

PART NAUCZANIE UCZNIÓW Z DYSLEKSJĄ W SZKOLE GIMNAZJALNEJ- CZĘŚĆ PRAKTYCZNA STRESZCZENIE

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Artykuł (część praktyczna) został poświęcony problemowi dysleksji wśród uczniów gimnazjum w Polsce, w klasach integracyjnych, na zajęciach z języka angielskiego [1]. Potrzeba dzielenia się wiedzą z tego zakresu wynika z faktu, że coraz więcej uczniów wymaga dodatkowej uwagi ze względu na odczuwane trudności w nauce. Nauczanie uczniów z dysleksją wymaga przecież nieco innych metod pracy dydaktycznej. Poszukując sposobów pomocy nauczyciel języka angielskiego zaoferował program wsparcia dla uczniów z dysleksją, podczas obowiązkowych zajęć lekcyjnych. Skorzystano z literatury poświęconej dysleksji, przygotowując zajęcia dla uczniowskich grup mieszanych, o zróżnicowanych poziomach nauczania. Opisano efekty pracy pedagogicznej w grupie eksperymentalnej oraz przesłanki dla nauczycieli.

Summary

The present article (practical part) is devoted to the issue of teaching English to mixed-ability learners in junior high school in Polen, particularly where some of the learners have dyslexia. The author of the project decided upon such a topic because during her teaching experience encountered many children with such a disorder. It was discovered that teaching them is problematic as they need a bit different approach and require more attention than their non-dyslexic friends. The present author decided to explore the issue due to her interest in offering dyslexics an opportunity to make systematic progress while learning English as a foreign language in a mixed-ability group. While working on the project the present author read a number of publications dealing with dyslexia and the teaching of English to mixed-ability groups.

Key words: mixed-ability groups, dyslexia, symptoms, learners, dyslexics, practical part

Słowa kluczowe: grupy o zróżnicowanym poziomie nauczania, dysleksja, symptom, uczniowie, dyslektycy, część praktyczna

Introduction

According to what has been presented in the theoretical consideration by the author of the project the teaching of vocabulary to mixed-ability learners could be effective in junior high school. A quasi-experiment was conducted in a mixed-ability group of lower secondary school which comprised dyslexics.

The subjects were children, aged fourteen, most of whom had been learning English at school for nine years. The lessons were conducted in a group of fifteen pupils. The main aim of the quasi-experiment was to teach vocabulary to a mixed-ability group, so that both dyslexic and non-dyslexic would have an opportunity to learn and increase their knowledge. The dependent variables of the observation was the amount of vocabulary learnt, as well as the learners' opinions (both of the dyslexic and the non-dyslexic) about the activities implemented in the quasi-experimental lessons and the work mode used by the teacher. The independent variables were the techniques in teaching/learning vocabulary used by dyslexics and non-dyslexics which the present author implemented. The researcher resort to such techniques as: physical demonstration, verbal explanation, synonyms, translation, pointing to objects, using visual aids such as mounted magazines pictures or blackboard drawings, using antonyms, or asking learners to use dictionaries. Furthermore, pupils were given interesting and challenging tasks to complete co-operatively in groups. The present author use techniques for learning new vocabulary that cover the visual, auditory and kinesthetic models of learning which is likely for dyslexics.

Three lessons were conducted, during the first and the last one the learners completed questionnaires: the pre-questionnaire was supposed to provide data about the students and their experience in learning English while the post-questionnaire was administered in order to verify the students' attitude to learning in a mixed-ability group. Afterwards, the researcher presented a presentation based on dyslexia in order to specify the disability. The presentation covered such

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terms as: developmental dyslexia, dysorthography and dysgraphia. The diagram distinguished types of dyslexia, factors affecting its development and types of learning difficulties which it brings about. From the presentation the learners had an opportunity to learn about famous dyslexics. The researcher wished to associate learners with dyslexia.

Subjects

The quasi-experiment was held in Gimnazjum in Polen [2]. The quasi-research was conducted on fifteen students who were members of the same class. The only exception were the 2 students with dyslexia who were not anonymous for the researcher and the rest of the group. The subjects were children from junior high school who had been learning English for at least eight years. Their language level was estimated by their teacher as intermediate. They attended three forty-five-minute English lessons a week. Once a week there was an extra class for those learners who had difficulty in learning the language.

In order to collect information about the mixed-ability group, a pre-observation questionnaire was undertaken; filled questionnaires are attached to the project.

The sample group consisted of six boys and nine girls, 8 declared to attend private classes in English, whereas 7 learners declared they did not, 5 learners claimed to spend roughly 4-5 hours a week learning English, the same number declared to work on English about 1-3 hours, 4 pupils spent 6-7 hours, whereas only one of the learners devoted more than 7 hours a week to English. The number of the learners who declared that they liked learning English was 8 in comparison to 7 learners who were not in favor of English, 7 pupils claimed that they learnt English because it is a compulsory subject, 5 learners indicated that they derived pleasure from learning English. What is more, at least 3 of the learners associated their future with English, they considered English useful for them in the future. The following question dealt with the subject's motivation, the results reflected that the motivation was at a high level. In the following question the learners answered that they pair work was their favorite learning technique, and only 6 pupils declared to favour individual work individually or group work. As for the marks, 9 learners declared that they scored 3 or 4 at the end of the second term, whereas 6 claimed to have scored a 5 or a 6.

Afterwards, the subjects were asked questions pertaining to vocabulary learning. For instance, 3 learners declared that they did not enjoy studying new vocabulary, 8 considered vocabulary easy to learn, and 4 pupils did not specify their decision. More than half (7 learners) learnt vocabulary regularly, whereas 8 of the subjects claimed to learn new vocabulary only before tests. The learners answered that their English lessons were focused mostly on vocabulary. In the last question they declared to have difficulty in spelling rather than pronunciation.

Procedure

The present researcher conducted three lessons in the mixed-ability group, before the lessons the author ran the fifteen-minute pre-observation questionnaire and the lessons were followed by the final test and the post-observation questionnaire (for both dyslexics and non-dyslexics) relating to the students' attitude towards the lessons conducted. What is more, during the third meeting the subjects watched a presentation about dyslexia in order to expand their knowledge about it.

Both lessons were conducted in the learners' mother tongue and in a foreign language. The author came to the conclusion that the learners' mother tongue was necessary, especially for the dyslexics, it helped them to understand what they were required to do during the lessons. The present researcher used Polish to translate some words or sentences or while giving instructions, which was also supposed to increase the effectiveness of learning.

During the quasi-experiment all of the learners in the group were present. The whole group was active, polite, they preferred the teacher's tasks, which affected the pace of work. Wherever they had any doubts, they politely asked for clarification and assistance.

In first meeting the learners were asked to fill in the pre-observation questionnaire. The class teacher ran the traditional lesson and the last fifteen minutes was devoted to the questionnaire, yet the learners spent about twenty minutes on that activity.

Lesson one

The lesson was conducted in a classroom where the desks were arranged in an L-shape. When the group entered the classroom they were asked to take their seats. The present researcher checked the register. The topic of the lesson was *Technology and Inventions*.

In the first task the learners were asked to guess the names of the items, for instance: a

computer, a notebook, an iPod, a phone, a dishwasher, a car, a radio, a DVD, an eco-car, a CD-player, and a walkman, which were prepared on flashcards. It was easy for them because the pictures were very colourful and from everyday life. They were really interested in the task. Only one word was extremely difficult to tell: *headphones*. The researcher put every single word on the blackboard to help them to memorize. Afterwards, they repeated the words together. The learners compared their spelling with a model and were guided by the teacher. The teacher used drills and repetition to help pupils to remember new vocabulary items.

In the second task the learners were given a rebus in which they had to guess the word *technology*. Simultaneously, the dyslexics were given a puzzle with the same word. In order to encourage the dyslexics to work, the researcher helped them in this task. The rebus consisted of 7 pictures. This task took more time than it was predicted, the teacher was needed to verify the learners' answers; they asked for more time. The teacher switched into Polish to translate the difficult words: *lollipop* and put them on the blackboard. One of the girls gave the answer as the first one in the group. As a result, the teacher told the students that *technology* would be the topic.

Afterwards, the learners did an exercise in which they needed to guess what was in the picture and name the items. For the dyslexics the teacher prepared pieces of paper where the first letter of each of the words was provided and gave the learners more time to perform the activity. As this task ended, the children, both dyslexics and non-dyslexics, proceeded to a game called *WEŻYK* in which they had to find words, for instance: *a radio* or *a washing machine*. Selected words which appeared there came from the previous activity but most of them were new, for instance: *a robot* or *a hairdryer*. The learners had some difficulties in finding the words, especially when it came to phrases, e.g. *an electric kettle*, *a floppy disc*, or words such as *software* or *a Hoover*.

For the post-activity, the children had to match the name of the computer parts to the proper flashcard on the blackboard: *a screen*, *a mouse*, *a keyboard*. Both the dyslexics and non-dyslexics received a picture of a computer. It was a very short exercise in which every person wished to come to the blackboard. After this task the researcher asked the learners to repeat the new words.

In the last activity the learners played two games: *BINGO* and *ODD MAN OUT*. It is suggested to use game in teaching to mixed-ability learners as effective way of learning. The first game *BINGO* was well-known by the learners. On a piece of paper there was a table in which they had to write words connected with technology, it was necessary for them to use words which they already knew. When they completed their tables the teacher read some words and the task for the learners was to cross out the words which were read out by the teacher. The teacher helped the dyslexics with correct spelling.

In the game *ODD MAN OUT* the subjects received eight lines. In every line they had to cross out those words which were different from the rest, for instance, *a telephone* did not match *a car*, *a plane* or *a train* because the last three words were examples of means of transport. Both the dyslexics and non-dyslexics received the same exercises. The exercise covered words from the previous lesson.

At the end of the class the teacher presented two tasks for homework. In one the learners had to choose one invention which was the most important during the last 100 years and to describe it in a few words. The second was concerned a description of an invention which they knew.

Lesson two

This lesson was conducted three days after the first lesson. It was the continuation of the previous lesson. The topic of this lesson was: *Talking about Inventions and Technology*. The present author had prepared exercises that covered the same vocabulary as in the previous lesson in order to check how much the pupils had memorized. The exercises were self-prepared, yet the format was derived from various websites.

Firstly, before the learners did the first exercise the author checked their homework. Some of the learners were not prepared and they received minuses. The rest of the class, i. e. those who had done the homework, were rewarded with a plus each.

In the first activity the learners were supposed to match the pictures with words with appropriate definitions. The pictures demonstrated inventions or items of technology. There was eight

definitions and eight words. To help dyslexics the teacher prepared different sheets of paper where added the first and the last syllable of each word. The non-dyslexics also received handouts which were prepared for the dyslexics. The learners were divided into pairs, so each pair received one piece of paper, as for the eight words they were put on the blackboard, for example if a person received: *a machine for printing text on paper, especially one connected to a computer* he/she had to find on the blackboard the word *printer*. It was not easy because the definitions were taken from a dictionary and the group was not familiar with the given words, for instance, *heat, smooth, pulling* and *examine*. It would have been easy task if they had known the words. What is more, some of the learners did not know what a remote control was, and the present teacher need to switch into Polish in order to explain the meaning again. When the children finished the activity it was checked. The author pointed to a certain picture and the learners were supposed to read out the correct sentences. Afterwards, the sentences were read and the children one by one were asked to give the Polish translation. The activity covered words such as: *a remote control, a microwave, a microscope, a camera, a printer, an iron and a tractor* and *headphones*. At the end of the activity the teacher checked the dyslexics' work in which there were some mistakes in spelling.

Before the second exercise the teacher gave a purpose-prepared homework task to the dyslexics, in which they had to make index cards or flashcards with common words which they found difficult to read. On the front of each card they were supposed to write or print one word and on the back they should write an instruction, stick a picture or write a definition of the word. These cards will help them to memorize new words which were difficult to learn.

In activity 3 the learners prepared crosswords for others, they could in pairs on crosswords which were supposed to consist of 5 items, arranged vertically or horizontally. They were creative, yet the crosswords were not extremely complicated. For instance, one person created a crossword with such words as *a car* or *a flower*. As for the dyslexics, they worked as a pair with the author of the experiment and they received pictures which they pasted in their notebooks instead of writing definitions. What was the most difficult for the learners was spelling. They missed letters or even changed the order of the letter. In the previous exercises they did not have any problems with repeating the words after the researcher or matching pictures with definitions. When the whole class finished their crosswords, they were asked to replace them with others.

The fourth activity was also a kind of a game called *ŻYWE ZDANIA*; it was group work. The teacher appointed nine learners and read a short sentence: *A telephone is a device that can make and receive telephone calls*. Each appointed learner had to remember one word. Then, the whole group chose a leader who wrote the sentence on the blackboard. They had to make sure that the sentence was grammatically correct. In this game the dyslexics were also involved and received their own words. The teacher read two more sentences and the learners wrote them on the blackboard. Pair-work or group was considerably more effective, yet the decision had been made that the last exercise was omitted. In that task the author introduced a kind of game in which the learners are asked to tell the proper name of the invention which began with the letter given by the present author, for instance: if the author said C,, the learners said *a car*.

Lesson three

The final test was conducted two days after the second quasi-experimental lesson. The class teacher enabled the researcher to carry out the test in the group at one lesson. The learners were asked to sit separately. Because of the fact that the self-prepared materials were not focused on the spelling of the vocabulary taught, the present author decided to concentrate to a large extent on the learners' ability to recognize the words taught. The test covered exclusively the vocabulary that had been practiced during the prior lessons. While doing the vocabulary test both dyslexics and non-dyslexics had exercises prepared by the researcher. Non-dyslexics worked only on the written text, whereas the dyslexics also worked with pictures thus two versions of the test had been prepared. The first task consisted in the learners crossing the odd item out, where the learners were to identify four words in every line and cross out one improper word. Neither of the exercises required the children's knowledge of spelling: the children were only to recognize the written forms of the words and name the pictures. The most challenging task for the pupils was to supply English equivalents.

The second exercise covered eight words and the learners had to translate words from English into Polish; the dyslexics obtained a copy which additionally featured pictures, apart from

the English words. Finally, in the last task non-dyslexics had to give eight English equivalents; the dyslexics had pictures instead of Polish words here. The present author was aware that the writing would be the most difficult task for both the dyslexics and non-dyslexics because spelling had not been directly taught to either group of learners. There was a time limit of 20 minutes set for the test, yet a majority of the subjects finished it earlier.

Results and discussion

After the quasi-experiment, the test was conducted, and the results obtaining the dyslexics and non-dyslexic were analysed and compared. The regular teacher permitted the present author to run the test in the group during one lesson. As far as the test is concerned, the present author followed the marking scale proposed by the regular teacher, and it was as follows:

The marking scale:

Mark	1	2	3	4	5	6
%score	0-40	40-66	66-75	75-88	88-99	100

The results of the test:

Mark	1	2	3	4	5	6
Number of learners						
Dyslexics	-	-	-	-	2	-
Non-dyslexics	0	2	2	3	5	1

The test was passed by the whole group. The most noticeable similarity in the participants' grades was visible in terms of grade 5, both dyslexics scored that mark and about five of the non-dyslexics. Attention should be drawn to the fact that 7 out of the 15 learners constituted a considerable fraction. The number of the children who scored the medium grade was amounted to two learners. Nevertheless, it is worth mentioning only one mark 6 was scored and the learner obtained the maximum points (24). There was the same number of the non-dyslexics with grade 2 and 3. In addition, the number of the participants who scored a 4 was one-fifth of the group.

During the third lesson an additional questionnaire was conducted. The questionnaire was undertaken in the mixed-ability group and aimed at the examination of the learners' attitude towards the lessons conducted. The dyslexics received a different questionnaire than the non-dyslexics. The first part of the questionnaire was the same for the dyslexics and non-dyslexics, in the next part some of the questions were either for dyslexics or for non-dyslexics.

To begin with, more than half of the group- 8 learners declared to have liked the first lesson and the rest of the group was in favor of the first. In the following question the whole group claimed that the topic was noteworthy. The number of participants who preferred working in pairs was 7, whereas only 3 preferred to work in groups and 5 preferred to work alone. The majority of fifteen subjects (11) claimed that the exercises prepared by the author of the experiment had helped them in consolidating the material taught, whilst 4 were not satisfied. The average number of 7 learners professed that the exercises were not complicated and caused them some difficulties where 4 pupils maintained that the exercises were complicated. The most problematic matter for the non-dyslexics as well as dyslexics was the task, in which they had definitions: some of the learners declared problems with spelling or dictionaries, they did not know how to use dictionaries properly.

However, the present author drew attention to the non-dyslexics, who declared that the definitions provides them with some clues. The following question concerned the involvement of the senses in learning: the non-dyslexics and dyslexics were in favor of using them at the lesson. The most favorite game used at the lessons was *Bingo*. Both the dyslexics and non-dyslexics (15) were in favour of games, which had made the lesson different from the regular lesson. The large number of learners (9) maintained that the words put on the blackboard or the pictures included in the tasks helped them in remembering the vocabulary. Furthermore, the dyslexics declared that they had problems with spelling and writing. The number of non-dyslexics who were annoyed by the presence of the dyslexics was not bewildering- only 3 out of 13 and one of them claimed that their presence deranged the pace of the lessons. One dyslexic and all non-dyslexics professed that the exercises for dyslexics appeared to be easier.

Conclusions

The results of the test and the final questionnaire indicated that in a mixed-ability group both dyslexics and non-dyslexics may have an opportunity to achieve knowledge. After the quasi-experiment, the present author analysed the data gathered. The data led the present researcher to the conclusion that in a mixed-ability group, if the learners are involved, fewer difficulties may be encountered by dyslexics. The aim of the quasi-experimental lessons was fulfilled as the results of the final test indicated that both the dyslexics and non-dyslexics were successful and managed to memorize the vocabulary items taught. Moreover, the results of the post-observation questionnaire presented that most of the learners were aware that games and pictures had accelerated their memorization.

Furthermore, one of the learners behaved appropriately, he disturbed during the lesson, laughed, talked, and he was reprimanded by the present teacher. The researcher observed that the problems encountered during the lesson did not only relate to the types of learning but also to class discipline.

The results gained in the singular quasi-experiment may not be sufficiently reliable because of the time restriction and the limited number of the participants, which leads to the conclusion that the present quasi-experiment could be treated as a pilot study and the issue requires further investigation.

Finally, the present teacher would like to concentrate on selected weak points of the quasi-experiment which might have had an impact on the results of the final test. Subsequently, implications for EFL teachers that were inferred from the quasi-experiment will be demonstrated.

Weak points

There were number of factors that might have had an influence on the validity observation conducted and the conclusions drawn on its basis.

The first factor that might have affected the results of the quasi-experiment was the time limit to the quasi-research were the reasons, as a result of which the present author could not afford to estimate the subjects' levels of proficiency. The present writer depended only on an interview with the subjects' regular English teacher, who estimated their command of English.

A second disadvantage was that individual learners' levels of proficiency varied in the group, which was probably caused by the fact that some of the students attended private lessons, that is why it was hard to conduct the lesson to the same rhythm for each learners. Particular students needed more time than the others to do the activity. The present author assumes that not every student had the opportunity to practice the strategies presented sufficiently.

Another weak points of the quasi-experiment was the number of the lessons conducted. The present teacher carried out only three lessons. It was not sufficient amount, since the present author was not able to observe the subjects' behavior during the regular lessons. Therefore, it was impossible to check whether the problems perceived during the quasi-experiment had appeared previously.

All the students appreciated the selected activities and they did concede them as interesting. The present writer would like to draw attention to the fact that all of the activities utilized were self-made and they did not come from any book. The quality of the material might have affected the students' involvement in the lessons.

Implications for the ELT classroom

The quasi-experiment produced evidence that the use of techniques in teaching a mixed-ability group during a vocabulary-based lesson could be of real aid in teaching vocabulary to young learners. Nevertheless, numerous problems could appear while using them in the classroom and teachers should know how to deal with difficulties as well as how to avoid possible problems.

First of all, it is necessary for a teacher to plan carefully which techniques to choose for a mixed-ability group. While making a decision whether or not to use a particular activity he/she should be aware of its applicability. Thus, the teacher is responsible for determining its appropriateness as well as obliged to consider carefully the time necessary for the completion of the activity. Furthermore, the teacher is responsible for taking under consideration students' problems, for instance in reading and writing.

It is also advisable that the teacher creates a friendly atmosphere during the lesson. The teacher has to remember that dyslexia is a disorder which is responsible for students' problems in

learning.

Furthermore, some students need more time than others to finish the task, which may cause discipline problems and affect the lesson. This may be resolved by adjusting the level of difficulty of a particular activity. In that way, teachers would avoid boredom as well as disruptive behavior at lessons. Another solution to the problem may be the preparation of more exercises so as to distribute them to the students who finish their tasks earlier. It might be a good solution to establish general rules of behaving, which can be written on a poster and kept on the classroom wall. These rules should be clearly explained to the learners and the students ought to. Teachers should take advantage of the learners' natural eagerness to speak and encourage children to speak in English rather than trying to prevent them from communicating normally with each other. Additionally, the present researcher came to the conclusion that if the level of the noise increases, it might be appropriate to apply a short activity that would calm down the class, for instance the class might play a short game.

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ВИХОВНИЙ ПОТЕНЦІАЛ ЧИННИКІВ СОЦІАЛІЗАЦІЇ ОСОБИСТОСТІ МОЛОДШОГО ПІДЛІТКА

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Анотація. В статті розглядається проблема використання виховного потенціалу чинників соціалізації як методів соціально-педагогічно діяльності, розкривається виховний вплив різних факторів соціуму, таких як мистецтво, культура, релігія, сім'я, засобів масової комунікації.

Ключові слова: чинники соціалізації, культура, мистецтво, релігія, сім'я.

Актуальність (Introduction). Проблема соціалізації була предметом досліджень ще філософів античності. З розвитком суспільства вона не втратила своєї актуальності, навпаки, стала різнобічнішою, набула глибшого змісту. На сучасному етапі розвитку педагогічної науки постало питання про визначення різних груп факторів навколишнього середовища, які б сприяли формуванню особистості, її соціалізації та слугували методами корекції, профілактики, реабілітації у соціально-педагогічній роботі.

Аналіз останніх досліджень та публікацій (Analysis of recent researches and publications). У дослідженнях ця проблема розв'язується у кількох аспектах: філософському (Н.Т. Абрамова, А.Т. Москаленко, В.Г. Нестеренко, В.С. Овчинников, Ю.В. Сичов та ін.); психологічному (Л.В. Бондаренко, Л.П. Буєва, А.Г. Ковальов, І.С. Кон, Є.С. Кузьмін, В.С. Мухіна, Р.В. Тонкова-Ямпольська та ін.); педагогічному (Г.М. Андреєва, Ю.В. Василькова, Р.Г. Гурова, В.М. Іванов, Н.М. Лавриченко, А.В. Мудрик, Ю.В. Смородська) та соціологічному (В.П. Андрущенко, В.М. Піча, А.О. Ручка П.А. Сорокін, О.О. Якуба та ін.).

Сучасні науковці правомірно вважають культуру, мистецтво, засоби масової комунікації, релігію одними із потужних чинників соціалізації та особливого значення надають сім'ї як основного посередника у засвоєнні соціального досвіду.

Поняття «культура»(від лат.cultura – оброблення, вирощування, у педагогічному кон-