possibly overwhelming. To avoid this, my lesson plans focused on simple, well-structured visuals and step-by-step instructions to reduce cognitive load.

The use of multisensory elements had a significant impact as well. Although there were songs or listening exercises in all three textbooks, I purposefully went beyond this by incorporating tactile, visual, and auditory activities into each lesson (e.g., flashcards, hands-on building, body movements).

Understanding that some of the instructions in textbooks might be too complicated, I made sure that my lesson tasks included clear, concise instructions along with scaffolded supports, like visual models or sentence strips.

Because *Shine On! 1* and *Project 1 Upgraded (Fourth Edition)* had more repetition, I incorporated regular practice and revision into my lesson plans to strengthen learning. This included group activities, choral responses, and echo reading.

I was able to develop lesson plans that are visually clear, multisensory, scaffolded, repetitive, and accessible thanks to the textbook review, which also pointed out areas in which textbooks might not adequately support dyslexic students.

3.4.2 Lesson Plans

Creating lessons that effectively support pupils with dyslexia requires thoughtful planning, practical experience, and an understanding of their specific learning needs. The lesson plans presented in this section were designed and personally implemented during my English lessons at primary school. Each plan focuses on developing a different language skill—vocabulary, listening, reading, or grammar—and was carefully adapted to be dyslexia-friendly. Multisensory techniques, clear visual aids, structured scaffolding, and repetition are consistently incorporated to make learning accessible, engaging, and confidence-building for dyslexic pupils. All these lesson plans were tested in real classroom settings with dyslexic learners, allowing me to observe their effectiveness and make adjustments based on pupils' responses and progress. The following descriptions provide detailed procedures, materials used, and reflections on how each lesson accommodates the needs of dyslexic pupils while fostering their success in learning English as a foreign language.

The first lesson plan is for 8/9-year-old pupils. It focuses on practicing food-related vocabulary through a bingo game. Students warm up by identifying food flashcards, and then they listen to sentences that contain

food items and cover the pictures on their bingo cards that correspond to those items. The lesson ends with a quick review where students say food-related sentences aloud.

The second lesson plan is for 8/9-year-old pupils. It focuses on reinforcing house vocabulary through a hands-on activity where students build a model house. In groups, students match items to rooms, read sentences aloud, and present their completed house to the class.

The third lesson plan is for 9/10-year-old pupils. It focuses on practicing telling time through a domino game. Students practice telling time by matching domino cards featuring clock faces with corresponding time phrases. The teacher demonstrates how to pair the cards, and students take turns placing them in sequence. The lesson ends with a group review where the class discusses the completed domino chain and answers time-related questions together.

The fourth lesson plan is for 9/10-year-old pupils. It focuses on improving reading fluency through a detective-themed reading activity. Students read a passage together, highlight key words, and fill out a story map to summarize the plot. They then create their own endings and present them to the class.

The fifth lesson plan is for 10/11-year-old pupils. It focuses on practicing the verb "to be" through a puzzle-solving activity. Pupils work in groups to assemble sentences using colour-coded puzzle pieces. Afterward, they create their own sentences and present them aloud to the class.

The sixth lesson plan is for 10/11-year-old pupils. It focuses on daily routine vocabulary through colour-coded sentence building and sequencing. Students sort colour-coded cards to form sentences, place them on a visual timeline, and present their routines to the class, acting

out the actions. The lesson concludes with a reflection where students review each other's timelines and answer comprehension questions.

All six lesson plans are included in Appendices A–F and the corresponding teaching materials used in the main parts of the lessons are provided in Appendices G–L.

3.5 Data Collection

As the teacher and researcher, I collected data using a combination of a structured questionnaire and classroom observations in my capacity as both the researcher and the teacher.

During every lesson, I filled in the teachers' questionnaire. It was created with the intention of assessing how each dyslexic student responded to the lesson activities by monitoring pupils' performance and behaviour. The questionnaire focused on the following areas:

- arrival and readiness for the lesson (e.g. calm and focused vs. distracted or nervous),
- understanding of task instructions (whether the pupil understood independently or needed additional explanation),
- level of independence (ability to work alone or need for teacher/peer support),
- working pace (working at an appropriate pace or struggling with time),
- quality of work results (satisfactory vs. with significant issues),
- motivation and engagement (active involvement vs. signs of disinterest or frustration).

The form also included a global performance rating (from "Excellent" to "Unsatisfactory") and space for optional teacher comments, which allowed for more personalized notes.

In order to document any spontaneous behaviours, reactions, and classroom dynamics that were not captured in the form, I also kept observation notes. These included times when there was obvious enjoyment, hesitancy, peer cooperation, or emotional reactions. Taken together, the questionnaires and observation notes offered a well-rounded view of each pupil's progress and challenges in response to the lesson content and teaching methods.

To gather feedback directly from the participating pupils, I created a brief, straightforward questionnaire that was given out after each lesson. The questionnaire was specifically adapted to suit the needs and abilities of young learners with dyslexia, ensuring that the questions were clear and supported by visual aids – emoticons.

To ensure that students felt comfortable providing candid feedback, the questionnaires were anonymous, and any information gathered was handled with confidentiality.

3.6 Results

3.6.1 Results of the Teachers' Questionnaire

The teachers' questionnaire was originally given in Czech. However, the responses were translated into English for the analysis and presentation. The original version is provided in Appendix M.

Lesson plan 1

1. Arrival and preparation for the lesson

- Pupil A came calm and focused.
- Pupil B showed some signs of nervousness and distraction at the beginning of the lesson.
- Pupil C was energetic but had difficulty maintaining focus and needed redirection.

2. Comprehension of instructions

- Pupil A understood the task without additional help.
- Pupil B required multiple explanations.
- Pupil C understood the directions, but because of her impulsive behaviour, she occasionally needed clarification.

3. Independence during work

- Pupil A worked primarily on their own.
- Pupil B needed assistance from peers and teachers.
- Due to impulsivity and attention problems, Pupil C needed guidance.

4. Working pace

- Pupil A worked steadily but more slowly.
- Due to focus issues, Pupil B moved slowly.
- Pupil C worked quickly but carelessly, resulting in errors.

5. Quality of work

- Pupil A's performance was great.
- Student B struggled a lot and made more mistakes.
- Pupil C's difficulties with speed and focus resulted in inconsistent work.

6. Motivation and engagement

- All three pupils were actively engaged in all activities.
- Pupil A and C participated confidently.

- Pupil B was more reserved but responded well to peer support and repetition.

7. Overall performance

- Pupil A: rated as good.
- Pupil B: rated as below average.
- Pupil C: rated as average.

Lesson plan 2

1. Arrival and preparation for the lesson

- Pupil A showed up focused.
- Pupil B came to the lesson distracted.
- Pupil C was calm, interacting with classmates and demonstrating excitement for lesson.

2. Comprehension of instructions

- Pupil A was paying close attention to the instructions, occasionally asking questions to make sure they were understood before moving forward.
- Pupil B found it difficult to understand the order of tasks but benefited from detailed instructions and visuals.
- Pupil C immediately accepted the instructions, but she sometimes missed important details, requiring quick explanations.

3. Independence during work

- Pupil A was working independently and managed to share ideas with peers.
- Pupil B needed a lot of assistance, frequently seeking confirmation from the teacher before moving forward with each task.

- Pupil C preferred to jump right into tasks, sometimes ignoring instructions and needed reminders to stay on task.

5. Quality of work

- Pupil A produced well-organized and accurate representations of the house vocabulary, reflecting a clear understanding of the material.
- Under guidance, Pupil B produced accurate work, but when working on their own, they made some mistakes.
- Despite occasionally making mistakes because their quick pace, Pupil C's work was creative and vibrant.

6. Motivation and engagement

- Pupil A showed consistent engagement, particularly during discussions and when tasks aligned with personal interests.
- Pupil B showed inconsistent motivation, with heightened interest in the lesson's artistic or hands-on components.
- Pupil C maintained a high level of motivation throughout the lesson, frequently expressing enthusiasm and offering to share work with others.

7. Overall performance

- Pupil A: rated as excellent.
- Pupil B: rated as average.
- Pupil C: rated as good.

Lesson plan 3

1. Arrival and preparation for the lesson

- Pupil D showed up quiet and calm.
- Pupil E looked a little tired and distracted.

- Pupil F was motivated but required some guidance to concentrate.

2. Comprehension of instructions

- Pupil D needed explanations several times.
- Pupil E required detailed explanations because they had trouble following verbal instructions.
- Pupil F understood the tasks.

3. Independence during work

- Pupil D needed frequent guidance, especially during the sequencing part of the domino activity.
- Due to memory issues, pupil E frequently needed assistance from peers and teachers.
- Pupil F worked independently most of the time but occasionally required guidance.

4. Working pace

- Pupil D worked very slowly but carefully, often needing extra time.
- Due to exhaustion and difficulties decoding, pupil E also worked slowly and paused often.
- Pupil F worked steadily but paused at times due to concentration lapses.

5. Quality of work

- Pupil D struggled a bit when matching the correct dominoes but overall, she did good.
- Without scaffolding, Pupil E made some mistakes, but with practice and scaffolding, she improved.
- The tasks were successfully finished by Pupil F, with only a few minor errors.

6. Motivation and engagement

- Particularly during the lesson's kinaesthetic and visual components, pupil D stayed attentive and quiet.
- With assistance, pupil E remained involved and responded positively to peer interaction.
- Pupil F was engaged throughout the whole lesson.

7. Overall performance

- Pupil D: rated as good.
- Pupil E: rated as below average.
- Pupil F: rated as good.

Lesson plan 4

1. Arrival and preparation for the lesson

- Pupil D seemed calm and focused.
- Pupil E was nervous.
- Pupil F was calm but required reminders to remain attentive.

2. Comprehension of instructions

- Pupil D needed some clarification to understand the task.
- For pupil E, multiple explanations were needed.
- Pupil F needed repeated instructions but responded well to visual aids.

3. Independence during work

- Pupil D worked slowly and carefully with some teacher support.
- Pupil E required constant help from peers and the teacher.
- Due to attention swings, pupil F needed guidance.

4. Working pace

- Pupil D worked more slowly but steadily.
- Focus issues and processing difficulties caused pupil E to work slowly.
- Pupil F worked inconsistently—sometimes quickly, sometimes slowly.

5. Quality of work

- Pupil D's work showed effort and was satisfactory.
- Pupil E struggled to complete tasks and made a lot of mistakes.
- Due to different levels of focus, pupil F's work was uneven but still generally acceptable.

6. Motivation and engagement

- All three pupils were engaged at varying levels.
- Pupil D was motivated and enjoyed the structured group work.
- Despite being more reserved, pupil E interacted with their peers well.
- Particularly during the lesson's interactive and visual components, pupil F demonstrated active participation.

7. Overall performance

- Pupil D: rated as excellent.
- Pupil E: rated as below average.
- Pupil F: rated as average.

Lesson plan 5

1. Arrival and preparation for the lesson

- Pupil G was calm.

- Pupil H appeared nervous.
- Pupil I was calm and prepared.
- Pupil J was quiet and calm.

2. Comprehension of instructions

- Pupil G required explanations and detailed instructions in order to understand the tasks.
- After the first explanation, pupil H fully understood the task.
- Pupil I needed extra support to process the instructions.
- Pupil J had trouble understanding and benefited from repeated instructions.

3. Independence during work

- Pupil G needed teacher support to finish the tasks.
- Pupil H worked on their own with minimal assistance.
- Pupil I required regular assistance from the teacher and peers.
- Due to challenges with decoding and writing structure, pupil J required guidance.

4. Working pace

- Pupil G worked slowly and hesitantly.
- Pupil H also worked at a slower pace.
- Pupil I had a slow but steady working pace.
- Pupil J's working pace was slow and occasionally disrupted by decoding and writing difficulties.

5. Quality of work

- Pupil G achieved satisfactory results, especially with teacher support and effort on his part.

- Pupil H's work was mostly correct, though she didn't finish everything due to lack of time.
- Pupil I's results were satisfactory and showed good understanding, even though reading was difficult for him.
- Pupil J's results showed noticeable problems with spelling and structure, although she was engaged and tried hard.

6. Motivation and engagement

- Pupil G was quiet but responded well to individual support and enjoyed the structured activity.
- Pupil H was motivated and remained engaged throughout the lesson.
- Pupil I was highly motivated and showed enthusiasm despite challenges.
- Pupil J was engaged and especially responsive to multisensory elements and encouragement.

7. Overall performance

- Pupil G: rated as good.
- Pupil H: rated as good.
- Pupil I: rated as good.
- Pupil J: rated as average.

Lesson plan 6

1. Arrival and preparation for the lesson

- Pupil G appeared calm but quiet.
- Pupil H was slightly anxious but seemed to calm down after a while.
- At first, pupil I was focused but later showed signs of tiredness.

- Pupil J was distracted at the beginning.

2. Comprehension of instructions

- Pupil G needed instructions to be repeated several times.
- Pupil H understood the instructions well after a clear, step-by-step explanation.
- Pupil I struggled with instructions.
- Pupil J needed repeated explanations.

3. Independence during work

- Pupil G worked with some teacher support and stayed on task when guided.
- Pupil H mostly worked independently, asking for clarification when needed.
- Pupil I was independent but occasionally required verbal cues to maintain his attention.
- Pupil J needed constant support and encouragement to finish assignments.

4. Working pace

- Due to decoding issues, pupil G worked more slowly.
- Pupil H worked slowly but maintained a steady rhythm.
- Pupil I worked slowly but steadily, especially when reading aloud.
- Pupil J worked hesitantly and often was behind compared to her peers.

5. Quality of work

- Pupil G's work was satisfactory, with some spelling errors.
- Pupil H completed her work well, with a few minor mistakes.

- Although there were a few minor errors, Pupil I's timeline was accurate and well-considered.
- Pupil J's output was inconsistent and reflected difficulties in writing and structure.
- Pupil J's work was uneven (some parts were done correctly, but others had frequent spelling mistakes) and showed that she had trouble with writing and organizing her thoughts.

6. Motivation and engagement

- All four pupils were engaged at various levels throughout the activity.
- Pupil G was quiet but responded positively when supported individually.
- Pupil H was motivated and enjoyed participating without time pressure.
- Pupil I enjoyed the lesson, despite attention challenges.
- Pupil J showed signs of frustration but engaged better during hands-on tasks.

7. Overall performance

- Pupil G: rated as average.
- Pupil H: rated as good.
- Pupil I: rated as good.
- Pupil J: rated as below average.

3.6.2 Observation Results

Lesson plan 1 – Pupil A

The student named the food items aloud with the group quickly and with confidence during the warm-up. His ability to communicate orally

was demonstrated throughout the exercise, but especially during the student-led round and group chant, where he participated fully and gave accurate answers.

Despite working more slowly during the bingo game, he maintained focus and made good use of visual cues, such as flashcards and the board display, to help him recognize food vocabulary. Before placing a token, he frequently checked with peers, which reduced pressure and helped him confirm his understanding.

The multisensory elements of the lesson were very beneficial to Pupil A, particularly when it came to pointing to objects on his bingo card and tracing words in the air, which enhanced his engagement and memory. He was able to participate completely without feeling anxious because this activity did not require spelling or reading aloud. Overall, with appropriate support, he did well and was very motivated.

Lesson plan 1 – Pupil B

Pupil B needed repeated instructions to comprehend the task and appeared a little anxious and distracted at the beginning of the lesson. She frequently looked to others for cues during the warm-up and was hesitant to speak up. Even with picture assistance, her reading difficulties were apparent, and she required teacher reminders to stay focused.

Even with a slower pace and less autonomy, she maintained her interest and was obviously more at ease when given the opportunity to double-check her answers with classmates. She benefited from repetition and visual cues on the board. Her performance improved gradually as the activity progressed, although she continued to rely on external support.

She struggled to independently remember word meanings due to her attention and memory issues, but by the end of the lesson, she was able to identify several foods. She would benefit from more routine, structured activities that included smaller informational chunks and step-by-step instructions.

Lesson plan 1 – Pupil C

Pupil C was cheerful when they started the lesson, but they soon displayed signs of impulsivity and concentration issues. She was quick to respond during the warm-up, but she frequently shouted out answers before waiting her turn and required reminders to maintain focus. She moved quickly, which occasionally resulted in mistakes or missed steps during the task.

She was able to quickly identify the majority of the food items, but she occasionally covered the incorrect image on her bingo card. She needed clarification during instructions.

The activity's tactile and visual components—word tracing, pointing, and flashcard use—helped focus her attention. However, without continuous guidance, she tended to become distracted or move too quickly. Despite her high level of engagement, she struggled with attention, which affected her performance.

Lesson plan 2 – Pupil A

Pupil A calmly and independently made his way into the classroom, ready for the lesson. He actively participated in the warm-up by correctly naming and recognizing the room cards that were placed around the classroom.

When instructions were given, he listened attentively and occasionally asked clarifying questions to ensure understanding before proceeding. He worked consistently throughout the group exercise, making good use of visual aids and cooperating with peers when necessary. His slow pace made it possible for room names and other items to be placed precisely, which produced a neat and accurate representation of the house vocabulary.

Lesson plan 2 – Pupil B

Pupil B needed gentle encouragement to concentrate on the lesson after entering the room looking a little nervous. She found it difficult to recognize some room names during the warm-up exercise and benefited from repetition and assistance from her peers.

When given instructions, she struggled to follow the order of tasks and needed detailed instructions and visual aids to fully understand the activity. Pupil B required a lot of help while working in her group, and she frequently asked the teacher for approval before doing anything. She produced accurate work with structured support, but there were obvious mistakes in her independent attempts.

Despite these challenges, Pupil B showed increased motivation during the hands-on aspects of the lesson, particularly when decorating the house model.

Lesson plan 2 – Pupil C

Pupil C began the lesson with enthusiasm, engaging energetically with classmates. She was eager to participate during the warm-up, frequently answering right away and occasionally shouting out answers before her turn, so it was necessary to remind her to wait and listen. She

picked up the instructions quickly, but because she was impulsive, she occasionally missed important details and needed quick explanations to stay on task.

Pupil C was active and creative in her group work, but her quick-paced style occasionally resulted in errors like missing things or skipping steps. She was able to stay focused thanks to the activity's tactile and visual components, which included handling pictures and labelling them. However, without continuous guidance, she was prone to becoming distracted or rushing through tasks.

Despite these challenges, Pupil C's high level of engagement and creativity were evident, and with strategies to enhance attention to detail, she can achieve more accuracy in her work.

Lesson plan 3 – Pupil D

Pupil D showed up quiet and composed. Before joining in, she watched her peers during the warm-up. She initially hesitated, but when the clock was represented by body movement, she became more engaged.

She frequently looked to the board for visual support and needed several explanations of the domino activity. She needed the teacher's help during the sequencing part, but the task was easier for her to follow because of the scaffolding and organized steps. Despite her slow working pace, she worked carefully and maintained her focus. Her coordination and visual processing issues made it occasionally difficult for her to match the correct dominoes, but she persevered and finished the task with assistance.

Even though she needed more help than others, she managed to stay focused and composed, and the lesson's multisensory elements were ideal for her learning style.

Lesson plan 3 – Pupil E

During the warm-up, pupil E was hesitant to engage and needed encouragement to join in. After she began to participate, she found that it helped to repeat the time phrases out loud and observe her classmates using their arms to act them out.

Because she had trouble processing verbal instructions, she required thorough, repeated explanations during the introduction and main activity. Peer support was essential in keeping her engaged, and the pre-written cues on the board made it easier for her to follow along. Her reading speed was very slow, she often paused when trying to say the time aloud.

When attempting to match dominoes, she made mistakes, especially when depending solely on visual cues. Her confidence did, however, increase with scaffolding and the opportunity to double-check her responses with peers.

She struggled with memory and focus, but she reacted well to repetition and group activities. She performed below average overall, but with regular scaffolding, she showed potential.

Lesson plan 3 – Pupil F

Pupil F was excited to get started and engaged fully in the warm-up, enthusiastically repeating the time phrases and acting out clock hands with her arms. She was deeply involved right away.

She did not require much explanation because she understood the task during the introduction. She was better able to understand the idea of matching time phrases with clock faces thanks to the visual aids and practical demonstration. She worked consistently and was able to finish her turns largely on her own during the main activity, occasionally seeking assistance or confirmation. Although she moved at a steady pace most of the time, she occasionally lacked concentration, which resulted in hesitations or small mistakes.

Overall, though, her performance was accurate, and she demonstrated confidence when speaking out loud the times and taking part in the review phase. The domino activity's visual structure provided her with good support. The movement, repetition, and peer collaboration kept her engaged. Despite her mild attention difficulties, she remained focused throughout most of the lesson and performed well.

Lesson plan 4 – Pupil D

Pupil D watched the warm-up with curiosity and immediately joined in. She paid close attention during the echo reading exercise, frequently using the text's and the flashcards' visual cues.

She needed some help understanding the directions, especially the part about using the story map. Despite working more slowly than her peers, she maintained her focus because of the clear structure and visual scaffolding that helped her understand what was expected of her. During the word hunt and paired reading phases, she needed some assistance from the teacher but remained attentive.

She showed motivation and a positive attitude despite her slower pace. Pupil D benefited greatly from the lesson's multisensory format. Overall, she did a great job.

Lesson plan 4 – Pupil E

At the start of the lesson, pupil E seemed anxious and hesitant in the warm-up but benefited from watching her peers. Her engagement increased when she was supported by a more confident partner.

She needed the instructions to be repeated to her several times during the lesson. She had the most trouble organizing and decoding her answers, particularly when it came to the story mapping and paired reading exercises. Although she continued to work at a very slow pace, peer scaffolding and visual supports helped her stay on track.

She made frequent spelling and decoding errors, and her difficulty with verbal memory affected her ability to contribute confidently. Despite this, she occasionally showed signs of motivation when working with others. She was able to manage her difficulties thanks to the activity's visual structure and repetition. Although her performance was below average overall, the encouraging environment helped her.

Lesson plan 4 – Pupil F

Pupil F was calm and ready at the start of the lesson but needed a few reminders to remain attentive during the warm-up. She responded favourably to repetition and peer interaction, and she enjoyed the activity's physical component.

After receiving repeated instructions, she was able to understand the task, and with the aid of visual aids, she quickly mastered the structure of the story map and echo reading exercises. She occasionally had attention problems, which led to uneven performance – some parts of her work were done well, while others were lacking in detail.

She participated actively in paired reading and contributed to her group's story ending with enthusiasm. Her overall performance was average, showing solid potential when focused.

Lesson plan 5 – Pupil G

Pupil G paid close attention and silently followed the rhythm during the warm-up chant. He showed comfort with organized group routines by observing his peers before participating.

He initially struggled to choose the right verb forms and required thorough, step-by-step explanations to comprehend the puzzle task. Once the activity was broken down and visual aids were introduced, he engaged more confidently. He successfully finished the assignment with the help of the teacher.

He needed reminders during multi-step phases and worked slowly, but he maintained focus. His spelling errors were present but did not prevent him from participating. He responded well to encouragement and positive feedback.

The collaborative aspect of the activity was enjoyable to Pupil G. His motivation grew during the lesson, and his performance was good.

Lesson plan 5 – Pupil H

Despite her initial nervousness, Pupil H followed her peers' lead during the warm-up chant. Gradually, she gained more confidence and participated with quiet enthusiasm.

She understood the task after the first explanation and quickly referred to the grammar chart to help her solve the puzzle. Despite working slowly, she was independent and maintained her focus.

Her writings were mostly accurate, though incomplete in some places. Although writing her own sentences presented some challenges, she showed effort and understanding.

Pupil H demonstrated strong motivation and remained attentive during the entire lesson. She performed well and showed that she understood the subject matter.

Lesson plan 5 – Pupil I

Pupil I showed interest from the beginning. He took part in the warm-up quietly and required occasional encouragement to stay focused.

It took several explanations for him to understand the puzzle task completely. Peer support and visual aids helped him gain confidence. Even though he worked slowly, he demonstrated a strong understanding of the grammar (when given time to think). Despite his limited reading fluency, he demonstrated excellent comprehension and was able to clearly explain his choices.

Pupil I was very motivated and enthusiastic, especially during group work. His overall performance was good, reflecting his effort and understanding.

Lesson plan 5 – Pupil J

After paying attention to the warm-up chant, pupil J joined in. The rhythm and repetition appeared to help her feel more comfortable.

At first, she had trouble understanding the instructions, so she benefited from repeated clarifications. She required assistance during the puzzle task because she had trouble with sentence structure and decoding, but she stayed interested.

She worked slowly, occasionally she would pause to correct spelling and grammar. Despite this, she was motivated and proud to decorate her puzzle pieces and read aloud her sentences with assistance.

Pupil J responded well to the multisensory format and encouraging environment. Although her work contained noticeable errors, her effort and participation were clear. Her overall performance was average, but she showed potential when given the right support.

Lesson plan 6 – Pupil G

Pupil G entered the lesson quietly and seemed calm. He did not interact with the group right away. Although he needed constant explanations during instruction, especially during the timeline-building phase, he responded favourably to colour-coded examples that were on the board.

Due to decoding issues, he worked more slowly than his peers and required assistance when writing and constructing sentences. With individual assistance he was able to complete his timeline. His spelling showed typical errors (e.g. phoneme-grapheme mismatch), but it was visible he tried hard. Even though he was quiet, using visual aids helped him gain confidence.

His performance was average, showing potential when supported appropriately.

Lesson plan 6 – Pupil H

Although a little nervous at first, pupil H quickly calmed down in the peaceful classroom. She followed the warm-up confidently. She understood the main task after a clear, step-by-step explanation and completed the sorting and matching activities with minimal support.

She used the visual timeline effectively and formed sentences with appropriate time expressions and verbs. Her writing showed minor spelling issues but was mostly accurate. She remained motivated throughout the activity. Pupil H did well in the quiz and peer reading.

She was calm, focused, and clearly benefited from the structured, visually supported format. Overall, her performance was good.

Lesson plan 6 – Pupil I

Pupil I was attentive at the start of the class, but as it went on, he began to show signs of exhaustion. Oral instructions were difficult for him to follow, but he did well after being given visual cues and an example structure to follow. Although he required occasional reminders to stay on task, he was generally independent.

Although he read slowly, he had good comprehension skills – he understood the timeline concept and could correctly retell the routine. His work was thoughtful and demonstrated a good understanding of the sequence, despite a few minor errors.

Pupil I enjoyed the peer activities and responded well to hands-on, visual tasks. Despite occasional attention lapses, he was engaged and motivated. His overall performance was good and showed his strong potential when given time and support.

Lesson plan 6 – Pupil J

At the beginning of the lesson, pupil J was distracted and needed reminders to begin working. Even after several explanations, she struggled to understand the instructions and needed the teacher's assistance to complete the task. During writing assignments, she displayed signs of

confusion and frustration as she struggled with spelling and sentence construction.

While some parts of her work were correct, others had frequent spelling errors and unclear structure. She found the timeline and sentence-building challenging due to her difficulties with phonemic awareness and letter confusion. Despite this, she became more engaged during the kinaesthetic and acting-out phases of the lesson.

Pupil J responded positively to hands-on components but required consistent encouragement. Her performance was below average, though she showed moments of effort when supported closely.

3.6.3 Results of the Pupils' Questionnaire

The pupils responded to a questionnaire that was also originally in Czech. All responses have been translated into English for presenting and analysing the results. The original version of the questionnaire is provided in Appendix N.

Lesson plan 1

All three pupils responded positively to the lesson. One pupil felt "good," while the other two felt "great." One student thought the lesson "wasn't difficult", one called it "a little difficult", and one student described it as "difficult." All the students, however, said they enjoyed the lesson, and two of them were very enthusiastic.

Pupil A

1. 😊 Great!
2. 😊 It wasn't difficult.
3. 😊 I liked it a lot!

Pupil B

1. 😊 Good.
2. 😐 It was difficult.
3. 😊 I liked it.

Pupil C

1. 😊 Great!
2. 😐 It was a little difficult.
3. 😊 I liked it a lot!

Lesson plan 2

Responses were similar to lesson plan 1. The lesson was enjoyable and a little difficult for all three students. One pupil expressed that she liked the lesson, while the other two really liked it.

Pupil A

1. 😊 Great!
2. 😐 It was a little difficult.
3. 😊 I liked it a lot!

Pupil B

1. 😊 Good.
2. 😐 It was difficult.
3. 😊 I liked it.

Pupil C

1. 😊 Great!
2. 😐 It was a little difficult.
3. 😊 I liked it a lot!

Lesson plan 3

Two pupils described they felt "good," while one felt "great." All three found it challenging to some degree, but all said they liked it, though with less enthusiasm compared to previous lesson plans.

Pupil D

1. 😊 Good.
2. 😊 It was difficult.
3. 😊 I liked it.

Pupil E

1. 😊 Good.
2. 😊 It was difficult.
3. 😊 I liked it.

Pupil F

1. 😊 Great!
2. 😊 It was a little difficult.
3. 😊 I liked it a lot!

Lesson plan 4

Responses were again mostly positive. One pupil rated her mood as "great," while the others said they felt "good." One found the activities "difficult", while the other two said they were "a little difficult". All three pupils enjoyed the lesson, one expressed strong enthusiasm.

Pupil D

1. 😊 Great!
2. 😊 It was a little difficult.
3. 😊 I liked it a lot!

Pupil E

1. 😊 Good.
2. 😊 It was difficult.
3. 😊 I liked it.

Pupil F

1. 😊 Good.
2. 😊 It was a little difficult.
3. 😊 I liked it.

Lesson plan 5

All four pupils gave positive responses, with two describing the lesson as “great” and two as “good.” Two noted that the lesson was “a little difficult” while the other two said it was “difficult.” Still, all the students liked the lesson, and two of them said they really liked it.

Pupil G

1. 😊 Good.
2. 😊 It was difficult.
3. 😊 I liked it.

Pupil H

1. 😊 Great!
2. 😊 It was a little difficult.
3. 😊 I liked it a lot!

Pupil I

1. 😊 Great!
2. 😊 It was a little difficult.
3. 😊 I liked it a lot!

Pupil J

1. 😊 Good.
2. 😐 It was difficult.
3. 😊 I liked it.

Lesson plan 6

Three pupils described they felt “good”, one felt “great.” Three pupils found it “difficult”, while one rated it as “a little difficult”. All of them enjoyed the lesson—no one disliked it, but there were fewer strong expressions of enthusiasm.

Pupil G

1. 😊 Good.
2. 😐 It was difficult.
3. 😊 I liked it.

Pupil H

1. 😊 Great!
2. 😐 It was a little difficult.
3. 😊 I liked it a lot.

Pupil I

1. 😊 Good.
2. 😐 It was difficult.
3. 😊 I liked it.

Pupil J

1. 😊 Good.
2. 😐 It was difficult.
3. 😊 I liked it.

3.6.4 Comparison of the Results

Lesson plan 1 – Food listening bingo

The students' self-evaluations in this lesson mostly agreed with what I saw. Pupil A's very positive feedback might demonstrate his enjoyment of the multisensory elements and his obvious confidence and focus. Pupil B struggled more, especially at the start, but as the lesson progressed and she received support, she became more comfortable. Her feedback showed that even though the lesson felt hard, she still found it enjoyable. Pupil C, despite needing frequent redirection, was enthusiastic and engaged throughout. Her self-assessment was more positive than her actual performance, which I interpret as a sign that she felt safe and motivated even when she made mistakes.

Table 2

Lesson plan 1 – Result comparison

Pupil	Teachers' questionnaire	Observations	Pupils' questionnaire
A	calm, independent, focused, great quality, rated as good	Stayed calm and focused throughout the lesson. He followed instructions well, and the multisensory activities helped him stay engaged.	felt great, it wasn't difficult, liked it a lot
B	nervous, needed repetition, struggled,	Anxious at start, needed instructions repeated several times. She relied	felt okay, it was difficult, liked it

EMPIRICAL PART

	rated as below average	on classmates for support but gradually became more comfortable.	
C	impulsive, fast, inconsistent, rated as average	Energetic, often responded impulsively. She needed reminders not to hurry and sometimes made careless mistakes, but she stayed engaged.	felt great, it was a little difficult, liked it a lot

Lesson plan 2 – Build a house

The pupils' experiences echoed my own observations quite closely. Pupil A was confident and independent, and that came through in both his behaviour and his feedback. Pupil B needed significant support but responded very positively to the visual and creative parts of the lesson. Her feedback confirmed that, even though she found the task difficult, she stayed engaged. Pupil C was highly active, and while her fast pace led to mistakes, she was enthusiastic throughout. Her enjoyment was genuine, and her feedback reflects how much she liked the interactive structure of the lesson.

Table 3

Lesson plan 2 – Result comparison

Pupil	Teachers' questionnaire	Observations	Pupils' questionnaire
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A	independent, accurate, confident, rated as excellent	Calm and attentive. He asked clarifying questions and worked precisely using visuals and peer help.	felt great, it was a little difficult, liked it a lot
B	needed help, made errors, rated as average	Nervous at first and needed support. Worked better with repetition, visuals, and enjoyed decorating the house.	felt okay, it was hard, liked it
C	creative, fast but careless, rated as good	Energetic and creative but impulsive. Needed reminders to slow down and stay on task.	felt great, it was a little difficult, liked it a lot

Lesson plan 3 – Time dominoes

This lesson confirmed for me how powerful visual and kinaesthetic strategies can be. Pupil D, who is often cautious, was able to stay engaged and complete the task with help. Her feedback reflects the effort it took, but also her sense of accomplishment. Pupil E struggled more but remained emotionally positive, likely due to the peer interaction and repetition. Pupil F was enthusiastic from the beginning and found the lesson manageable and enjoyable — her self-assessment mirrored her behaviour exactly.

Table 4*Lesson plan 3 – Result comparison*

Pupil	Teachers' questionnaire	Observations	Pupils' questionnaire
D	needed guidance, slow, rated as good	Quiet and calm. Needed multiple explanations and help with sequencing but stayed focused.	felt okay, it was difficult, liked it
E	memory issues, support needed, rated as below average	Hesitant at the beginning. Needed repetition and peer support. Visual cues helped her stay involved.	felt okay, it was difficult, liked it
F	independent, few errors, rated as good	Very engaged from the start. Worked mostly independently with some small lapses in attention.	felt great, it was a little difficult, liked it a lot

Lesson plan 4 – Reading detectives

This was one of the most structured lessons, and I could see how much that helped all three pupils. Pupil D, although slower, stayed focused and responded well to the story map format. Her feedback confirms that she felt positive about the experience. Pupil E, who normally becomes overwhelmed, was calmer thanks to peer support, and her responses reflect a sense of comfort despite difficulty. Pupil F enjoyed the

reading activities and stayed involved, which also matched her own assessment of the lesson as moderately challenging but enjoyable.

Table 5

Lesson plan 4 – Result comparison

Pupil	Teachers' questionnaire	Observations	Pupils' questionnaire
D	calm, focused, structured work, rated as excellent	Focused and motivated. Worked slowly but used visuals well and stayed engaged throughout.	felt great, it was a little difficult, liked it a lot
E	nervous, struggled with structure, rated as below average	Anxious at first. Needed repeated instructions and help. Visuals helped her stay on track.	felt okay, it was difficult, liked it
F	attention issues, uneven work, rated as average	Calm start. Needed reminders to focus but enjoyed the interactive and group parts.	felt okay, it was a little difficult, liked it

Lesson plan 5 – To be puzzle

The variety of learning strategies in this lesson — especially the puzzle and collaborative elements — helped pupils feel more capable. Pupil G, while slow, remained focused, and his feedback showed that he didn't feel discouraged. Pupil H started the lesson anxiously but quickly

found her rhythm; her very positive reflection confirms this shift. Pupil I had comprehension challenges, especially with reading, but stayed highly motivated and enjoyed the social aspects of the task. Pupil J had difficulties with structure but still felt engaged — her pride in finishing the task was evident in both her behaviour and her responses.

Table 6*Lesson plan 5 – Result comparison*

Pupil	Teachers’ questionnaire	Observations	Pupils’ ques- tionnaire
G	slow but fo- cused, needed help, rated as good	Quiet and needed sup- port. Responded well to encouragement and visu- als.	felt okay, it was difficult, liked it
H	independent, strong under- standing, rated as good	A bit nervous at first but gained confidence over- time. Worked inde- pendently and stayed fo- cused.	felt great, it was a little dif- ficult, liked it a lot
I	enthusiastic, slow reader, good under- standing, rated as good	Interested and engaged. Needed time and visuals but understood the gram- mar well.	felt great, it was a little dif- ficult, liked it a lot

J	struggled with structure, needed help, rated as average	Needed support throughout but enjoyed the creative parts and stayed motivated.	felt okay, it was difficult, liked it
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Lesson plan 6 – Colour-coded daily routine

This lesson demonstrated how pupils can feel successful even when the content is complex. Pupil G benefited from visual aids and responded well to one-on-one guidance. His emotional reaction was more positive than his academic outcome might suggest. Pupil H was confident and worked steadily — her feedback was very positive, reflecting how well she adapted to the timeline structure. Pupil I began the lesson alert but became tired; still, he stayed engaged and rated the lesson well. Pupil J required support throughout, but her enjoyment of hands-on activities helped her stay involved. Despite her struggles, she gave a surprisingly positive reflection, which reassured me that the lesson’s design helped her feel included and valued.

Table 7

Lesson plan 6 – Result comparison

Pupil	Teachers’ questionnaire	Observations	Pupils’ questionnaire
G	needed repeated explanation, rated as average	Calm but quiet. Worked slowly and needed help,	felt okay, it was difficult, liked it

		but visuals increased his confidence.	
H	calm, focused, good quality, rated as good	Slightly nervous at first. Followed instructions well and worked inde- pendently.	felt great, it was a little dif- ficult, liked it a lot
I	independent, tired but strong understanding, rated as good	Focused at first, then got tired. Needed re- minders but completed tasks thoughtfully.	felt okay, it was difficult, liked it
J	needed constant help, confused, rated as below average	Distracted and frus- trated at times. Strug- gled with writing but enjoyed the active parts.	felt okay, it was difficult, liked it

3.7 Limitations

While the research provided valuable insights into the effectiveness of dyslexia-friendly lesson plans for teaching English as a foreign language at primary school, several limitations need to be acknowledged.

One of the most significant limitations of this study is the individual variability of dyslexic learners. Each student's dyslexia shows up in a different way. Some have trouble with decoding and reading fluency, while others have issues with phonological awareness, working memory, or processing speed. Even though the lesson plans were made to be as accessible and encouraging as possible, it is crucial to acknowledge that

every dyslexic student has different needs and difficulties. As a result, different students had varying levels of success with the lesson plans, and some students responded better to particular strategies than others.

A comparatively small sample of ten dyslexic pupils from the same primary school participated in the study. The activities were designed for three different age groups: 8/9-, 9/10-, and 10/11-year-olds, with only three to four pupils participating in each level-specific pair of activities. While their feedback and performance provided useful data, the small number of participants limited the generalizability of the findings. It is not possible to claim that all dyslexic students would experience the same positive results from the lesson plans. To reach more general conclusions, a larger and more varied sample of students from various schools, age groups, and backgrounds would have been required.

The six lesson plans were put into practice and evaluated in a relatively short amount of time. The research was not designed to examine long-term effects, such as whether these teaching methods led to long-lasting improvements in foreign language skills or pupils' overall confidence.

3.8 Discussion

The aim of the thesis was to create and test six English lesson plans that were specially designed for pupils with dyslexia and see if these modified lessons would help the pupils learn better and feel more confident in class.

According to observations, student feedback, and teacher assessments, the results showed that the adapted lesson plans were helpful for most of the pupils. The lesson plans included clear instructions, a lot of

repetition, and visual materials. The pupils used flashcards, played games, moved around, and worked with hands-on materials like puzzles or dominoes. These kinds of activities helped them understand and remember vocabulary and grammar better. Most of the children said they liked the activities and felt that the lessons were easier to follow. Even though some students still required assistance or got tired easily, the lessons were more effective for them than the activities in the original textbook activities. This suggests that when teachers use the right strategies, children with dyslexia can learn a foreign language successfully.

The research findings match with what was described in the theoretical part of the thesis. For students with dyslexia, Reid (2003) and Kelly & Phillips (2022) recommend lessons to be organized and incorporate multiple senses (seeing, hearing, touching, repetition), as well as movement. These ideas were the foundation of the lessons I developed, and they worked well. The strategies I used were also similar to well-known teaching methods such as the Orton-Gillingham approach and Total Physical Response (TPR). These methods are proven to help dyslexic learners by using clear instructions, visual and physical activities, and lots of practice. Other research also shows that dyslexic pupils learn better with multisensory methods, clear instructions, and extra repetition. For example, studies by Cimermanová (2015) and Nijakowska (2010) support the idea that even a small change in teaching can make a big difference.

Based on the findings, it is possible to make English classes more inclusive by implementing minor but significant adjustments, such as incorporating games and movement, visual aids, or breaking tasks down into smaller steps. These techniques can help all learners, not just dyslexic ones.

Knowing these strategies and acknowledging that dyslexic students may require additional time and assistance is crucial for teachers. Schools should ensure that the materials and textbooks are appropriate for students with learning difficulties.

Future research could include more pupils from different schools and test the lessons over a longer time period. It could also examine how dyslexic learners can benefit from technology, such as digital flashcards, speaking software, and reading apps. Comparing digital tools with traditional materials could give useful information about how to make lessons even more effective.

4 Conclusion

This thesis examined how English language instruction at the primary level can be made more inclusive and supportive for pupils with dyslexia. The aim was to develop and evaluate lesson plans that address the unique learning requirements of dyslexic students and support their success in foreign language classrooms by combining theoretical knowledge with practical experience.

The theoretical part explored the characteristics of dyslexia and its impact on language acquisition, particularly in relation to phonological processing, memory, reading fluency, and written expression. It also reviewed effective teaching strategies, including multisensory instruction, visual aids, scaffolded learning, and the importance of repetition and clarity.

In the empirical part, six dyslexia-friendly English lesson plans were developed and tested in real classroom settings. These research-based lessons were created with peer collaboration, structured support, multisensory components, and visual clarity in mind. A number of beneficial results were found through teacher observation, teachers' questionnaire, and pupils' feedback.

The findings suggest that pupils responded well to the adapted teaching strategies. They were more focused during lessons, understood the instructions more easily, and were able to finish their tasks more often and with better concentration. Importantly, pupils expressed enjoyment during the activities and appeared more confident when participating. The short-term outcomes were positive and aligned with the research aims, even though the brief intervention period made it impossible to evaluate long-term progress.

However, the research also revealed areas for further improvement. Some activities needed even more support, especially for pupils who had bigger difficulties with attention or memory. During the lessons, some instructions, despite being simplified, occasionally required more explanation. These difficulties highlight how crucial it is for teachers to constantly reflect and adapt. Additionally, the sample size was limited, and the time available for observation was quite short, which means that further research is needed to assess the long-term impact of the methods used.

In conclusion, this thesis confirms that dyslexic learners can succeed in learning a foreign language when supported by appropriate teaching strategies. The research emphasizes the value of structured, visually clear, and multisensory instruction for creating a more inclusive and effective classroom. At the same time, it underlines the ongoing need for teacher development in inclusive practices and for teaching materials that better reflect the diversity of learners. As educators, we are not only responsible for delivering curriculum content but also for removing barriers to learning—so that every pupil has the opportunity to thrive.

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Appendix A Lesson plan 1

Food listening bingo

Age: 8/9 years old

Aims: Practice listening skills focused on food vocabulary. Support word recognition, visual association, and listening memory using multisensory aids.

Time: 45 minutes

Materials: bingo cards (with clear, uncluttered pictures + word written under each picture in dyslexia-friendly font), small tokens/paper pieces, teacher-read sentences containing food names, flashcards of the food (displayed on the board during listening)

Stages:

1. Warm-up (10 minutes): Place all flashcards of the food items on the board. Pupils name each food aloud together. Let pupils close their eyes and teacher removes one flashcard. Pupils guess what's missing (encourages focus, memory, and verbalization). Repeat a few rounds; pupils can take turns removing a card.
2. Preparation (5 minutes): Give each student a bingo card. Prepare flashcards and place them visibly on the board.
3. Introduction (5 minutes): Teacher shows a flashcard of each food item, says the name aloud, and writes the word next to the picture. Students repeat the name, trace the word with their finger in the air (tactile), and point to it on their bingo card (visual/kinaesthetic).
4. Main activity (15 minutes): Teacher says simple sentences including food items (e.g., "I like pasta") and shows the flashcard while saying the word (supporting auditory + visual association). Pupils cover the matching picture on their bingo card. Allow peer checking after each sentence

BIBLIOGRAPHY

to reduce stress. Play until a pupil completes a row/column. Optional: Repeat the food names as a group chant after each round.

5. Additional round – pupils' lead (5 minutes): Choose confident pupils to say a simple food sentence while showing a flashcard (with teacher's support if needed).

6. Wrap-up (5 minutes): Quickly review all food names by showing each flashcard. Have pupils say one sentence aloud each (e.g., "I like cheese").
Why it's dyslexia-friendly: multisensory, consistent visual cues, clear fonts, repetition, group response reduces pressure.

Appendix B Lesson plan 2

Build a house

Age: 8/9 years old

Aims: Reinforce house-related vocabulary, support memory through hands-on visual construction, encourage teamwork and verbal repetition.

Time: 45 minutes

Materials: large sheets of paper or cardboard for each group (as a house base), pictures of rooms (bathroom, bedroom, sitting room, garden, hall, kitchen) and items typical for each room (with labels), pre-written sentence strips (e.g., "The bed is in the bedroom.") for scaffolding, tape or glue (to attach pictures to the house), coloured pencils.

Stages:

1. Warm-up (10 minutes): Stick large room name cards (Bathroom, Kitchen, etc.) around the classroom. Teacher says: "Go to the bathroom!" Pupils walk to the correct card. Reinforce orally – pupils repeat: "This is the bathroom!"
2. Preparation (5 minutes): Divide students into small groups. Provide a sample house model on the board to show structure. Prepare word labels along with images.
3. Introduction (5 minutes): Introduce vocabulary with big visuals: "This is the bathroom." Have pupils repeat and point to matching word labels. Demonstrate with the model house how to attach room names + items.
4. Main activity (20 minutes): Groups divide their paper into rooms. Teacher shows item pictures one by one, and asks: "Where does the bed go?" Pupils attach items + place matching word labels. Each time, they read a prepared sentence strip aloud ("The bed is in the bedroom.")—

BIBLIOGRAPHY

reducing cognitive load, improving fluency. Allow pupils to decorate afterward (fun, stress-free creative phase).

5. Wrap-up (5 minutes): Each group presents their house, reading the labels and sentences. Teacher reviews vocabulary, possibly using a quick matching game on the board.

Why it's dyslexia-friendly: clear visuals + text labels, verbal repetition, scaffolded sentence strips, peer support, hands-on building supports memory.

Appendix C Lesson plan 3

Time dominoes

Age: 9/10 years old

Aims: Practice telling time using "o'clock" and "half past". Strengthen visual and verbal connection. Support sequencing and collaborative skills.

Time: 45 minutes

Materials: domino cards with large, simple clock faces and matching time phrases (e.g., "half past two") in dyslexia-friendly font, teacher's large clock model for review, pre-written verbal cues (e.g., "half past four") on the board for scaffolding.

Stages:

1. Warm-up (10 minutes): One pupil acts as the clock hands (using their arms for the hour and minute hands). The teacher calls out times (e.g., "half past three"), and the pupil shows the time using body movement. The rest of the class repeats the time aloud together.
2. Preparation (5 minutes): Give out domino cards. The teacher arranges a sample domino chain on the board, demonstrating how to match the clock face on one side with the corresponding time phrase on the other side.
3. Introduction (5 minutes): Teacher reviews time phrases using a large clock, saying times aloud + writing them down. All students repeat + match times with hand gestures (e.g., move hands like a clock).
4. Main activity (20 minutes): The teacher places the first domino card with a clock face on the board. Students take turns selecting a domino with the correct time phrase (e.g., "half past six") and placing it next to

BIBLIOGRAPHY

the clock card. Written time phrases remain visible on the board for support. Students verbalize their matches, saying things like, "This is half past six!" The teacher monitors and provides assistance as needed.

5. Checking (5 minutes): Once the domino chain is complete, the class reviews the sequence together. The teacher asks questions like, "What time is this?" and encourages the students to respond as a group.

Why it's dyslexia-friendly: multisensory engagement, clear structure, visual scaffolding, peer support, repeated practice.

Appendix D Lesson plan 4

Reading detectives

Age: 9/10 years old

Aims: Improve reading fluency and comprehension through structured, supportive, and multisensory tasks. Strengthen decoding and word recognition skills. Build confidence in reading aloud in pairs/groups.

Time: 45 minutes

Materials: short, dyslexia-friendly text (printed in large font, clear spacing, simple vocabulary with visuals), audio recording of the passage (teacher-recorded or read live), flashcards (key words from the passage), coloured highlighters, visual story map templates (characters, setting, problem, solution), mini whiteboards & markers

Stages:

1. Warm-up (5 minutes): Use key word flashcards. Teacher holds up a word, pupils say it aloud. Add physical action: Pupils clap, stomp, or snap when they see/hear a specific word.
2. Preparation (5 minutes): Divide the classroom into pairs or small groups (2-3 pupils), ensuring mixed abilities (stronger readers paired with developing readers). Provide each group with a copy of the reading passage, set of key word cards, visual story map template, mini whiteboards & markers.
3. Introduction (5 minutes): Introduce the story by briefly discussing the main theme: "Today we'll read a detective story! We will read together, find key words, and discover what happens in the story like detectives!" Read the passage without the ending aloud once.
4. Main activity (25 minutes):

BIBLIOGRAPHY

Echo reading & word hunt: Teacher reads the story without ending once again, pupils echo-read together after each sentence. Pupils highlight the key words on their passage and hold up the matching word cards as they hear them.

Paired reading: In pairs, pupils take turns reading sentences aloud.

Story map: Groups use the visual story map to fill in: characters, setting, problem and most importantly, they create the ending of the story (solution). Pupils may draw pictures or write key words, depending on ability.

5. Verification (5 minutes): Each group presents their completed story map to the class. The teacher and peers give positive feedback. Then, the teacher reads aloud the ending of the story. Wrap up with a quick review of key words and comparison of the original ending with the pupils ones. Why it's dyslexia-friendly: multisensory engagement, clear structure, visual scaffolding, peer support, repeated practice.

Appendix E Lesson plan 5

To be puzzle

Age: 10/11 years old

Aims: Practice the forms of "to be". Support grammar awareness through collaborative, visual, and tactile puzzle-solving.

Time: 45 minutes

Materials: puzzle pieces (sentences with blanks, dyslexia-friendly font, key words bolded), pre-written sentence guides/examples, visual grammar chart on board (I am, you are, etc.), answer key for self-check.

Stages:

1. Warm-up (5 minutes): "To Be Chant" – On the board, write: I am, you are, he is, she is. We are, they are, it is! Clap a rhythm while chanting. Repeat several times (adds auditory, rhythmic reinforcement).
2. Preparation (5 minutes): Prepare puzzles. Use colour-coding on puzzle pieces (e.g., subjects in blue, verbs in red) to support recognition. Place puzzles in envelopes.
3. Introduction (5 minutes): Review "to be" forms visually & verbally using the chart. Do 2-3 sample sentences as a class (students say + point).
4. Main activity (15 minutes): Groups get their puzzle sets. For each piece: read sentence aloud together, decide correct form (using the board chart if needed) and assemble puzzle. Use self-check answer key – flip the two puzzle pieces, if two puzzles make a picture together, the sentence is correct.
5. Extra practice (10 minutes): Once the puzzle is complete, hand each group blank sentence templates. They create 2–3 new sentences using "to be" forms and read aloud. Pupils can decorate the back of their puzzles, too.

BIBLIOGRAPHY

6. Wrap-up (5 minutes): Groups present final puzzles and read full sentences aloud. Teacher highlights any common errors.

Why it's dyslexia-friendly: colour-coding, clear font, sentence scaffolding, multisensory (reading, writing, assembling), peer support, repetition.

Appendix F Lesson plan 6

Colour-coded daily routine

Age: 10/11 years old

Aims: Help students practice and sequence daily routine vocabulary. Strengthen word recognition, sentence building, and time expressions through colour-coding and visual structure.

Time: 45 minutes

Materials: colour-coded word cards: blue cards = time expressions (e.g., "At 7 o'clock", "In the morning"), red cards = daily routine verbs (e.g., "wake up", "brush teeth", "go to school"), blank timeline worksheet (with visual cues like sun for morning, school icon for midday, moon for evening), pen, scissors, large, colour-coded sample sentence strips on the board

Stages:

1. Warm-up (5 minutes): Teacher says time expressions & routine verbs (e.g., "At 7 o'clock, brush your teeth."). Pupils act them out—wake up, have breakfast, go to school (reinforces vocabulary physically).

2. Introduction (5 minutes): Review daily routine vocabulary with large flashcards and simple images. Introduce colour-coding system clearly: blue = time, red = action. Write 2–3 sample sentences on the board using coloured markers and read aloud together (e.g., blue: at 7 o'clock + red: I wake up). Pupils repeat aloud while pointing to colours.

3. Main activity (30 minutes):

Sorting & matching: Give students a mixed set of blue and red cards. Pupils sort the cards by colour and match them to create correct sentences (visual and hands-on approach). Encourage students to verbalize each sentence as they build it ("At 7 o'clock, I wake up.").

BIBLIOGRAPHY

Timeline building: Pupils write their sentences onto the visual timeline worksheet (with morning/afternoon/evening icons). This adds clear sequencing support, helpful for organizing information.

Reading aloud: Students take turns reading their completed timelines aloud to the others, using the colour cues for fluency.

Acting it out: Have pupils act out one of their sentences (TPR element) to reinforce meaning kinaesthetically.

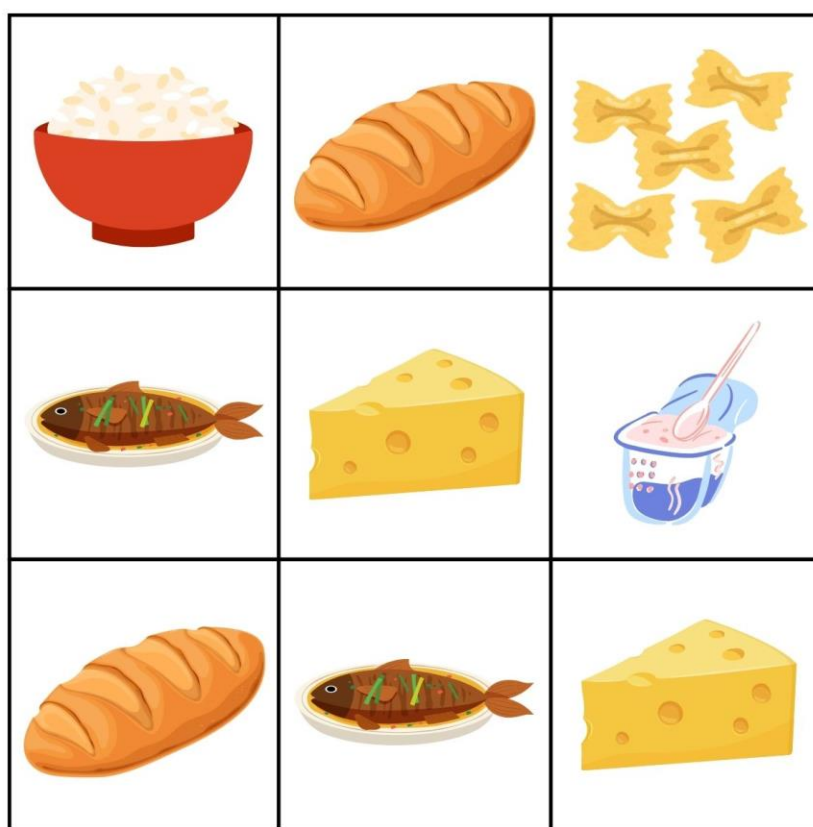
Quick pair quiz: Pupils quiz each other—one says a time, the other says the matching action.

4. Reflection (5 minutes): Review some of the students' timelines together. Ask comprehension questions like: "What do you do at 7 o'clock?", "When do you have lunch?"

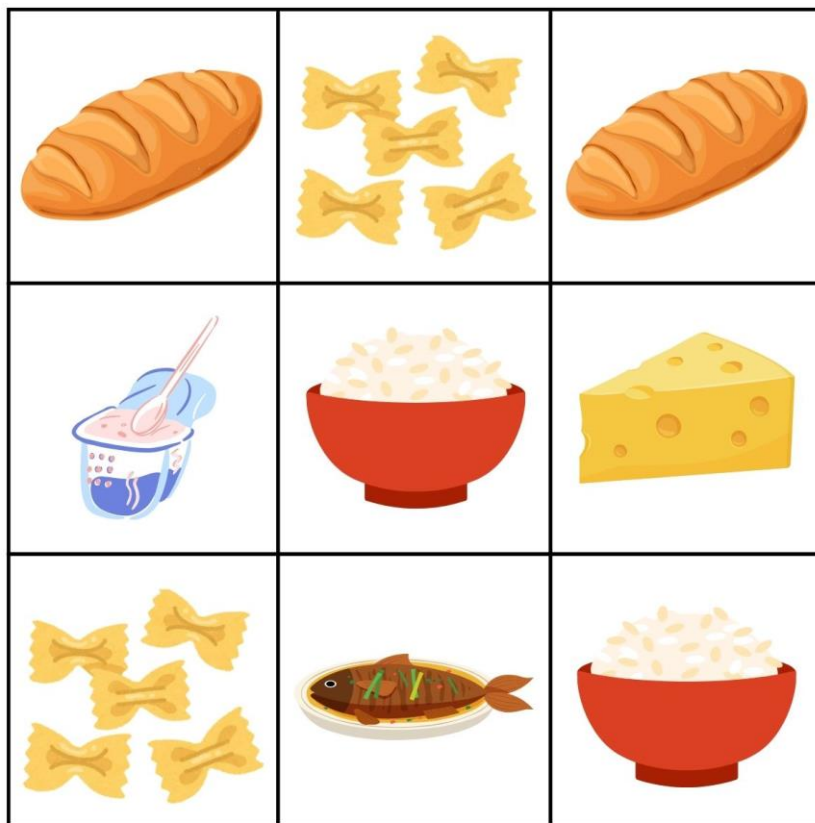
Why it's dyslexia-friendly: clear colour-coding supports visual discrimination, chunked information reduces cognitive load, predictable structure aids memory, multisensory engagement (sorting, gluing, verbalizing) reinforces learning, and peer reading builds confidence.

Appendix G Food listening bingo

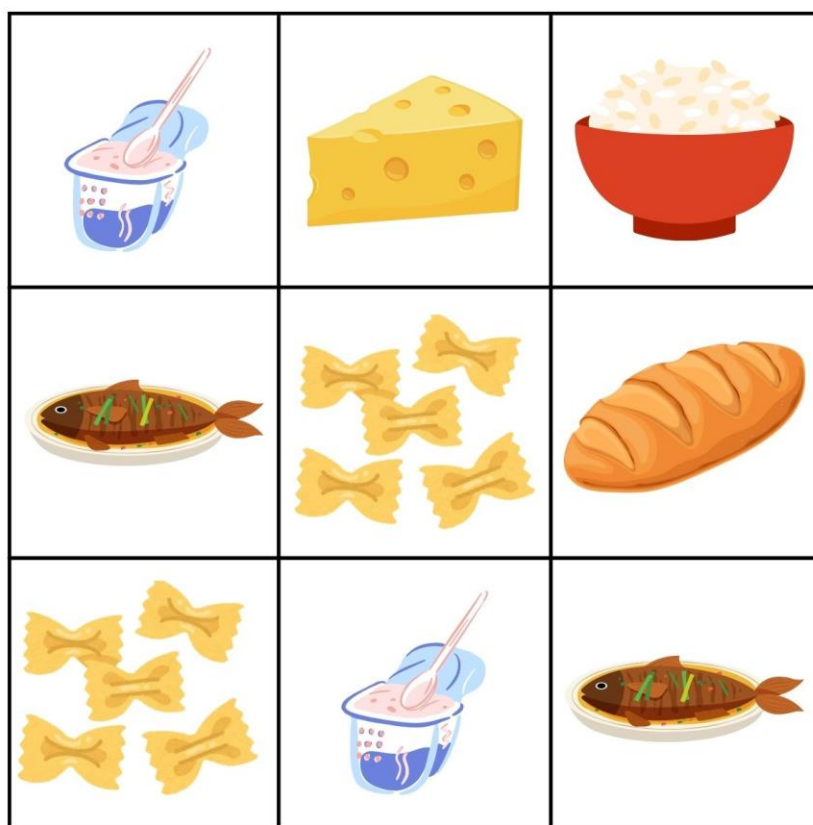
FOOD BINGO



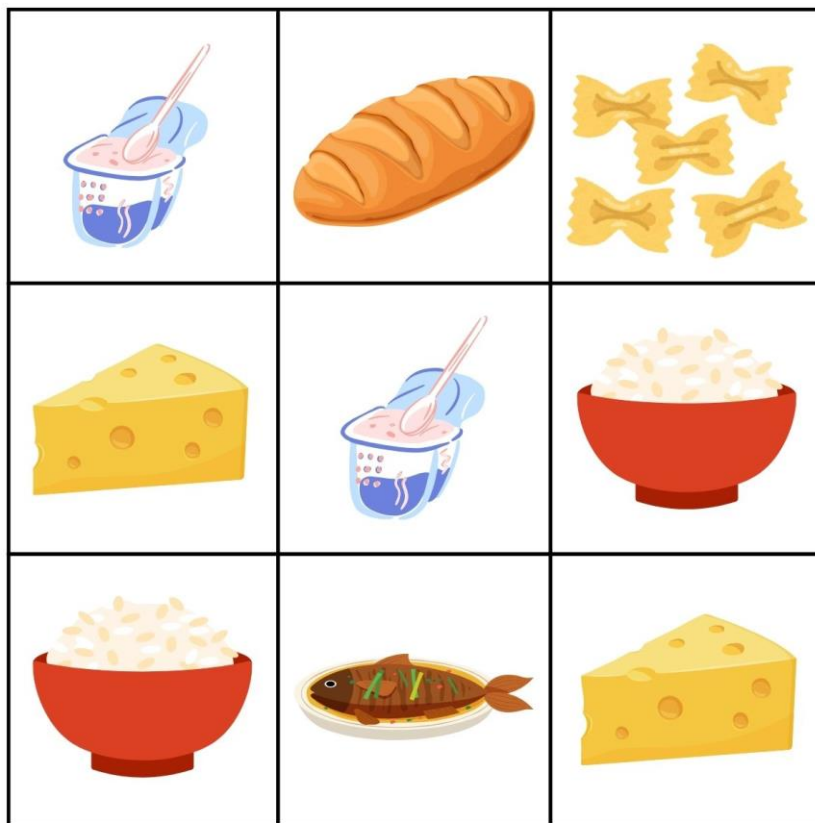
FOOD BINGO



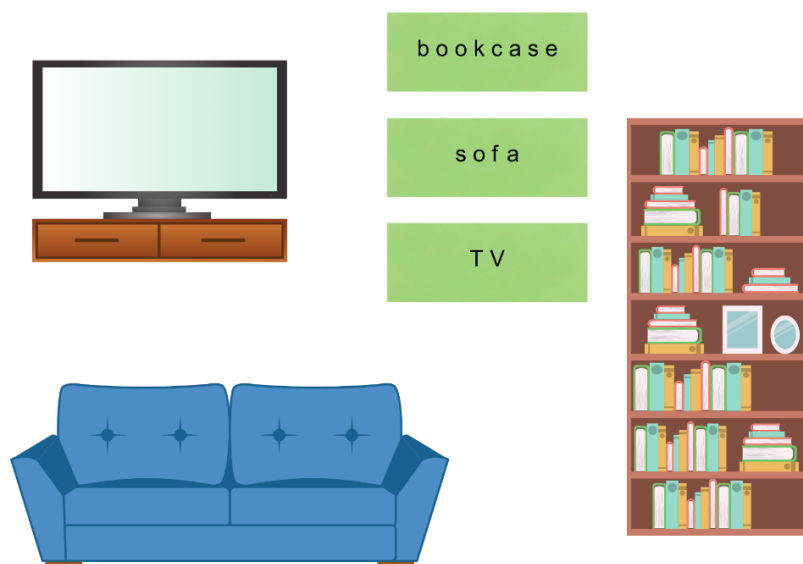
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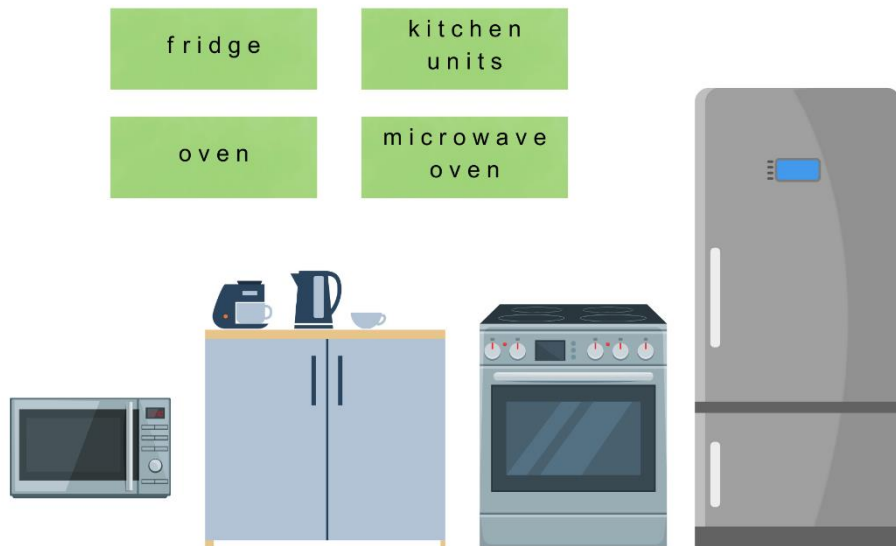
FOOD BINGO



Appendix H Build a house



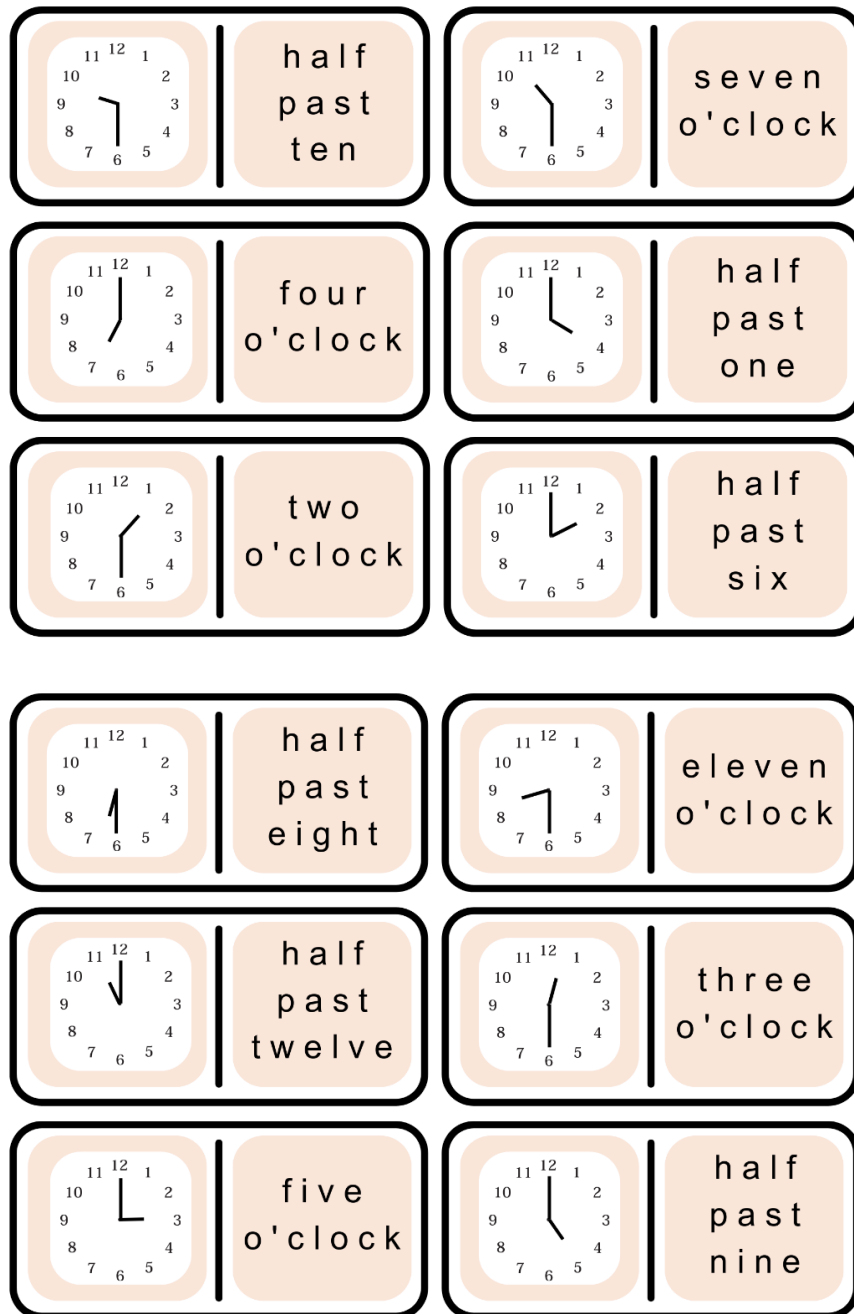
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Appendix I Time dominoes



Appendix J Reading detectives

The case of the missing sandwich

John and Emma are in the park.

It is lunchtime. John opens his bag.

His sandwich is not there.

"Someone took my sandwich!" says John.

"Let's find it," says Emma. "We are detectives!"

They go to the library.

The librarian says, "I didn't see the sandwich, but

I saw a boy with bread on his shirt."

They go to the café.

The man at the counter says, "A boy came in. He

had a sandwich but wanted a cookie."

Then, they go to the school.

They see Tom near the door. He looks nervous.

"Tom," says John, "did you take my sandwich?"

Tom says, "Yes. I'm sorry. I forgot my lunch.

I was very hungry."

John says, "It's OK. Next time, please ask."

Tom says sorry again. John and Tom shake hands.

Emma smiles. "The case is closed!"

The case of the missing sandwich

John and Emma are in the park.

It is lunchtime. John opens his bag.

His sandwich is not there.

"Someone took my sandwich!" says John.

"Let's find it," says Emma. "We are detectives!"

They go to the library.

The librarian says, "I didn't see the sandwich, but

I saw a boy with bread on his shirt."

They go to the café.

The man at the counter says, "A boy came in. He

had a sandwich but wanted a cookie."

Then, they go to the school...

The case of the missing sandwich



Characters:



Setting:

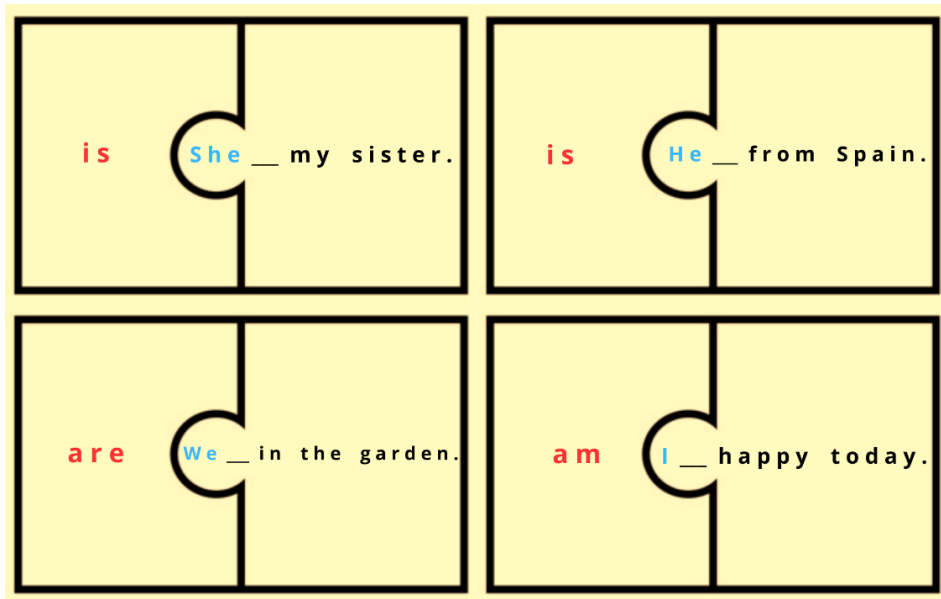


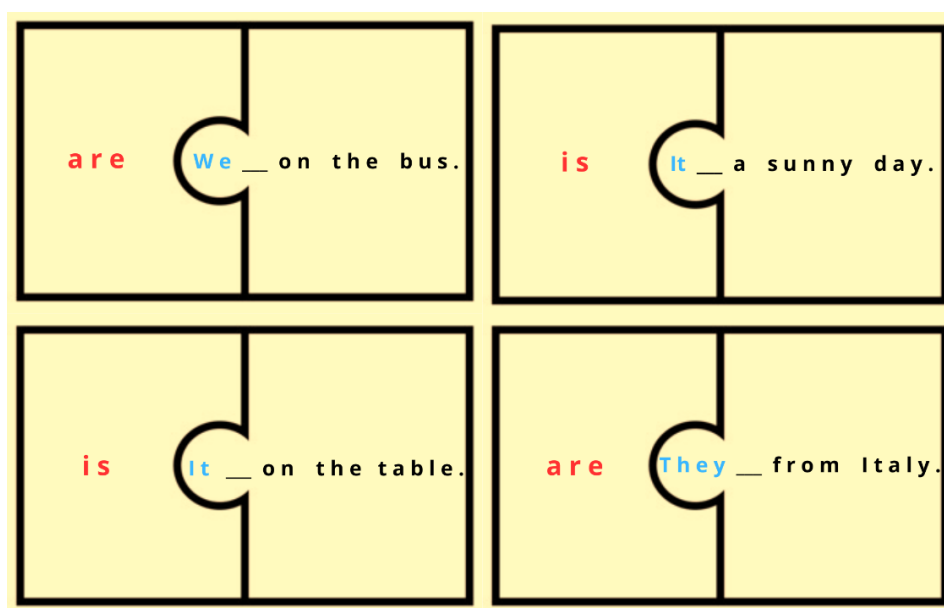
Problem:



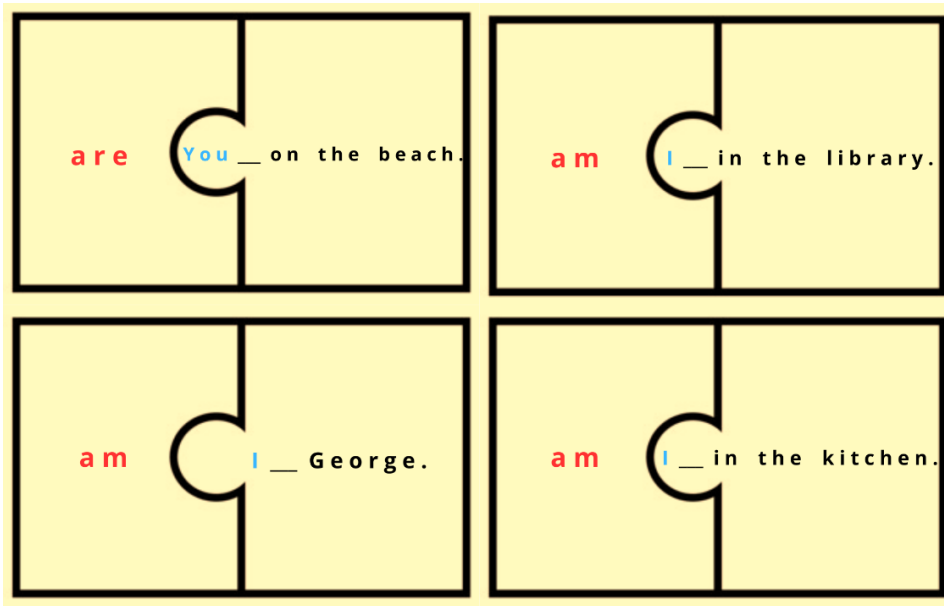
Solution:

Appendix K To be puzzle





BIBLIOGRAPHY



Appendix L Colour-coded daily routine

at 6 o'clock	at 7 o'clock
at 8 o'clock	at 10 o'clock
at 12 o'clock	at 4 o'clock
after school	in the evening
at 6 o'clock	at 8 o'clock
I get up	I play with my friends
I have breakfast	I go to school
I have lunch	I do my homework
I go to bed	I watch tv
I have dinner	I read a book

Appendix M Teachers' questionnaire

Hodnoticí arch pro učitele při pozorování žáka s dyslexií

Název aktivity: _____

Pozorovaný žák: _____

1. Příchod a příprava na hodinu

- ☐ Žák byl klidný a soustředěný.
- ☐ Žák byl nervózní nebo rozptýlený.

2. Porozumění zadání úkolů během hodiny

- ☐ Žák správně porozuměl zadáním.
- ☐ Žák potřeboval dodatečné vysvětlení.

3. Samostatnost při práci

- ☐ Žák pracoval samostatně.
- ☐ Žák vyžadoval pomoc učitele nebo spolužáků.

4. Tempo práce

- ☐ Žák pracoval v přiměřeném tempu.
- ☐ Žák pracoval pomaleji, měl potíže s časem.

5. Kvalita výsledků práce

- ☐ Výsledky byly uspokojivé.
- ☐ Výsledky měly výrazné nedostatky.

6. Motivace a zapojení během hodiny

- ☐ Žák byl aktivně zapojen.
- ☐ Žák projevoval nezájem nebo frustraci.

Celkové hodnocení výkonu žáka v hodině

- ☐ Vynikající
- ☐ Dobrý
- ☐ Průměrný
- ☐ Podprůměrný
- ☐ Neuspokojivý

Poznámky učitele (nepovinné):

Appendix N Pupils' questionnaire

Název aktivity: _____

1. Jak ses při práci cítil/a?

-  Skvěle! – Cítil/a jsem se při práci moc dobře.
-  Dobře. – Cítil/a jsem se celkem dobře.
-  Špatně. – Necítil/a jsem se při práci dobře.

2. Byla pro tebe dnešní hodina náročná?

-  Vůbec nebyla náročná.
-  Byla trochu náročná.
-  Byla náročná.
-  Byla velmi náročná.

3. Líbila se ti dnešní hodina?

-  Moc se mi líbila!
-  Líbila se mi.
-  Nebyla špatná, ale ani dobrá.
-  Nelíbila se mi.