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**Olga Puzia-Sobieska**

Uniwersytet im. Adama Mickiewicza w Poznaniu

Orcid: 0000-0003-1005-5462

## **TECHNIQUES OF TEACHING CHILDREN WITH SPECIFIC LEARNING DISORDERS AT GENERAL EDUCATION AND ENGLISH LANGUAGE LESSONS**

PODEJŚCIA W NAUCZANIU JĘZYKA ANGIELSKIEGO  
W KLASACH MŁODSZYCH DZIECI ZE SPECYFICZNYMI  
TRUDNOŚCIAMI W UCZENIU SIĘ

### **Abstrakt**

Tematyka artykułu dotyczy problemu specyficznych trudności w uczeniu się (STU) w odniesieniu do metod pracy stosowanych przez nauczycieli języka angielskiego oraz edukacji wczesnoszkolnej w klasach młodszych szkoły podstawowej. Ze względu na podnoszone uwagi dotyczące gotowości do pracy, a przede wszystkim odpowiedniego doboru metod pracy przez nauczycieli języka obcego zatrudnionych w klasach integracyjnych (Bogdanowicz 2011, Plichta 2012, Sikora-Banasik 2017), autorka tek-

### **Abstract**

The text addresses an issue of specific learning disorders (SLDs) with reference to techniques of work applied by general education and English language teachers of young learners. Due to doubts raised about adequacy of applied foreign language teaching techniques and teacher's competence for work with learners with SLDs (Bogdanowicz 2011, Plichta 2012, Sikora-Banasik 2017), the researcher decided to compare the quality of the techniques of work presently applied by both groups of teachers.

stu postanowiła przeprowadzić badanie jakościowe metod pracy stosowanych przez nauczycieli języka angielskiego i porównać je do metod stosowanych przez nauczycieli edukacji wczesnoszkolnej. Szczególną uwagę w przedmiotowym badaniu zwrócono na techniki pracy, które wspierają zrównoważony rozwój psychofizyczny dzieci. Wyniki przeprowadzonego badania jakościowego ujawniły znaczące różnice pomiędzy badanymi grupami nauczycieli. Okazało się, że nauczyciele języka obcego rzadko stosują metody oraz formy pracy przyjazne rozwojowi motorycznemu dzieci, a prowadzone w klasie działania edukacyjne nie rozwijają ich autonomii.

#### SŁOWA KLUCZOWE

specyficzne trudności w uczeniu się, specjalne potrzeby edukacyjne, metody pracy z młodszymi dziećmi

Attention was drawn to the techniques that strengthen learners' sustainable general and emotional development. The results of the mixed type qualitative and quantitative research revealed that English language teachers, quite contrary to general education teachers, prefer traditional techniques of work, rarely apply activities that develop fine and gross motor skills and depend their teaching on the content of the applied coursebooks. In this sense, they do not support the idea of inclusive approach in language education.

#### KEYWORDS

specific learning disorders, techniques of work, foreign language teaching, special educational needs

## 1. Background to the study

Recently a concept of inclusive education has gained more attention, also among foreign language scholars and teachers. In the assumptions of the inclusive education, students, also those with specific learning disorders, are perceived as independent entities that take the cognitive initiative and responsibility for developing their knowledge. The teacher, on the other hand, stands in the position of a counsellor and mentor, responsible for supporting students in their educational efforts. Following the explanation provided in the International Classification of Disorders (ICD), it is accepted that specific learning disorders (SLDs) substantially affect conceptual skills such as reading, writing, speaking and listening, as well as social skills, they are also inherent to the child and may be lifelong (ICD-10, 2010). As Westwood (2004: 72) notices, SLDs may also relate to disorder of attention, achievement discrepancy, deficits in perception, cognition, metacognition and memorisation, leading to socio-emotional and motivational problems. The causes of learning disorders, then, vary and refer to a number of biological, social, emotional and mental factors (Pierangelo & Giuliani 2008: 3).

In its objectives for 2010-2020 the European Council has aimed to promote inclusive education and lifelong learning for students and learners with disabilities. To achieve the goal the European Commission launched educational initiatives such as the European Agency for Special Needs and Inclusive Education (EASNIE) which makes efforts to promote quality in the field of special educational needs (SEN) and

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identifies factors that support and prevent progress in inclusive education. The EASNIE emphasises that a new approach in teaching is required which changes a 'one-size-fits-all' education model into a system that responds to learners' diverse needs and does not categorize and label learners (EASNIE 2017: 7). With reference to educational goals, the current EU plans for the forthcoming years are directed to provide equal learning opportunities, as well as identify and remove barriers to learning which refer to four aspects of education, namely: "schools' ability to stimulate creativity and problem-solving, the forms of teaching provided, teacher-learner relations, and also various forms of evaluation and assessment ensuring that different forms of learning are accounted for" (EASNIE 2017: 8).

Opting for the European Union in 2004, Poland has followed all international deeds promoting the idea of first integration and later inclusion in education. With the Regulation of the Ministry of Education (MEN) from 23<sup>rd</sup> December 2008 on the core curriculum and general education in particular types of schools (MEN 2009 No. 4, item 17), early school education was defined as integrated with the emphasis put on an individual approach towards learners and foreign language learning became compulsory for all primary school learners, regardless to their SLDs. The above directives and regulations are expected to have an impact on the choice of teaching methods, tools and forms of work selected by teachers. Pure acceptance and understanding of the inclusive concept of education are not enough.

Applying inclusion is not simple, however, from the perspective of language teachers. Many of them report that they feel unprepared to educate inclusive groups of students as this sort of work demands additional pedagogical skills that they have not acquired within the course of their professional studies (Plichta 2012: 102). In Poland Zawadzka-Bartnik (2010: 72) notices that teachers usually take an over protective position towards students with SLDs, applying lower standards of evaluation for their work, what in fact acts against learners who are perceived as different by their peers. Problems with the adequate choice of teaching methods find its confirmation in the results of reports published in 2014 and 2015 by the Institute for Educational Research in Poland (IBE) which referred respectively to the role of teachers and the effectiveness of teaching English in primary schools. According to the results of *Report on education 2013: Teachers matter* from 2014, general education teachers are said to be more successful at applying inclusive practice than foreign language teachers (IBE 2014: 175) as English language teachers focus explicitly on cognitive strategies, lacking commitment to practical aspects of knowledge (IBE 2015: 46). Moreover, in the latter report it is noticed that language teachers fail to correlate elements of a lesson and discussed issues and involve students in the cognitive process insufficiently (Muszyński, Campfield and Szpotowicz 2015: 46). It is also revealed that among the available forms of work the most popular are the traditional ones such as plenum and individual work, whereas pairs and groups are a rarity (Muszyński et al. 2015: 51). Moreover, language teachers were reported to use an explanatory rather than cognitive methods of teaching based on discovery techniques.

Finally, teaching English as a foreign language in Polish primary schools is mainly based on primary teaching materials, which are coursebook sets. As the authors of the report comment, such an approach leads to educational monotony which negatively influences students' motivation towards the subject and is not effective in building learners' communicative competence (Muszyński et al. 2015: 28).

There are also numerous factors that make English language especially difficult to learn by learners with SLDs. First of all, English is a language with low transparency as twenty six letters are represented by forty four phonemes. What is more, a phoneme can be expressed by more than one letter, and the same letter can be pronounced differently depending on its position in a word (K. Bogdanowicz 2011: 95-96). Secondly, Many English words have irregular forms which learners need to memorise in order to express them in writing correctly. Thirdly, as K. Bogdanowicz (2011: 116-117) reports, many learners with SLDs suffer from concentration deficits which can be manifested by good comprehension of grammar rules and poor ability to remember and apply them in practice. They know English words though are unable to use correct spelling, they also take notes though they are unable to read them as their hand writing is messy with plenty of orthographic mistakes. In order to become successful language learners, children with SLDs need to be approached by diverse techniques of teaching which would support their general well-balanced development. Baines (2008: 94) opts for a multisensory approach that engages all learners' senses. He noticed that experiencing helps children to store the acquired knowledge and skills longer in the memory. Additionally, applying multisensory tasks strengthen the eye-hand coordination, what is of great importance for dyslectic learners.

In 1980s, M. Bogdanowicz popularised the Good Start Method in Poland, based on visual-aural-motor exercises and aimed at making the functions of the visual, aural and kinaesthetic-motor analysers more efficient simultaneously. In practice, children develop their visual-aural-motor coordination, train body orientation and experience space around them. Combination of all these elements enable to harmonize and integrate all psychomotor functions (M. Bogdanowicz 1987: 132). Alternative forms of foreign language teaching that strengthen inclusion are ludic strategies, advocated and popularised in Poland by Siek-Piskozub (2001). The use of educational games and play promote the development of language skills, help to build communicative competence, add to integration of psychomotor functions, as well as strengthen acculturation. Learners with SLDs benefit from songs, rhymes, riddles and language games which through regular repetitions enable effortless memorisation of new vocabulary and help to acquire English-like pronunciation.

According to the above outlined formal requirements and difficulties associated with educating learners with SLDs, it can be stated that teaching English to inclusive groups of students is a complex process which should not be centred around the foreign language itself. On the contrary, it should aim at development of emotional, motivational and social functioning of children, as well as on levelling up their perceptual-motor integration for better language skills and the general stimulation of their well-balanced

development, what was strongly advised by the EASNIE in 2017. What is more, as designers of English language teaching syllabi report, foreign language education of the early school level should be as consistent as possible with techniques of teaching applied by other teachers of integrated education (Sikora-Banasik 2017:6). The above collected facts and premises turned to be an inspiration of the author of the present work to develop a research comparing methods of work to young learners with SLDs applied by general education and English language teachers.

## **2. Research methodology**

Knowing a favourable influence of the above outlined methods and strategies of work with the disabled learners and also following the concepts of inclusive education, the researcher became interested in similarities and differences between techniques of work applied by general education teachers and English language ones. The claim that English language teachers should follow the techniques of work used by general education teachers (Sikora-Banasik 2017:6) raised several doubts about adequacy of presently applied foreign language teaching methods, educators' competence for work with learners with SLDs and also about teachers' autonomy in selecting educational tools and students' autonomy in building linguistic competence. The planned research aimed at quantitative and qualitative analysis of the gathered data.

### **2.1. Research goals**

Establishing the reasons why English language teachers are said to be less successful than general education teachers in applying inclusive techniques of work became a main goal of the planned research. In order to compare teaching techniques of English language and general educators, it was necessary to analyse lesson conducts of English and general education classes. The researcher decided to focus on language skills that children develop at their native language as well as English language lessons of the early levels of education. Techniques of dealing with writing, reading and speaking skills were given close attention, firstly because they are all present at both kinds of lessons, and secondly due to the fact that specific disorders cause difficulties in mastering the said language skills. Moreover, as enabling and facilitating sustainable mental and physical development of all children are key factors in early education, the researcher paid close attention to the applied forms of work which influenced the development of fine and gross motor skills, learners' autonomy and their emotional well-being at lessons.

The research questions referred to three aspects: firstly, to kinds and frequency of language skills' practice, secondly, to forms of practice and whether they promote learners' autonomy or not, and thirdly, to the influence of the applied techniques of work on the learners' emotional well-being.

Spotting the differences between techniques of work adopted by general education teachers and English language ones would provide an answer if and potentially why English language teachers are less successful in applying inclusive techniques of work and direct them to a selection of more effective teaching techniques that would improve learners general skills and increase their well-balanced development, turning the foreign language to become more learnable and approachable for learners with SLDs.

## 2.2. Method of data collection and analysis

The planned research was conducted in the fourth quarter of 2017 in ten public primary schools of Płock in the district of Mazovia. What is important, four of the visited schools had a status of integrative units. Within a period of three months twenty lessons, ten of early education and the other ten of English language, were observed in classes of second and third levels among children of eight and nine years old. Fifteen teachers participated in the research, seven of them were general education teachers and eight English language ones.

Lesson conducts were observed by the researcher and details were noted on observation sheets. Within the quantitative data analysis, the researcher marked the frequency of occurrence of particular kinds and forms of work with reference to three language skills of writing, reading and speaking. Learners opinions, emotional responses and spontaneous reactions were noted and constituted the qualitative data of the research. They were analysed with the view to learners' emotional attitude towards the practised skills and applied techniques of work. The gathered information was grouped according to the three objectives of the research, presented in forms of graphs and analysed.

The first aspect of the research, that was language skills practised by children, the forms and quality of the three skills were analysed on the basis of comparison. The researcher noted the occurrence and frequency of track writing, colouring, drawing, writing letters and words, which influenced the development of fine motor skills and were crucial for acquisition of visual-motor coordination. Further, organisation and quality of teachers' handwriting on the board was observed as its display and clarity influence learners' ability to identify correctly language signs, and directly affects fluency and accuracy of learners' reading skill. The second analysed skill was loud and silent reading performed by learners with reference to texts either known or completely new to them. The third skill subjected to the analysis was speaking. Various forms of oral expression which allowed students express their opinions, practise dialogues in pairs, inform, exchange comments, make remarks and describe were given the researcher's attention. By using the above forms of oral expression, students become more autonomous, more open to share their views and believe that their opinions matter to others. Practising speaking in the target language is also highly motivational for learners.

Another researched aspect related to the learners' autonomy, and was analysed on the basis of comparison between the applied forms of work. The reports of IBE,

mentioned earlier herein, stress that the more learners work in pairs and groups, the more independent and self-decisive they become. Further, they have better chances to develop their linguistic skills as all of them are engaged in oral communication at the same time, what additionally increases their active participation and makes lessons more student centred (IBE 2014: 204, IBE 2015: 51). For this reason, the researcher counted how often students of the observed classes had an opportunity to work in pairs and groups in comparison to their individual or whole class work.

The third aspect of the inclusive process of education considered by the researcher referred to learners' general sustainable development in a context of their creativity, physical development and emotional well-being in the class. Learners are always asked to concentrate on their work. However, it is easier for them to focus on a task when it involves such creative activities as cutting, sticking, drawing, doing puzzles, measuring, playing roles, rhyming and singing. Therefore, it was important to check whether and how often these activities were present in English language and general education classes. With respect to physical development, the researcher analysed learners' possibility to move freely in the classroom, a number of activities that involved movement, presence of five-minute activities which help to discharge stress and restlessness gathered by learners in the sitting position, as well as hand exercises which release tension, help to stretch and relax the body. Finally, learners emotional well-being was analysed as the researcher noted their responses and reactions to the teacher's instructions and comments.

### 3. Research results

The results of the research on the differences between teaching techniques applied by general education and foreign language teachers revealed an advantage of the first with reference to all three researched aspects of: the selection of techniques and forms of teaching language skills, autonomy of work and enabling learners' emotional development.

Firstly, it was established that the general education teachers set tasks which demanded students' creativity and developed their fine motor skills much more often than the English language teachers did. Colouring, drawing, writing letters or whole words, as well as writing on tracing lines were more commonly used at general education lessons. With reference to the writing skill, the English language teachers mostly asked students to write words or short sentences in their notebooks. Line tracing and letter writing were the least frequent activities, obviously because they are not included in any syllabus of English language education and not present in any English coursebook. What surprises, however, is poor prevalence of activities dedicated to colouring and drawing in the researched English language classes. Even if such activities were suggested by a coursebook, the teachers tended to omit or announced them as homework. Chart 1 below shows forms and frequency of practising the writing skill in the classroom by young learners.

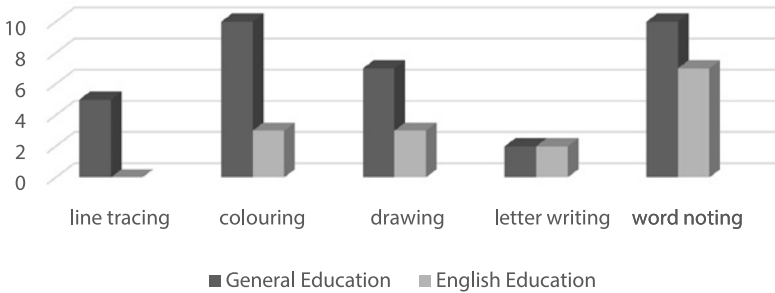


Figure 1: Forms and frequency of practising the writing skill in the classroom by students.

Knowing how important the quality of hand writing is for correct and easy recognition of words the researcher paid attention to the quality and organisation of written text on classroom whiteboards. It was noticed that both the general and English teachers used the board for writing words or sentences. In case of five out of seven researched general education teachers, their hand writing was well arranged. They moved from the top left side of the board down to its bottom and logically added information in the same manner, what helped learners find information on the board. Also, their handwriting was clear and easy for students to follow as no student complained or asked for clarification. Letters were properly linked together and of appropriate size, that is big enough for their correct recognition. English language teachers were less successful in providing information on the whiteboard. All eight of them based their teaching on coursebooks accompanied by exercise books to which they referred for practising the writing skill. Although five of them used the whiteboard, they did it mainly for writing homework tasks. Three English language teachers wrote on the whiteboard with attention given to the size of recorded letters, however only one person linked the letters together according to the rules of handwriting known to learners. Particulars of the organisation and quality of handwriting on the whiteboard are gathered in chart 2 below.

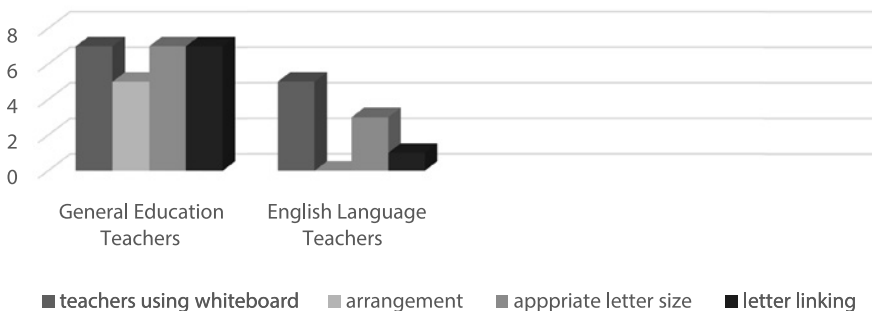


Figure 2: Organisation and quality of teachers' handwriting on the class whiteboard



The following language skill subjected to the analysis was loud and silent reading of texts familiar or completely new to students. Much as reading is a very important skill in the process of second language learning, reading aloud can cause anxiety in children and be a demotivating factor in learning (Gibson 2008: 31). Chart 3 depicts learners' practise of the reading skill in the classroom at both general education and foreign language lessons.

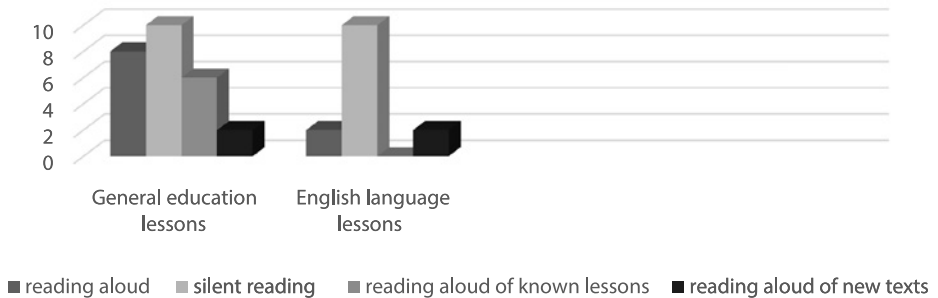


Figure 3: Practice of reading skill in the classroom

As it was noticed during ten observed lessons of general education, students were asked to read aloud at eight lessons and only two times to read silently while working individually. The texts read in public were in six cases known to students and included short narratives or dialogues from the coursebook or worksheets which learners had been earlier asked to practice at home. In two remaining cases, two students were requested to read an unknown dialogue aloud. Also, during English classes learners read aloud unknown text, which included a written dialogue and a simple instruction. In ten cases students read silently various kinds of short texts and instructions in their coursebooks and in two times appointed students were asked to read texts aloud. Silent reading was often accompanied or preceded by the listening to audio recordings.

The third language skill analysed in the research was speaking. Although it is considered by learners with SLD to be less difficult than reading and writing in general, speaking is undoubtedly difficult for learners with dyspraxia and surely not favoured by introverts or those who are shy by nature. In the research, various forms of oral expression and forms of work were observed in order to see how autonomous the students were in gaining their communicative competence and building their general knowledge. The results below compare forms of communication applied by general education teachers and English language teachers.

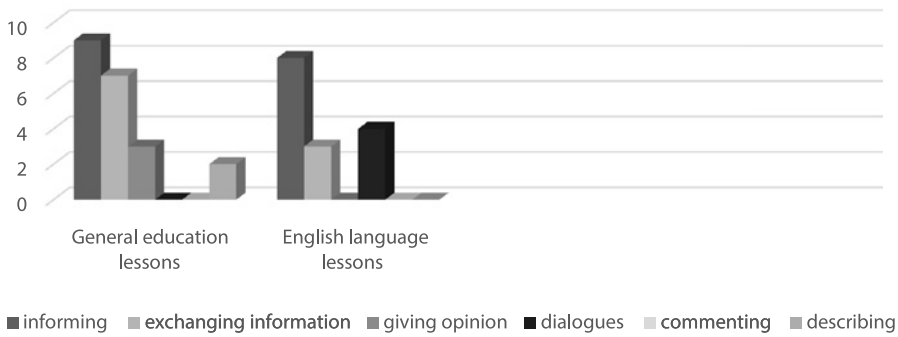


Figure 4: Forms of communication applied by general education and language teachers

In both cases of general education and foreign language lessons, answering teacher’s questions was the most common form of communication in the researched classes, whereas commenting was not present at all. English language students worked in pairs while practising the target language vocabulary in oral drills. They did not use the target language for descriptions and giving their opinions. This fact can be excused by learners’ poor communication skills in the target language, whose speaking skill is usually practised via controlled or semi-controlled oral drills. What surprises, however, is lack of freedom of oral expression in case of both general education and English language lessons. A narrow range of the applied forms of work confirms this fact.

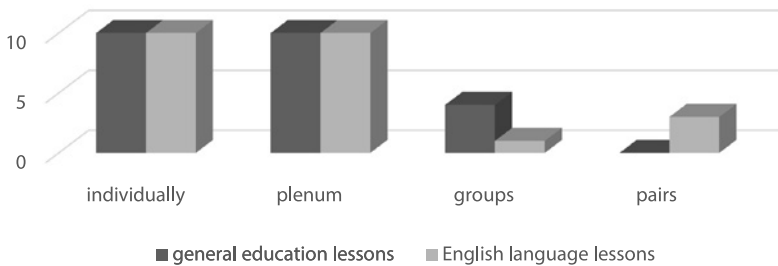


Figure 5: Forms of work applied by general education and language teachers

The results of the research showed that general education teachers as well as English language teachers prefer working with students individually and in plenum to organising group and pair work. In case of the observed foreign language lessons pair work was more often used than group work, and with reference to general education lessons pair work was not applied at all.

Analysing techniques of work which engaged learners physically, the researcher paid attention to learners’ freedom of movement in the classroom, as well as activities which aimed at development of grand and fine motor skills. For this reason, all activities or exercises which demanded movement and physical effort were marked on the

observation sheet. The results of activities aiming at learners’ physical development are gathered in charts 5 and 6 below.

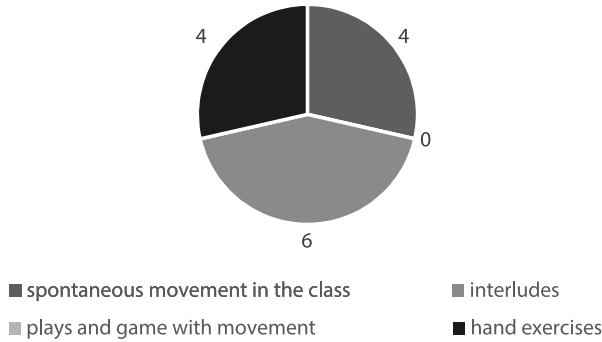


Figure 6: Activities aiming at physical development at general education lessons

The pie chart shows that the general education teachers did not use plays or games at all, however they often organised short, one minute activities which enabled students to release the tension and refreshed their minds. In four cases, it was also common for children to move freely around the class whenever they had a need to do so. At four lessons, teachers organised short hand strengthening exercises which included paper crumpling, scissor cutting and squeezing. Disappointingly, English language teachers were not so interested in developing learners’ fine and gross motor skills, focusing their attention entirely on linguistic aspects of education. Only in case of two out of ten observed lessons language teachers allowed students to move around the class freely. During ten observed lessons, only one teacher facing discipline problems decided to organise an interluding exercise which involved crouching, counting numbers from ten to one with hands raised up above students heads and jumping. None of the observed English language lessons included games or plays that would aim at learners fine or gross motor skills by letting learners leave their desks and change a sitting position for a while. Therefore, it was not surprising for the researcher that all the foreign language teachers struggled with discipline problems.

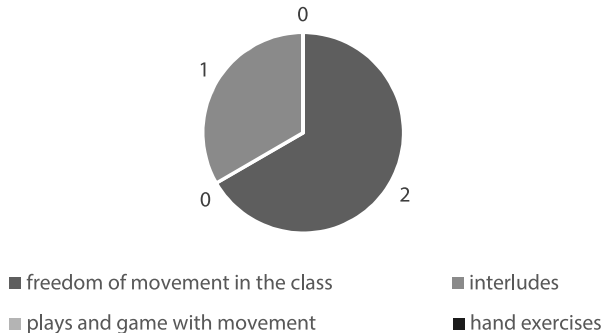


Figure 7: Activities aiming at physical development at English language lessons.

The above pie charts show that neither the general education teachers nor English language ones applied activities aiming at students physical development excessively. However, with reference to general education lessons such practice was more common than in case of English language classes.

The following sphere of learners' sustainable development that was subjected to the research referred to their creativity. The researcher observed whether and how often learners were involved in activities such as drawing, doing puzzles and matching, forming by means of cutting, bonding and measuring. Additionally, knowing how important drama is for learners emotional and social development, the researcher controlled if any elements of this educational form, for instance role playing, acting out roles, improvising, were present in the observed classes. The chart below compares frequency of the said activities at general education and English language lessons.

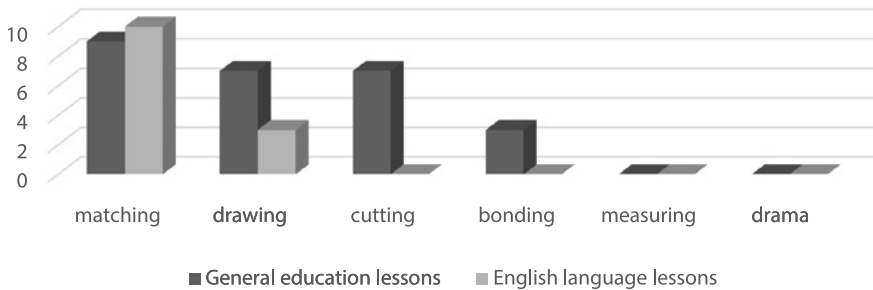


Figure 8: Application of activities influencing learners' creativity and emotional development

According to the presented results, creativity in children is most often stimulated via activities which involve matching and drawing. In case of English language lessons learners were asked to colour pictures or match pictures with written words in their exercise books. They were not asked, however, to perform drawings on their own in the classroom which happened in case of general education classes. Only once did an English language teacher of the second grade students set a task for them to draw a picture of a favourite cartoon character as homework. At the following lesson the teacher did not refer to the task and students did not talk about it. On the other hand, the general education learners were involved not only in activities that demanded matching information, pictures and numbers, but were also asked to perform more sophisticated tasks that involved collecting memories and expressing them in artistic forms of paintings or designs or crafts. For instance, at one of the general education lessons, students made bouquets of autumn leaves and bonded chestnuts so as to create various creatures.

Finally, the researcher observed whether learners felt emotional comfort at the lessons general education and foreign language lessons. Socialising and emotional development can be strengthened by various means, for example by activities which include at least elements of drama, team plays or language games, and further by

positive comments, verbal praising and freedom of expressing opinions and needs. At the observed lessons, however, teachers did not use drama or plays or games. Students expressed their satisfaction and disapproval of performed activities by a word of mouth in their mother tongue. Teachers of all observed classes praised learners for their efforts and avoided negative comments. At English language lessons, teacher had to struggle with discipline problems as students who worked individually with their exercise books, tended to interrupt one another due to lack of attention or boredom.

The results of the research revealed that both the general education as well as English language teachers of the observed classes did not apply all available techniques of work which strengthen learners sustainable development and would be beneficial for learners with SLDs. It needs to be noticed, however, that there is a significant difference in the frequency of the applied techniques of work by general education and foreign language teachers, with advantage for the first.

#### 4. Discussion

Referring to all three researched aspects, the techniques of teaching language skills, the selection of forms of work, and possibilities for learners' emotional, social and motivational development in classes, it has been proved that general education teachers are more successful at applying techniques of work that promote inclusion. Learners definitely have more opportunities to practise gross and fine motor skills, develop their communication skills and express their creativity via various activities at general education lessons.

English language teachers occasionally apply activities that involve line tracking, drawing, colouring and cutting, which are very important for the appropriate development of eye-hand cooperation and strengthen fine motor skills, so needed for learners with SLDs.

With regard to language skills' practice, both general education and English language teachers quite often ask learners to rewrite words from whiteboards, however English language teachers pay little or no attention to the quality of their handwriting, what causes additional difficulties for learners with SLDs to read and write them correctly. In case of the reading skill, learners are often asked to read single words, instructions or short texts either aloud or silently. What raises objections, however, is aloud reading of texts which are unknown to learners. As Merisuo-Storm (2006: 112) explains, most young learners feel uncomfortable being in the public eye while reading aloud. They may even feel embarrassed being corrected by the teacher in the presence of other students. What is more, learners with SLDs who are asked to read out loud new texts, often concentrate so much on pronunciation and fluency of their reading that they barely recollect the meaning of the read texts. Perfetti (2007: 357) informs that this phenomena is caused by learners' low level of automaticity in reading which contributes

to poor text comprehension. Therefore, asking students to read aloud of texts unknown to them, especially in the foreign language, can be demotivating if not humiliating.

The analysis of the speaking skill also revealed some problems. Speaking is considered to be the most important language skill that enables communication. In order to make speaking a foreign language effective, teachers need to organise various types and forms of oral practice that refer to learners' life and allow them express themselves. According to the results of the research, there were twenty one different speaking activities noticed at ten general education lessons, and fifteen at ten English language lessons. Students had more opportunities to speak and experienced more freedom of movement at general education than English language lessons. Very disappointing was a low variety of the forms of work applied by both groups of teachers, narrowed almost exclusively to individual or whole class work. Such a state of affairs is compliant with the results of the report of 2015 conducted for the Institute for Educational Research (IBE) in Poland by Muszyński et al. (2015: 51) and outlined in the present article above. It should be remembered that neither individual work nor whole class responses strengthen students' autonomy or give them a sense of achievement. Moreover, answering teacher's questions only cannot be understood as effective communication as it leaves almost no room for the learners' freedom of expression. What is more, the traditional approach based on individual or plenum work limits possibilities for students' physical activity, creativity and emotional development as they neither sing, play roles, act out, chant, compete nor cooperate. Learners do not learn about each other from one another, and thus they do not socialise. In the conducted research, activities prompting learners' creativity were much more common at the general education lessons where during ten lessons students performed different creative tasks twenty two times. Unlike foreign language lessons at which the teachers aimed at learners creativity eleven times within ten observed lessons. What cannot be left unnoticed is the fact that both the general education as well as English language lessons lacked the drama form, which lets learners show their personalities and open up to new experiences, supports socialising, teaches independency and is often a source of information about students for their teachers. During the observed lessons children had very limited possibilities to express their emotions, both positive and negative. Lack of ludic activities made the observed lessons rather monotonous and coursebook dependent. It is worth mentioning that all of the observed English language lessons were based only on the coursebook. Contrary to the general education teachers, the target language teachers showed very little autonomy in the organisation of the lessons.

## 5. Conclusion

The inclusive approach demands a reformulation of teaching goals, what also refers to the foreign language teaching process. The research results confirm that general education teachers are more autonomous in their application of inclusive techniques of work and selection of teaching materials than English language teachers whose lessons

lack dynamics and adjustment to learners' special educational needs. In the researcher's opinion, English language teachers need to focus more on techniques of work that promote sustainable development of learners' general skills. The language should be perceived not only as an educational target itself but also a means of communication via which learners with SLDs develop their general skills and discover their potential. It stays in agreement with the idea of inclusive education which aims at rejection of the 'one-size-fits-all' approach and facilitation of learning to all children appropriately to their individual abilities. In order to implement the inclusive approach, foreign language teachers need to become more autonomous in class management and in their selection of teaching materials. Moreover, they should learn about their students' special educational needs, let their learners acquire the language in their own pace by different means of expression available in alternative techniques of work offered by drama, project work and ludic strategies.

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**Informacje o autorce:**

Olga Puzia-Sobieska

**Kontakt:**

e-mail: [olgapuz@amu.edu.pl](mailto:olgapuz@amu.edu.pl)