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**VYUŽITÍ DRAMATICKÉ VÝCHOVY PŘI VÝUCE  
JAZYK PRO ŽÁKY SE SPECIFICKÝMI  
PORUCHAMI UČENÍ**

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**USING CREATIVE DRAMA WITH LANGUAGE  
LEARNERS WITH SPECIAL LEARNING NEEDS**

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Petra Batlová

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## **ABSTRACT**

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The thesis deals with the use of creative drama methods as the tool for teaching English language to learners with special learning needs and ADHD syndrome. The aim was to create and teach five English lessons based on creative drama, observe two weak learners and analysed their progress through observation tasks, which were filled in by the learners and by the teacher ó observer. The results support the idea that creative drama influences the cooperative and communicative competences. It increased the learners' interest in learning English language and supported their engagement during the English lessons.

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## I. INTRODUCTION

Special learning needs are nowadays very arguable and current feature. There are a lot of learners who suffer from at least one of the special learning needs or ADHD syndrome and the amount of them is still increasing. Nevertheless, it is not clear yet which of the possible teaching methods and techniques are the best for them. On the other hand, there are some discovered and proved principles which help the learners with special learning needs to reduce their impairments and to integrate them among common learners. They certainly need the individual approach; more time for their work and they need to be motivated by teacher in such way that s/he catches learners' attention and make them to concentrate better.

Creative drama is a way of teaching which was discovered again and integrated among many other new teaching methods, which could be called humanistic ways of teaching. Creative drama is one of the methods that prefer a course of the learning process before evaluating results of the learning process. It complies with the entire nowadays modern requirements for effective learning. Creative drama allows for all the individual needs of learners and attracts their attention by the natural way which is realized mainly through playing. These are the main reasons why creative drama and its techniques are suitable for learners with the special learning needs or ADHD syndrome very much.

In the theoretical part, this thesis provides the essentials of creative drama including the specification of methodology, usage of creative drama at schools and its possible influence on learners with special learning needs and ADHD syndrome. It also includes the specification of special learning needs and ADHD syndrome and their connections with learning foreign languages. Attention is paid to learning difficulties that learners with special learning needs have and to their possible treatment and prognosis for the future.

The research is based on the analyses of five English lessons that were created and based on creative drama techniques. All the lessons are described in lesson plan charts in Appendices together with observation tasks for an observer and for learners as well. The results of the research proceed from the analyses of observer's and learners' comments and they are precisely described in the chapter Results and Commentaries. The research was targeted mainly on two learners Jáchym and Linda who were chosen for their specific diagnoses to be observed during the research. The recommendations for teachers are explained in the chapter Implications along with limitations of the research and difficulties that had to be solved. Suggestions how to expand and improve the research are covered there too. In the final chapter Conclusion, the main points of the master thesis are summarized.

## **II. THEORETICAL BACKGROUND**

In the theoretical part, background information on the topic of using creative drama with language learners with special learning needs can be found. The first part describes creative drama and its specification, the situation of using creative drama at Czech schools and its integrating into the Czech curriculum. The second part talks about special learning needs and their specification, connection to creative drama and the possibilities for reducing the impacts of learning disorders. The last part involves the main problems connected with language learning and learning disorders. The chapter also includes specific aspects of methodology in creative drama and methodology targeted for special needs in language learning and teaching.

### **Creative Drama**

#### **Creative Drama and its Specification**

The conception of creative drama began in the United States in 1930s together with many other alternative approaches to the teaching and learning process in general. The first person connected with this approach was Winifred Ward who was a teacher at an elementary school and later worked at Northwestern University as an assistant professor. She is considered to be "the mother of creative drama" (as cited in Northwestern University website) because it was her idea to interweave theatre and education. More precisely, she aimed for the idea of connecting theatre, education and real life. She believed that creative drama helped to create a unique and individual person with the general understanding of the world society.

The basic aims of creative drama are to develop imagination, problem-solving skills, language and communication abilities, creativity and personal and social abilities. As Machková (1998) cites: "the aims of creative drama are mainly pedagogical, however the means are dramatic" (p. 32). The next very important skill or ability that creative drama develops is the appreciation of theatre, culture and art in general.

Nevertheless, the connection between creative drama and theatre is a little bit confusing and needs to be clarified. According to Machková (1998), the main differences between creative drama and theatre are in communication and in the way how the dramatic moment is shared. Creative drama is "to share the moment with the others involved and also just for myself", on the other side, theatre is "to communicate with the larger amount of people - the audience" (p. 39). In creative drama there is only one type of communication -

just among the players; in the theatre there are two kinds of communication ó among the actors and among the actors and audience (Osolsob , 1974, p. 15).

Because of its main function, which is to develop the language and communication skills, creative drama is very suitable for learning languages ó the mother tongue or a foreign language. Creative drama works with a variety of texts ó poems, plays, stories etc. and uses them in a variety of different situations. This should help the pupils and students to express themselves and to learn the amount of knowledge by the real experience and according the words of Winifred Ward (as cited in Northwestern University website): ðinstead of memorizing set speeches and acting parts in the way the teacher directs, the children develop plays out of their own thoughts and imaginations and emotionsö. And exactly the emotions are very important for our memory according to the research in the pedagogical psychology if we feel some kind of a strong emotion (joy, fear, excitement) during the learning process we remember the acquired knowledge much more than without the emotions. That is the reason why students should be fully involved in the learning process and they should be involved as much as possible it and they should enjoy it.

To summarize, creative drama could be a school subject or just an out-of-school activity or a hobby. Its process and methods could be applied as a method of learning in many different subjects. Creative drama differs from the other aesthetic subjects mainly by the feature that its priority is the social cognition not the aesthetically valuable final product. Nevertheless, creative drama and its process could lead to the final aesthetic product ó performance but it is just a secondary product (Machková, 1998).

### **Creative Drama in the Czech Republic**

Creative drama was developed very much through the 20<sup>th</sup> century and it was one of the school subjects in the Czech Republic in the nineties. In the Western Europe and America creative drama appeared in schools much earlier. The delay in the Czech Republic was caused by the political situation. Nevertheless, creative drama is still in progress in the whole world. Creative drama is right now on the rise in the Czech Republic and it is starting to be used in a variety of fields of education (Maru-ák, Králová & Rodriguezová, 2008).

Some teachers used creative drama in their lessons just naturally because they preferred childrenø needs and they respected childrenø creativity. That is the reason why creative drama may not be so new to teachers in Czech schools - mainly for those with humanistic approach to teaching. Those who were not so involved in childrenø needs had to

wait, according to Maru-ák et al. (2008), for the humanistic conceptions in education targeted mainly at children (p. 8). However, it is important to remark that creative drama is not some kind of a new innovative teaching method which came to our country from the western world. It is a natural way of teaching in many parts of the world but it took a little bit more time to find the way to creative drama and its teaching methods in the Czech Republic.

Nowadays, there are some schools in the Czech Republic that use creative drama as a tool for better communication and also as a school subject for learning and developing social and personal skills. Creative drama has also its place in pedagogy and psychology because of its theoretical background being based on long-term research studies in those fields. Nevertheless, it is still very rarely used as a school subject at Czech schools and a little bit underestimated.

It is important to say that creative drama is in the Czech schools often confused with other approaches involving children games and with other subjects or pedagogical approaches that develop social and personal skills. As Maru-ák et al. (2008) state: "creative drama belongs to the art-pedagogical branch with the very clear theatre aspects as the basic methodological aims; as the one of the dominant aims is the field of art together with the aims in the field of social and personal development of the students" (p. 13).

### **Creative Drama in the Curriculum**

Many teachers and also parents claim that "making theatre" should not be a part of schooling. It is very difficult to explain its benefits to people not involved. Creative drama does not have the strongest historical background and tradition in the Czech education. So that is why it is so difficult to integrate it into the curriculum. The only artistic subjects which were common at schools were the lessons of art and music and they were always unimportant for many people and they were a little bit aside.

Creative drama has its place in the framework educational program for secondary schools, nevertheless not quite sufficient. It is integrated into section called "crosscurricular themes" which include the subject "social and personal development" (RVP S<sup>TM</sup>). That subject is not really creative drama. However, those teachers who want to be innovative and want to teach through creative drama can use this section for it and integrate creative drama into their lessons.

On the other side, the framework educational program for primary schools gives creative drama more time. It is included in the section for the complementary and facultative

subjects and it can be taught one lesson a week. However, the biggest representation of creative drama can be found in the *šZU<sup>TV</sup>*, which is a kind of an art school, and in the form of out-of-school activities.

### **Use of Creative Drama at Secondary Schools**

It is quite challenging to work with teenagers, not only in the field of creativity. The general opinion is that the small children (pre-school, primary school children) are the best partners for making creative drama and mainly for improvisation. They are very creative, without the restraint and they are flexible. However, it doesn't exclude the possibility to make drama with secondary school students or adults. There is a just different way how to coach and motivate them.

It is not good to start with creative drama when the students are in the teenage age; it would be very difficult and only very capable and experienced teacher would manage it (Machková, 1998). It is more realistic and easier to begin with the small children and guide them for several years to develop a relationship to drama and how it is taught and presented.

Nevertheless, secondary school is also suitable for connecting creative drama with other subjects and projects. It is very suitable for teaching humanistic subjects and mainly for teaching languages. It could provide a large amount of communicative situations that are unusual and provoke students to use the language for expressing their ideas. The main advantage of such learning method is to take a look at the events or features from the inside or from the position of someone else. Simply expressed, students can see everything from the different point of view, which was in the very beginning hidden and invisible to them and so it should help them to understand it more properly and remember it for much longer.

### **Methodology in Creative Drama**

The basic method in the creative drama lessons is a role play in the fictional situation. It is the process when somebody becomes somebody else or something else than he or she really is. The roles are always defined or introduced by the words *šasš* or *šifš*. The role could have many forms; it could appear in the games or even in simple practicing or relaxing activities. All the role plays in creative drama should contain a dramatic situation, which means a conflict or problem that has to be solved. If the player fully plays the role, he or she should be totally physically and mentally involved. Nevertheless, every role has some

limitations and also possibilities for changes of time, tempo, verbal activity, body moves etc. (Machková, 1998).

Another important method in creative drama is the story improvisation or in America they call it play-making. The story improvisation is based on literature and stories are created mainly for the pleasure and in the process of creating the children learn about themselves and about their roles in the social world. According to Machková (1998), literature is the motivation; it provokes the interest of children and it forces them to create it for the pleasure, which is the basic pedagogical aim (p. 95). A typical improvisation lesson is based on dramatization of the chosen poem or story. Some of the advanced players are able to create the whole performance. However, it always flows from the easiest parts to the more complicated dialogs or movements.

Another method connected with the movement is the pantomime. Movement and pantomime are non-verbal ways of communication of it is the dramatic play without words, without dialogs. This method is very suitable for students with speech problems (bad articulation, bad concentration during the speaking etc.) or for the students that are verbally gifted and need to develop different aspects of communication. It helps students to express themselves clearly and effectively; it develops the spatial orientation and the sense for rhythm. There are many kinds of pantomime e.g. imitative movement, narrative pantomime, pantomime in the role etc. (Machková, 1998, p. 95).

Improvisation in general connects all the teaching methods in creative drama. MacCaslin (1990) emphasizes that drama classes include work on movement and rhythms, pantomime, improvisation, character study, and speech. The problems of structure, organisation, unity, and plot are studied through guided improvisation and group discussion (p. 259). There are many possibilities for the improvisation. It could be provided in the groups or individually; it could be based on literature or just on topic that was made up by the students or by the teacher. Not everyone is able to improvise without the previous practice. It always begins with simple dialogs and moves and leads to more complicated and elaborated parts. This method develops mainly creativity, language skills, social and cooperative competences and thinking in general.

## **Creative Drama as the Therapeutic Method**

Creative drama as a possible learning method is applied not only at special schools but it is possible to apply it in the many different school areas ó mainly in the humanistic branches and language learning at primary and secondary schools. Nevertheless, the creative drama as the therapeutic method is applied mainly at special schools as the tool for teaching children with learning difficulties and also with hyperactivity and problems connected with it. It certainly should not be mistaken with the drama therapy or art therapy. These are kinds of psychotherapy used mainly for people with the psychiatric diagnoses.

To explain it more specifically, the differences between creative drama and drama therapy are found in the aims. Psychotherapy aims for the complete restructuring of the client's personality. The creative drama, according to Muller's (1995) explanation from the special pedagogic point of view, aims for the positive emotional situation and for the children's ability to relax. It should strengthen the creativity and the cognitive functions. Children should learn about themselves and also about the others and they should practice some appropriate ways of behaviour; they should be well informed about the social situations and social perceptiveness. Finally, it should develop their motor activity and communicative and also assertive competences.

The most important feature in using drama as the therapeutic method is that it supports spontaneous communication. Another advantage is that the 'problem' is usually uncovered by the metaphorical way of expressing so students with special needs are not tied up by their own prejudices or by the prejudices of other people (teachers). The other important element is the emotion. The emotions are very important because the human consciousness is contacted exactly through the emotions and it influences the human behaviour. What is more, it is proved that functions of our inner organs are influenced through emotions, which also influence our behaviour and mainly reactions in the different social situations that are not predictable (Muller, 1995).

The final effect of this therapeutic process should be the process called catharsis, which came from the theatre terminology and which refers releasing and clearing the tension. In the words of Muller (1995), it is the 'bio-psycho-social purification of the actors' (p. 22); which should satisfy the students' needs like self-realization, safety, success and appreciation and the personal development. All of this should lead to the harmonious and balanced personality and that is the main aim in special needs pedagogy.

## Special Needs

### Special Needs and their Specification

The category of special learning needs includes a lot of varieties of developmental disorders. It is the term that signifies the heterogeneous group of problems, which are connected with development of speech, reading, writing, listening and problems with mathematic operations. They are called dyslexia (reading), dysgraphia (writing), dysorthograhpy (grammar), dyscalculia (mathematic operations) etc. These problems are caused by dysfunctions in the central nervous system. These dysfunctions could also appear together with other health problems like mental retardation or the disorders of behaviour and attention. Nevertheless, such dysfunctions are not always the reason for the diagnosis of learning disorders (Zelinková, 1994, p. 12).

And what is more, children with special learning needs are found in all social classes and it has no influence if there are used variety of teaching methods in learning process or not. That is the reason why it is so difficult to find or to define the causes of such dysfunctions. Nevertheless, it is certain that more factors could be involved. The several psychological studies found the following:

The involvement of socioeconomic, pedagogic, linguistic and psychological factors underlying the disorders does not seem in contradiction with a neurocognitive or genetic model if a model with more than one cause is accepted. Genetic factors, cognitive functions, psychological structuring and the familial and social systems contribute together to the development of skills in the child. (Inserm, 2007)

As it was mentioned, the special needs and problems with learning are also connected with the syndromes of behaviour and attention. They are called ADD (which is not internationally used) and ADHD syndromes. ADD means "Attention Deficit Disorder" and ADHD means "Attention Deficit/Hyperactivity Disorder" (Pennington, 2009, p. 152). All kinds of children could suffer from these syndromes ó with any level of intelligence. It is always connected with the problems such as bad attention and memory and some malfunctions in the motor activity ó a coordination disorder. All these troubles make learning and teaching much harder and sometimes impossible in some difficult tasks.



Those children with variety of learning disorders are mostly integrated into the common schools; some of them attend special schools or special classes. Nowadays, the trend is to integrate as many children as possible, they should not be separated from the rest of the society. The integration is the best way how to educate children with special needs; nevertheless it means more work and more preparation time for teachers. What more, it also requires more teachers' enthusiasm and pedagogical positive thinking because the results are not always noticeable and apparent.

Details concerning the education of children and students with special learning needs are specified in the regulation of the law M<sup>T</sup>MT R . 73/2005 Sb. In this document the rules for creating students individual educational plans are set (Slowík, 2009, p. 37), which should help teachers and also students to set teaching and learning goals for the whole academic year. Parents should be also involved in the process of creating individual educational plans and also some educational or pedagogical psychologists.

Psychologists firstly examine the child and then determine diagnosis and recommend possible ways for reducing impacts of such disorders. For diagnosing learning disorders they usually follow these international criteria:

A score in individually administered tests that is at least two standard errors of prediction below the level expected on the basis of the child's chronological age and IQ. The disturbance significantly interferes with academic achievement or activities of daily living not directly due to a sensory deficit. School experience is within the average expectable range and IQ greater than or equal to 70. (Inserm, 2007)

The criteria are used in the International classification of diseases, ICD-10 and in the fourth edition of the Diagnostic and Statistical Manual of mental disorders (DSM-IV). Both classifications are very widely used at international level.

### **Situation in the Czech Republic**

The care for children with special needs in the Czech Republic started in the 1950ies. At first it came under the competences of health service but later it was shifted to the education system. The first special dyslectic classes came in to existence in our country in the 1960ies. The very first class was established in 1962 in the psychiatric department of the Faculty Hospital Brno. Later, teachers became to be very interested in education of children

with special learning needs and such special education also found its place in our school legislative system.

Nowadays, there is about 2-4 per cent of the Czech common population handicapped by special learning needs or some kind of a learning disorder. It was found out that boys suffer more from such disorders than girls; the possibility for boys is almost ten times bigger than for girls. However, the occurrence of learning disorders depends also on social-cultural environment, teaching methods and the quality of the given care and prevention (Zelinková, 2003).

Nevertheless, the care for them should be on the very high and sufficient level in the Czech Republic. The special education is in the Czech Republic mostly provided by individual integration, group integration or the separated education in the special schools for children with special learning needs (Bazalová, 2006).

### **Methods for Reducing Special Needs**

To understand the problem of using methods for reducing the impacts of special learning needs it is important to know the proper differentiation of such impacts and their possible connection to learning. The main disorders or special needs that are connected with language learning are dyslexia, dysgraphia, dysorthography and problems with attention which include the ADHD syndrome. Pennington (2009) defines language learning disorders more specifically:

There are three main types of abnormal language development: (1) developmental dyslexia or reading disability (RD), in which the defining problems are in written rather than spoken language; (2) speech sound disorder (SSD), in which the defining problem lies in the development of speech production; and (3) language impairment (LI), in which the defining problem is in the expression and/or comprehension of spoken language. (p. 45)

Such a differentiation is important for choosing the proper methods for reducing of impacts of those disorders. The following is a brief summary of methods used as the possible treatment or reduction of the impacts of the special learning needs and of ADHD syndrome.

## **Speech and Language Disorders**

This section includes disorders related to speaking and language learning in general. It covers all the disorders mentioned above in the text ó dyslexia, dysgraphia and dysortography. They appear very often together and it has been proven that the basic methods targeted for dyslexia treatment are applicable also to dysgraphia and dysortography as well. Such disorders are connected with delayed expressive and receptive language development without any discovered cause (such as deafness, brain injury, or intelligence deficit) and developmentally inappropriate disability to produce speech sounds also without any exact cause (Pennington, 2009).

The possible methods for treating these disorders recommended by Pennington (2009) are:

The treatment covers regular speechólanguage therapy focusing on specific areas of weakness (such as vocabulary or grammar development) and regular speech therapy focusing on articulation skills. Special education for any subject in which the child requires additional support. Appropriate accommodations provided by teachers and parents (breaking multistep directions down into smaller pieces, using visual supports whenever possible, preview and review of material, extended time for assignments and tests. (p. 107)

Such a recommendation is suitable for all language disorders. It is important to say that re-education is focused on the whole personality of a child not only on the individual problems. It is always important to motivate the child from the very beginning of re-education, to work in the short periods, to change activities more often, to evaluate positively and teacher should always trust the child to create a good relationship between them. Another important aspect is that the intervention should begin as early as possible, since some reading difficulties (e.g. poor fluency) are easier to prevent than to re-educate.

## **ADHD**

The history of ADHD is quite long and difficult; the first case of the syndrome involving hyperactivity was described by a German physician 160 years ago. At first, it was defined as a disorder caused by some kind of brain damage. Nowadays, the research in this

area revealed the facts that are important mainly for education of children with such syndrome. Children with ADHD have no brain damage as Pennington (2009) claims: "There is now much more direct evidence that ADHD is a specific kind of brain dysfunction caused mainly by genetic differences. Although ADHD is now more clearly defined and better understood than it once was, it remains a somewhat broad diagnosis" (p. 180).

For treating the symptoms of ADHD syndrome there are very often used psychostimulant drugs. According to research which describes Pennington (2009) in his book "about 75-90 per cent of children with ADHD show a favorable response to psychostimulant medication" (p. 180). Nevertheless, the most effective treatment is the psychosocial treatment that consists of behavioural intervention techniques for parents and teachers. In general, "psychosocial treatments are less effective than psychostimulants for improving ADHD symptoms, although there are some promising new treatment approaches" (Pennington, 2009, p. 181).

### **Special Needs and its Connection to Creative Drama**

As mentioned several times in the text above, creative drama is very useful and suitable for children with special learning needs. Using methods and techniques of creative drama as a part of holistic pedagogy conception aims for the most effective learning process. The holistic pedagogy supports interaction in class and puts the personality of learners in the centre of the learning process and allows them to develop individually. Language learners with special learning needs need such an approach more than anyone else. Nevertheless, creative drama methods should be used for teaching all kinds of learners, mainly because of the integration and inclusion (Bartoňová, Vítková et al., 2009).

The main reason is that children have the possibility to be someone else when they are involved in the play role method. That means that they have possibility to forget their impairments or disorders or disabilities and can cooperate and communicate in a more relaxed and natural way.

Another advantage of creative drama for learners with special learning needs is the large space for communication; it offers many different situations and possibilities to express themselves and to understand their situation from different points of view.

Creative drama also helps with integration of disabled learners. They are very often the objects of ridicule among "normal" children. Creative drama and its methods could be the

effective help in problematic integration and in negative environment in class (Bartošová, Vítková et al, 2008).

One of the most essential benefits is that children with special learning needs need to play and need to be creative (mostly, they have very strong sense for creativity) and that is what creative drama is for ó to develop and support children's creativity.

## **Language Learning**

### **Special Needs and Language Learning**

Is necessary to teach foreign languages to children with special learning needs? It is an important question for teachers who have to teach a foreign language to children or students with language learning disorders. Their first argument is that such children are not able to learn their own mother tongue so there is no reason they should learn English or German language. However, education should be complex and every child should get the same chance for education and for their future educational and employment chances. Nowadays, to know at least one foreign language is almost necessary for finding an appropriate job and for active international social life (Zelinková, 2003).

Students with special learning needs are very handicapped exactly in this area of learning language so that the early diagnosis is more than helpful and necessary. The best period for learning languages is the time when children (not only with special learning needs) learn languages through audio-visual methods ó pictures, rhymes, songs and also some motion elements within learning new vocabulary, grammar etc. The difficulties rise when teachers go back to more traditional learning methods and their requirements become higher which is typical for lower secondary schools and also for secondary schools (Zelinková, 2003).

However, every child is able to learn a foreign language. Only the way to achieve the goal is more complicated and the number of revisions of required subject matter is much larger. It is not suitable to use the big amount of varied methods and varied special teaching aids in one lesson. It is more useful to find the system of work with children and some of the simple methods that are suitable for them. Such methods should be used in every lesson to make children comfortable with them and let them to get used to such system of learning (Michalová 2001, p. 64).

### **Language Learning Difficulties**

In general, language learning difficulties that are connected with special learning needs are almost the same in every language. Of course, the mother tongue may be easier to learn for them. Nevertheless, the problems with reading and writing are obvious and

inevitable for all learners with special learning needs. They mainly have problems with hearing perception and language production.

The main difference between problems in acquiring a mother tongue and acquiring a second language, as Barto ová, Vítková et al. (2009) state is that the difficulties connected with acquiring a second language appear much earlier (at the very beginning of learning process) than difficulties within a mother tongue. A mother tongue is acquired for such a long time and with almost non-stop exposure which causes gradual progress in understanding and in language production. The impacts of special learning needs become evident when children start to attend primary schools and begin to learn reading and writing in their mother tongue.

Typical difficulties for second language learners with special learning needs according to Barto ová Vítková et al. (2009) are: wrong perception of the spoken and written language, difficulties in discovering patterns and structures in the foreign language, logics which is expressed by rules and bad memory ó mainly sensory memory and short-term memory. Such learners could also be more tired, less concentrated and possibly more irritated because of their failure.

It is clear that traditional learning methods are not fully applicable to learners with special learning needs. Even if they need much more time and individual approach which could be difficult also for teachers they are able to learn and use a foreign language.

### **Language Learning through Creative Drama**

Integration of methods and technics of creative drama into the language learning process not only diversify the learning process itself but they are also used for practicing language means, developing speaking abilities and intercultural competences (Barto ová, Vítková et al., 2009).

The most commonly used methods while learning languages are pantomime (used mainly for learning and revising new vocabulary), verbal methods such an imaginative dialog, quasidialog etc., graphic methods like creative writing and another kind of dramatic methods as playing in costume, communicating via puppets or when wearing masks etc. To sum up, creative drama helps children to develop their communication in a foreign language, to relax and feel comfortable in language lessons, to enrich their emotional experience and support their creativity.

Barto ová et al. (2011) provide a more detailed description of straight connection between language learning and creative drama as can be seen in Table 1 and Table 2:

**Table 1**

<b>Creative Drama</b>
Creative drama is characterized by its active approach exploring experience, emotions and enjoyment.
The child (student) is always in the centre of teacher's attention.
The principles like active experiencing and emotional experiencing are connected with the game in creative drama. These kinds of dramatic games lead to deep experiencing of every activity. The games can also be categorized as dramatic and non-dramatic.
Creative drama works with these concepts: role play, fiction, situation and improvisation.
Creative drama develops children's (students') potential creativity.
Creative drama takes into consideration the principle of psychosomatic connections with the learning process.



**Table 2**

<b>Language Learning</b>
Active learning (through experience) is one of the basic modern approaches in the foreign language education.
The central orientation on student and his/her learning process is also very crucial in language education.
We can divide, in the foreign language educational process, the games as drama games (playing roles, problem solving, discussions) and as non-drama games (more similar to children's games like playing memory games or doing crosswords). The game itself leads to experiencing learning through activities, to strengthening communication-emotional aspect of learning process and it also leads to better mastery of learning contents.
The foreign language is better learned through playing roles, very often in fictive communicative situations that are improvised.
One of the basic principles of language learning is to develop students' creativity in general and in language use through activities like e.g. creative writing etc.
There also stands the rule for language learning of good planning and scheduling of the lessons. It means to change the intensive work with relaxing activities to strengthen concentration and emotional dimensions of the learning process. This aspect is more than important mainly for children with special needs.

(Paraphrased from Bartoňová et al., 2011)

### **Prognosis for Disabled Language Learners**

To complete the section about language learning for students with special learning needs it is important to point out if there is any possibility to treat the impacts of learning disorders and if there is any change for learners to overcome their disabilities and learn a foreign language at a sufficient level.

According to experts on learning disorders and their research, the prognosis for learners with special learning needs is very good. Nevertheless, language learners with special learning needs always have difficulties with reading, writing, spelling, bad memory, vocabulary and poorer understanding of complex language. And they will always be a little bit slower than the others. Of course, there are many aspects (type of disorder or disorders,

additional disorders, IQ, intervention etc.) involved and it is not possible to generalize it (Pennington, 2009).

Another group create the disorders of attention deficit as ADHD or ADD syndromes. Some of the impacts of these syndromes are not possible to overcome. There are some difficulties that follow people with ADHD syndrome for the whole life. According to Pennington (2009) ADHD is a chronic disorder across the lifespan. Many of the tasks of adult living require sustained effort, planning, and organization, which are areas of weakness for individuals with ADHD (p. 180).

On the other hand, as Machková (2005) cites in her book, one of the big mistakes of our society is the claim that a person with dyslexia cannot learn foreign languages. Even though it is not so usual there are professional translators and also foreign language teachers with dyslexia around the world and in the Czech Republic as well (p. 28).

Learning foreign languages through creative drama is useful not only for learners with special learning needs but for all kinds of learners. It is mainly because of their close connection with literature but also with another subjects and sciences such as history, art and culture, geography etc. Another important aspect of connection between creative drama and language learning is development of communication and social perception which importance for learning in general is more than obvious.

The further chapters present research that examine possibilities of using creative drama as a learning method for English language learners that have learning problems because of their special learning disorders. Creative drama offers the opportunity for such learners to master their language knowledge despite their impairments.

### III. RESEARCH METHODOLOGY

The research carried out was focused on learning English language through creative drama and its influence on learners with language learning disorders. Such students with special learning needs have troubles with acquiring second language because of their impairments mainly in language features. Drama and its methods offer the possibility for these learners to learn a second language by spontaneous way and without stress from failure. I have chosen this way of teaching language because I also studied except from English language creative drama and I had the possibility to see its effect on many different learners and also on me when I was a learner.

At first I contacted the teacher Zde ka Kastlová<sup>1</sup> who was recommended to me by my thesis supervisor. Mrs. Kastlová teaches children at 11. Z<sup>TM</sup>Plze called T<sup>U</sup>divka which integrates children with special learning needs into classes with children without any learning disorders. This school has also special classes where there are only children with special learning needs. These classes can accommodate only fifteen learners because of their individual needs. Mrs. Kastlová teaches English and German language mainly in these special classes. After our agreement through e-mail I came to the school personally and we arranged the details of my research (where, when, what class etc.).

My first intention was to teach five English lessons using drama methods and to observe the whole class and draw some conclusions from it. Nevertheless, it would be very difficult to observe the whole class objectively and make some objective and valuable results. Due to that reason, my supervisor suggested to choose and observe only two specific learners, which would be more valuable and beneficial. I chose those two learners during my observation of Mrs. Kastlová lesson. After that, I design and taught five lessons which were based on the observation and the needs of the chosen learners.

Learners that were chosen to be observed (Jáchym and Linda)<sup>2</sup> I chose partially according to my first feeling and also after consultation with their teacher. I wanted to find one girl and one boy and they had to be a little bit different than the others. I had to admit that my first feeling was more than interesting. I chose two learners with the very difficult psychiatric diagnose. Jáchym and Linda suffer from ADHD syndrome following disorders as dyslexia, dysgraphia and dysortography. They both had problems with concentration; they almost never spoke during their lessons; they also poorly cooperated with the others and they

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<sup>1</sup> Mrs. Kastlová agreed with using her real name and her ideas in this thesis.

<sup>2</sup> The names of the learners have been changed

had a little interest in learning and going to school in general. The boy also ran away from school several times. He suffered from some kind of panic attacks that were caused by misunderstanding with the teachers or schoolmates. Firstly, Mrs. Kastlová thought that it would be waste of time and that there would be nothing to observe regarding Linda and Jáchym. Nevertheless, I was sure that there could be some noticeable progress in their behaviour and learning process so I tried it.

The following step was to create observation tasks for Mrs. Kastlová who was supposed to be the main observer and she should observe those two chosen learners during every lesson in detail and fill the information into the chart. The chart included seven statements which were targeted mainly on learners' activity and engagement in lessons or topics, their using of English during lessons, their co-operation and communication with the others and their interest in learning English. All the tasks should be compared to the previous experience with learners and their behaviour during their common lessons.

The other observation tasks were created for learners who should evaluate every lesson according to their own opinions. The observation tasks for learners were in the Czech language because of their better understanding. They should circle just one from four possibilities to express their feeling about lessons. They also had the possibility to write something more about what they like or dislike about the lesson. Both observation tasks are in Appendices (appendix 6, 7). There were also reflexions with the teacher ó observer after every lesson and short reflection at the very end of the lessons with the learners as well. During every reflection with the teacher ó observer which lasted approximately 10 minutes I wrote down some notes about the lesson and about Linda and Jáchym and their working.

The section Appendices includes also five lesson plans prepared for this research. These lesson plans have two criteria: to use the methods and techniques from creative drama and to use English grammar and vocabulary that learners already knew with the minimum of new information added. That was because it would not be possible to measure what they remember or not and too many new pieces of information would overload their brains and influence the final results of the research. As I found out the learners with special learning needs are not able to acquire too many new things at once so it was enough that they had to get used to specific drama techniques. Until that time I came with drama techniques they were used to sit only behind school desks and just alone which was decided as the best way how to teach them ó to sit quietly, concentrate and not disturb one another. For creating lesson plans, I use the information about their knowledge and themes they already covered that I got from their teacher.

The main aims of lessons were targeted mainly on interaction between learners and between learners and the teacher, usage of English language, to reduce tension and stress while using English mainly while speaking and to support their spontaneous engagement in lessons in general. Another aims were to support their self-confidence, to arouse the interest in English and to show them how to cooperate with the others for their benefit. I found out these aspects are important for language learning especially for the brain activity (memory, creativity, and concentration) which could be intensified through emotional experiences.

Every lesson was on different theme and took forty-five minutes. Lessons were changed and reorganized in the course of the research to meet the learners' needs. On one hand, I tried to use as many different drama techniques as possible, but on the other hand I wanted the learners to try some techniques twice because it was important for them to feel more sure and self-confident. This feature was difficult to balance. Many creative drama techniques I considered to be unsuitable because of their time demands and also because they were not suitable for language learning.

These lesson plans and observation tasks were the most important research tools for my analysing and answering the main questions and aims given at the very beginning of the research. The following chapter presents the data collected through my observations and through the observations of the teacher-observer and learners' observations. The chapter also includes my analyses and commentaries to the results.

## **IV. RESULTS AND COMMENTARIES**

In this chapter, five English lessons are described and information collected through observation is analysed. The analysis is targeted mainly on two learners Jáchym and Linda who were observed. Every lesson is divided into four parts: in the first section are written the general pieces of information about the lesson and its description, another three parts are commentaries of the observer and the learners. The last part includes teacher's commentary and teacher's points of view on the lesson.

### **Lesson 1**

#### **Description**

This lesson was a little bit specific because it was the first time when learners met with the different approach of teaching and also they had to get used to their new teacher. Despite the fact, that those learners with special learning needs are very sensitive and it is very difficult for them to get used to anything new, the first lesson was taught without any major troubles and it seemed that the influence of drama techniques was visible from the very beginning of the lesson. Learners seemed to be relaxed; they communicated with the teacher without any difficulties and they all cooperated and tried to engage in every activity.

The negatives of this lesson were caused by integrating new complicated activities, which were difficult to explain; it was time consuming and there happened to be some misunderstanding in realizing some activities. For example, in the living photographs it was difficult for learners to stand without any move and it took them some time to understand what to do in general. On the other hand, they had no trouble with the pantomime even if they did not know it before. Another difficulty I realized was that there were too many activities in one lesson and I also had to eliminate speaking in English because they did not understand much.

The main complications were some troubles connected with discipline. It was very difficult to keep learners calm and quiet mainly during the group work. They easily lost their concentration when they were working together so the teacher's main role was to calm them down almost every minute during their co-operation. Another important thing was to tell learners every piece of information before the activity started. They were not able to listen

and perceive the orders or comments when working on a task so that learners had to sit down in the circle before every activity and listen to the instructions and repeat them at least twice.

The class sitting arrangement was mainly sitting on chairs in a circle, which was also new for them and it took them more time to get used to it and to stop to chat with their neighbours. On the other hand, this kind of arrangement has many advantages. Teacher could see everyone and check learners easily, learners cannot hide from the teacher and every learner has the possibility to say something and they hear much better one another. When they worked in groups they sat on the floor in each corner of the class. It also took a lot effort to calm them down and to check every group.

### **Observer's Commentary**

Mrs. Kastlová stated that Jáchym worked more actively than usually when he sat alone behind the school desk. She found Jáchym very active during the group work. He was one of the leaders of the group, which was unusual and he also assigned the tasks to his classmates. He seemed very relaxed and despite the fact that in previous times he had some problems with his self-control, he was quite disciplined and calm during the lesson. Nevertheless, he spoke in English and use English as usual and there was not any visible difference in his interest to learn English than in the common lessons.

Linda was generally engaged and relaxed. However, her participation was still more passive than active. During working in groups she tried to co-operate with the others but finally she was very shy to present her ideas and finally she did not say anything. She just stopped to speak till the end of the lesson. She also did not show any special interest in learning English and she used English rarely as usual.

### **Learners' Commentaries**

Both learners, Jáchym and Linda, found the lesson interesting. Jáchym found himself very active and engaged during the lesson. He used English just a little bit and the best activity for him was creating photographs and presenting it to the others. Linda found herself almost engaged during the lesson and she liked the co-operative work in groups the most. She thought she used English just a little bit during the lesson.

The rest of the class found the lesson also interesting, they mainly enjoyed the performance and they were engaged very much according to them. Their use of English was

limited but there were no answers in observation tasks that they did not use English language at all.

### **Teacher's commentary**

The main aims of the lesson (see sections Appendices and Research Methodology) were fulfilled only partially. The interaction and communication between students and students and the teacher were without any troubles; all learners listened to the instructions and tried to fulfil them. Their co-operation was quite good only Linda took more time to start to talk with the others. Jáchym was interested in group work and he had strong need to direct the others and tell them his ideas. Jáchym's and Linda's co-operation in groups failed a little bit because of too many ideas and disability to decide and choose one. So the results of their group work were not so well-done. Both had to be directed and guided by the teacher during the group work - Jáchym had to be calmed down and Linda had to be encouraged to work.

The aim of spontaneous usage of English without stress was very weakly fulfilled. English was used only in the first half of the lesson. Both, Jáchym and Linda, used English in the first activity with names and words; they were also engaged in the second activity and said some names of family members in English. The main difference between Linda and Jáchym and their use of English was that Jáchym responded very actively and he was happy that he could say something in English; Linda was shy and she had to be encouraged several times by teacher to say one word. During the second half of the lesson, they did not use English at all.

All learners seemed relaxed, the tension was visible only when they did not know what to do or what to say. Linda - when she was asked to say a new or difficult word in English she was not able to repeat it after the teacher because of the stress from an unknown situation. She usually sits alone in the back of classroom and does not speak and she is usually not asked by the teacher so this was a very new situation for her. Jáchym was relaxed all the time and there was not visible any tension. He always lighted up when he was encouraged and praised by the teacher.

In this lesson, drama techniques were useful for active engagement of both students. The influence of the drama techniques on their performance during the lesson mainly in the communicative and interactive meaning was visible. Even if English covered only a fraction of this lesson and learners used English just rarely, it was still the success mainly for Linda who normally did not speak at all in common English lessons. On the other hand, there was



not any visible and provable influence on their creativity, memory and concentration which are connected with their brain activity and it is impossible to measure it from one lesson.

## Lesson 2

### Description

This lesson was much more thought through and prepared according to my experience from the last lesson. The main topic of the lesson was changed because the previous topic "adventure" was difficult for its vocabulary. The structure of the lesson was also changed and some activities were eliminated because of the time. The main part of the lesson was arranged for sitting and working in a circle which was very comfortable for the learners. They very quickly got used to this sitting arrangement and it seemed that it gave them some kind of sureness and safety which was important for their thinking and engagement during the whole lesson.

There was also visible some progress in using English. As learners got used to drama activities, they spent less time thinking about it and they had more time for English. It was much better with the discipline when working in the circle. On the other hand, during group work all learners had troubles with concentration which was caused mainly by their mental fatigue. That tiredness probably caused that the last activity did not fulfil the teacher's expectation. They almost did not pay much attention to the feedback and they did not concentrate on the final reflection as they filled in the observation tasks very quickly and without any added commentary. Nevertheless, this is very often a problem with learners with special learning needs and it is almost impossible to influence it.

Despite the tiredness caused by unknown circumstances the lesson passed as it was planned and without any major problems. Learners liked the topic "hobbies" and were very engaged in presenting their own hobby. There was visible the fact that playing or speaking was less tiring for the learners. Until they just spoke in English and play drama they were very engaged and relaxed. From the time they had to write some sentences on the paper, which was a very difficult process for their concentration, they were less engaged and their tiredness was more visible.

## **Observer's Commentary**

Mrs Kastlová stated that Jáchym was more passive and less engaged than in the last lesson. He did not co-operate with the others so well and his use of English was very poor. Jáchym seemed to be very shy and he was probably too tired. Nevertheless, he seemed relaxed and more disciplined than the day before.

On the contrary, Linda was more active. She listened to the instructions very carefully and with interest. She was fully engaged in the pantomime without needing to be persuaded. She showed interest in learning English and she asked the teacher for new words in English and she also remembered the new words in the end of the lesson. She seemed relaxed and she co-operated very well with the classmates. She belonged to the group of three learners that worked very well during the last activity and her sentence which she wrote on the paper was without any mistake.

## **Learners' Commentaries**

Jáchym was very interested in the topic of the lesson. He liked to talk about his hobbies and about the hobbies of the others. He considered himself to be engaged in the lesson activities very much and he thought he was using English quite a lot. Linda enjoyed working in the circle the most and pantomime. She was engaged a lot in the lesson and she found the topic very interesting as well. They both did not find anything that they would not like about the lesson.

The other learners found the lesson and its topic interesting except for one who liked it just a little bit. They also thought they used English very much or at least a lot during the lesson. A lot of them enjoyed the pantomime activity.

## **Teacher's Commentary**

All the aims of this lesson were almost fulfilled. It is important to remark that as the whole lesson and its activities were changed and reduced also the aims were a little bit reduced. As it is visible in the lesson plans (see Appendices) the aims were divided into two parts: main drama aims and English language aims. The drama aims were fulfilled much more than the English aims. It was given mainly by the fact that learners were very slowly getting used to new drama methods so it influenced all the English language aims.

Nevertheless, English took a much bigger part in this lesson than in the first lesson. It was given by better planning of the lesson and also by the fact that learners' expectations were clearer and more intelligible. Learners used the vocabulary connected with hobbies actively and they were very interested in the new vocabulary that they did not know. To know the proper words was important for them because of their participation in guessing the pantomime. The activity which should develop their memory and writing competences did not fulfil the expected aims. It was difficult for learners to concentrate and write together the sentences about their hobbies. As it was said before, in this activity their tiredness became more visible and they made a lot of basic grammar mistakes.

On the other hand, Linda was the only one who was very engaged not only in the first part of the lesson but also in the last activity as well. She was interested in writing sentences and her sentence was absolutely right without any mistake. She also surprised me by her strange kind of hobby – it was Greco-Roman wrestling. She was able to remember this difficult name of this sport and she used it in her sentence properly.

Jáchym was quite bashful and less engaged than in the first lesson. His performance was featureless and undistinguished. He had troubles with the topic because he could not come up with any kind of hobby, which was probably caused by his general lack of interest in anything. He had also very bad concentration in this lesson and at the very end of the lesson he almost did not work. However, his discipline was better than last time and he seemed to be listening carefully what the others were saying.

This lesson was beneficial more for Linda who surprised the teacher and observer in many different ways. She was actively engaged and worked properly the whole lesson. Drama techniques were useful for Jáchym's engaging in talking about his hobbies. Even if he firstly did not know any hobby he was interested in he finally demonstrated some. The co-operation during writing was not so well organized and failed. Any of those two learners was not co-operating well with the others. Nevertheless, it was not the fault of Jáchym and Linda but it was the problem of the whole class. On the other side, they both actively worked during the individual demonstration of their hobbies by pantomime and they were relaxed the whole lesson and open to work on every activity the teacher assigned to them.

## Lesson 3

### Description

This lesson was a little bit challenging for the teacher because it was targeted on rescuing one of the learners who was taken aside and there was no certainty that the others would play the game and they would rescue him. There were also many activities demanding discipline. Because of the previous experience with learners' discipline it was important to prepare them well and say them all the rules for the whole lesson before everything started. The most feared activity was playing the tag at the very beginning of the lesson. Learners had to run in the classroom and there was not so much place for it so there was a possibility that somebody could get hurt. Surprisingly, this activity turned out well and finally it was a great beginning of the lesson.

As it was mentioned, the lesson topic was about rescuing and about the responsibility for people living around us. All activities should have motivated the learners to use English for they could rescue their friend and give him a chance to be a member of their class again. It is important to remark that the captive was chosen very carefully. It was a boy who was quite popular in the classroom and there was no risk he could feel bad about his situation. He was an extrovert and he enjoyed his captivity very much.

This lesson went very well. It was the best lesson from all the lessons realized so far. All the learners were active and engaged and there was visible progress in their learning. The organization from the teacher's side was much better because of the gained experience from the previous lessons. There was only one negative point about the lesson and that was time. For such learners with the special learning needs, it would be more appropriate and beneficial to make one lesson in ninety minutes instead of just forty five minutes. There would be more time for reflection of every activity and there would be more time for more complicated and challenging activities.

### Observer's Commentary

Mrs Kastlová stated that Linda was more active and engaged than Jáchym in this lesson. Linda was very active during playing the tag. She wanted to be the one who was chasing the others and she seemed very excited while playing which was a little bit unusual for her. She was very engaged in guessing the riddles. Her interest in learning English was

visible and she co-operated very well with the other. Working in such a way seems to be much easier for Linda than working in the standard way. On the other side, the use of English and speaking was quite the same as in the regular lessons.

Jáchym was very active and also disciplined during playing the tag also. He was not so engaged in the next activities. He seemed to be just sitting and carefully listening to what was happening around him. It was probably caused by lack of knowledge that was important for his engagement. He was relaxed and his use of English was not different from common classes. His interest in learning English was not so visible to highlighted it.

### **Learners' Commentaries**

All learners found themselves very engaged and active during the lesson. Almost all learners thought they used English a lot except for two learners who used English just a little bit according to their opinion. Everyone liked guessing the riddles and rescuing their friend and they enjoyed playing the tag very much.

Both, Jáchym and Linda, had the same answers in the observation tasks like the others. They were both engaged a lot according to their opinions. They used English quite a lot and they liked the topic of the lesson. The best activity for them was playing the tag. There was nothing they would not like about the lesson at all.

### **Teacher's Commentary**

The aims of this lesson were almost fulfilled. The main intention of the lesson was to let the learners experience the situation in which they had to rescue their schoolmate. Even if it was just the game, they took it very seriously and everybody was engaged with excitement. The engagement of the learners (included Jáchym and Linda) fulfilled the teacher's expectations and intentions because everybody seemed to feel the responsibility for their friend. And even if they had troubles with communication and co-operation most of the time it seemed that this situation forced them to work hard and made an effort to rescue their friend.

The English aims were supported by the drama very much because of the fact that learners had to speak only in English which was not fulfilled on one hundred per cent but it also met the purpose. Both learners tried to speak in English as much as they could. There were visible differences between knowledge of learners and Jáchym and Linda belonged

among those who were worse in English and they felt the lack of vocabulary. Linda was more engaged even if she did not know many words she tried to say something every time she was asked. There were some schoolmates sitting next to her who tried to help her, which was allowed by the teacher and it helped her very much. Jáchym seemed to give up and was more of an observer than an active learner.

On the other side, even if Linda tried hard to engage in the lesson, her English was still very bad. She was not able to pronounce the words properly and she was not able to create a basic English sentence and not even to repeat it properly after the teacher or schoolmates. Jáchym, even if he participated poorly he used the proper structure of the English sentence and he pronounced the words almost correctly. It was given mainly by his better understanding and perception of the language in general.

Another aim was learn whether both learners inclined more to co-operation or to individual work. It was the experiment for the whole class. It was obvious that all the learners inclined more to working individually. On the other hand, when they were a little bit teased by the teacher they started to co-operate and work together for better results. Linda was more open to co-operation than Jáchym who was probably an introverted character and he would sometimes work better alone.

The whole lesson was very beneficial for learners and their learning of English. Even if, in the previous lessons, creative drama methods took the major part of the lessons and English was a little bit side-lined by drama in this lesson it was almost equal. The drama techniques only helped with motivation and to support the natural instinct of people to help somebody who is in the trouble. It is the main intention of creative drama to offer such situations for the purpose of the learning process.

## **Lesson 4**

### **Description**

The fourth lesson was taught the week after the weekend so it was a little bit like the first lesson for the learners. It took them a little bit more time to get used to the teacher and the new methods again. There were also two new-comers who were ill the week before and there were also some learners missing so it was a little bit disturbing as well. Luckily, the observed learners, Linda and Jáchym were not missing so far.

The topic of the lesson was "Holiday" which was hoped to be interesting for learners. This lesson covered also a writing activity which was the second try to include writing into the drama techniques. It had much better results this time than in the second lesson. This lesson was also a little bit specific because of returning to the already tried drama technique "the living photographs". The only difference was in the expansion of this technique which was possible to do only with the learners that were partially acquainted with creative drama. That was the reason of repeating the technique of creating living photographs in this lesson again.

The surprising and unusual moments of this lesson were the engagement of the learners in the first activity which was focused on writing and on the other hand, the little engagement in the activity with living photographs. Nevertheless, the reason could be simple. As it was observed during the lessons, the learners were always more engaged at the beginning of the lessons which was probably caused by their gradually increasing tiredness.

The major negative aspect of this lesson was the difficult explanation of the activity with the living photographs. Even if they knew it before, learners were not able to understand the teacher's requirements. The major realized trouble was exactly because the fact they knew the activity before but in the different version. As they got used to the old version of this activity it was very difficult for them to understand the new version and new requirements which was very typical for their impairments. Learners with special learning needs are very rigid in their thinking and anything new is the problem to accept for them.

### **Observer's Commentary**

Mrs. Kastlová remarked that Linda was again more engaged and active than Jáchym. She was very active in the group work and she also took the leading role while persuading the others in the group. She worked with interest in English and generally co-operated very well with the others. She was relaxed for the whole lesson and she spoke much more often than in regular lessons. Mrs. Kastlová emphasized that Linda's perceiving of English language was much better than in her classes when Linda sat behind the desk and worked alone.

Jáchym was more passive than active during this lesson. He was disciplined and calm and he listened to the teacher carefully. He used and spoke English only poorly and his interest in English was not evident. His co-operation with the others was poor as well. His passivity could probably be caused by his tiredness.

## **Learners' Commentaries**

Almost everybody liked the topic of the lesson and all the learners were engaged a lot according to their opinions. Only one learner who came to school after being ill was not satisfied and did not like the lesson at all. Everything was bad and negative according to him. However, the others enjoyed the lesson and they thought they used English quite a lot during the lesson. Some of them liked the living photographs and some of them liked the writing activity as well.

Jáchym and Linda, they both had the same answers in the observation tasks again. They liked the lesson very much and they thought they used English a lot during the lesson. Jáchym enjoyed the living photographs the most and Linda liked the photographs that changed into videos.

## **Teacher's Commentary**

In this lesson, the main drama aims were fulfilled just partially. The intention of expanding the activity with living photographs was not realized well. As it was mentioned before all the aims are interconnected so the English aims were fulfilled just partially as well because of the unsuccessful drama activity in the second half of the lesson. It is important to remark that the troubles were almost the same for everybody and it was the problem of the whole class not only of the individuals. Jáchym and Linda had the same troubles with the living photographs like everybody else in their class.

The activity with living photographs and videos failed because of some misunderstandings of the instructions and maybe lack of flexibility of the learners which was caused by their special learning needs. They would need to have more time and more tries for it. The major negative impact of this lesson was the poor use of English or the use of English was expected to be much better by the teacher. The poster with written words should have been motivation and help for the second activity but the learners were not able to use it finally. Another problem was that they were not able to perceive the activities as one complex unit they separated everything and very quickly forgot what happened in the first part of the lesson.

Both learners, Linda and Jáchym, surprised in the first activity very much. Their engagement was evident and mainly Linda was working very hard. They both had problems with vocabulary which was the common feature of every lesson. Nevertheless, Linda made up



some words. She just was not able to write them properly but with the help of the others she managed it. Jáchym had no problem with writing the words about holiday he seemed to be glad for the writing activity because he was sure about himself and did not need any help.

In the second half of the lesson Linda was more engaged and she tried to work much more than Jáchym. Jáchym badly co-operated and he was in general working less. It was evident that creative drama more influenced Linda's learning than it did Jáchym's. The progress was more visible in her engagement and in her trying to use English than in her knowledge which otherwise was not possible to measure. It was possible to just observe her participation and compare it with the other lessons.

The overall evaluation of the lesson is not so bad even if the main activity was not as successful as it was expected. There was evident potential for next times that it would be much better after more tries. It would probably work and influence the learners' use of English but there should be more time for it. On the other side, some learners (included Linda) learned the new words and were able to use them in the final reflection and description of the demonstrated videos.

## **Lesson 5**

### **Description**

The last lesson was a lot more different from the others. The main part of the lesson was working with a big puppet. This main activity got to be the main aim of the lesson as well. It was purposely left for the last lesson because of its specifics. There was a possibility to use just one puppet so it was very demanding on time. The learners spent a lot of time by changing the puppet among them. Another particularity of the lesson was the topic 'Emotions and Feelings'. The topic and the lesson itself were based on the mutual trust of the teacher and students which was mentioned to be formed in the previous lessons. It is not easy to speak about feelings with totally unknown person so that it was important to realize this topic on the very last lesson.

The puppet was very interesting for all learners so it was difficult to keep them quiet and concentrated. Nevertheless, this was expected in advance and the learners had as much time as they needed to familiarize with the puppet and its leading. It was surely at the expense of the time and other activities but the learners needed it. The main role of the puppet was to let the learners act on behalf of the puppet and to learn to distinguish the difference between

first and third person singular with the use of sentences that began "I feel" and "He feels". That was the visual teaching aid that was very suitable for those learners with special learning needs.

The topic of the lesson was targeted on emotions and feelings of the learners. They had a possibility to express themselves through the puppet. Firstly, they worked with English words expressing many different feelings, which were written on a big sheet of paper. This activity took some time and it should have prepared the learners for the next activities connected with the puppet. The topic also slightly touched on the problem of running away from home in the next activity. This was very sensitive theme for these learners in the age of twelve or thirteen. And that was the reason for importance of the trust between the learners and the teacher, which was mentioned in the opening paragraph. Learners should have thought about the reason why the boy called Tyan (the puppet) left home and what could have happened to him and what his feelings were like.

Despite such a sensitive topic the lesson went well without any major troubles. The learners were mostly very open-minded and communicative about their feelings. Sometimes, they made fun of it nevertheless it was appropriate to their age and it was important for lightening the overall atmosphere in the class.

Finally, the time was kept as it was planned and there was a lot of time for final reflection with the learners that covered all the lessons. The learners were supposed to say what they liked or did not like about the lessons. Possibly, they could say what they remembered the most and if they learned something in those five lessons. The final point of the reflection was the question if they would change anything and why.

### **Observer's Commentary**

Mrs. Kastlová expressed that both learners were very carefully listening to the teacher's talking and narrating the story about the boy. Jáchym worked very calmly during the lesson. He was very interested in the puppet and leading it. He co-operated with his classmates when he was performing his ideas about feelings of the invented boy. He felt very relaxed and contentedly during the whole lesson. His interest in English was evident. On the other side, he was using English approximately similarly to regular lessons.

Linda was very shy while working with the puppet and talking about her feelings. It was evident that she was a little bit older than the others so she was more cautious about her

feeling. She almost did not speak and she was not very active. Her interest in English was not evident and she used English very poorly. She seemed nervous a little bit.

### **Learners' Commentaries**

Jáchym and Linda found the lesson and its topic interesting. They both were very interested in the puppet. Jáchym was engaged very much during the lesson according to his opinion. He used English also very often and his favourite activity was leading the puppet and demonstrating the feelings of the boy who ran away from home. Linda was not so engaged during the lesson and she used English just a little bit.

The opinions of other learners were very diverse. Some of them liked the lesson very much and they felt engaged a lot and there were some learners who did not like anything about the lesson and did not feel engaged at all. Their use of English was different as well. Some learners thought they were using English a lot and some were convinced that they did not use English during the lesson. Only three learners remarked that they did not enjoy the puppet.

### **Teachers' Commentary**

As it was mentioned above this lesson was unique because the learners worked with the puppet for the first time. The lesson was quite unusual because of the totally different approach and engagement of some learners which was caused probably by the topic. There were at least four learners that did not want to co-operate very much and their feedback was mostly negative. On the other side, the major part of the class was excited and surprised by the puppet and even if they were a little bit shy from the very beginning they finally worked and were engaged in every activity.

The observed learners, Jáchym and Linda, took also a little bit distance and did not want to work with the puppet. It was similar to the others it seemed like they were afraid of it, which corresponded with their lack of flexibility and slow pace of getting used to unknown things. The aim connected with drama was to let the learners lead the puppet and they should have been more relaxed and more engaged. Unfortunately, it caused a different effect on them; they were more nervous and did not know what to do at the very beginning. And what more, the topic connected with emotions and feelings made them more anxious than usual.

The English aims turned out much better than creative drama aims. All the learners, included Jáchym and Linda, used English quite a lot and it seemed like they enjoyed mainly the first activity, which was reading and translating the words from the poster. Linda was active and used the English words properly without any help. Her main problem was visible when creating sentences because it was too difficult for her. She was not able to use the proper form of the verb in the sentence and the whole sentence structure was wrong as well.

Jáchym was calm and worked with deliberation so he had no problems with creating sentences and distinguishing the right form of verbs in the first and third person. It seemed that he worked much better when he seemed less engaged because his engagement was usually connected with inattention and absent-mindedness and it influenced his work a lot. It was also found that he better worked individually and he did not like when he was in the spotlight, which was sometime a difficult problem during the creative drama methods.

The lesson as the whole was beneficial more for Jáchym because even if he was not so engaged and relaxed he used English very much and his interest in English was more evident than Linda's interest. On the other side, compared with the common lessons she was working much more which should have had only the positive effect on her learning. As it was written many times in the text above, they both would need much more time to get used to so many new things and would also need much more attention from the teacher's side and they need to be more encouraged in their work.

The last five minutes of the lesson were left for the final reflection. This reflection was quite useless because it did not bring any new or valuable pieces of information. The learners were tired and they did not concentrate at the end of the lesson. It was evident that they were not used to do such reflections and they were shy to say much. They mostly answered the teacher's questions but they were not very critical. The surprising fact was that they remembered all the lessons and topics and they were able to say what they liked the most and when they used English the most. The final feedback was quite positive and they would not change anything on the lessons and the teacher's approach.

### **Final Comments**

To summarize the whole process of teaching, four aspects of the lessons were chosen: learning of English, influence of creative drama, attention and apperception and the whole atmosphere in the class. The first feature corresponds with one of the main aims of the lesson and it is the influence of the realized lessons on English learning and on the learners' progress

in English. As it was mentioned several times above in the text English was most of the time a little bit aside and the lessons were not targeted only on practising the English vocabulary or on specific English grammar features.

Nevertheless, some progress in English was visible even in such a short time. All learners, not only those who were observed, were engaged and tried to use English, which was not so common for some of them. The learners also seemed to remember some vocabulary much better than during their regular classes. However, as Mrs. Kastlová stated it would be very difficult to fulfil the curriculum demands by this way of teaching because it was too time demanding.

The influence of creative drama was visible from the first lesson. Even if it was very time consuming and there were many aspects which slowed down the English goals it seemed to be very useful for learners with special learning needs. The learners enjoyed the methods and techniques of creative drama and they showed interest in learning in general. It was evident that they desired new pieces of information. To learn something new is a natural need of all children. Creative drama just provided the proper motivation to meet their needs.

The most visible influence of creative drama was on the learners' attention and apperception. They were so much engaged most of the time that, even if there was some noisy during every activity, learners worked properly and they listened to each other very carefully.

The whole atmosphere of the lessons was quite friendly and suitable for effective learning. The same was the relationship between the learners and the teacher. The only trouble connected with learners' impairments was their tiredness and their problems with discipline while they were overloaded by activities and information. On the other side, the expectations were much more sceptical and some prejudice about learners with special learning needs and their problems with concentration and discipline were partially disproved.

Linda and Jáchym were chosen for their specific approach to English and learning in general. They both had troubles with attention in the regular lessons and with the activity and interest in general. Surprisingly, during the lessons with creative drama techniques they were very active; they used English at least just a little bit and they both showed some interest in learning. And what more, they both seemed to be very calm and relaxed despite their diagnosis of ADHD which predestined them to be in tension or in the move all the time. The next chapter is going to describe some limitations of the research more in details and some recommendations for teachers and for possible further research.

## V. IMPLICATIONS

This chapter deals with recommendations for teachers as the research proved some advantages and disadvantages of using creative drama for teaching English for learners with special learning needs. Furthermore, it shows some problems that occurred during the teaching process and observations and suggestions how to make them better, and finally it provides ideas of possible further research.

### **Implications for Teaching**

As it was determined in the previous chapter, the research discovered some difficulties around the use of creative drama in English lessons. It also proved some advantages of this way of teaching. It depends on the teacher's personality if he or she would integrate drama techniques and methods into their English classes. I would incline to the possibility of implementing as many different methods and techniques as possible and try what could be more suitable for learners whose needs could differ a lot because of their various kinds of different impairments.

If it were decided to use creative drama methods in English teaching process it is important to choose the techniques properly. Not every drama method is suitable for all learners. It is important to think about the age of learners and the level of their impairments. If there are learners with strong ADHD syndrome it is almost impossible to use the methods targeted on co-operation during a motoric activity. They are not able to concentrate and keep calm themselves while moving. The lower age of learners is better for their spontaneity and their natural sense for playing games. On the other side, the older learners are better in concentration and they are able to use English much more while playing. And what more, the ADHD syndrome is getting weaker as the learners grow up.

It is important to consider the frequency of using creative drama methods during the whole educational process. It was discovered through the research that it is not possible to use only creative drama as the only method for teaching English. It is given mainly by its time consuming activities. On the other side, if it is used only randomly, it will have no purpose at all. Learners have to be familiarized with the techniques of creative drama and they should be used to it for its best effect on them. So that, the best way is to use creative drama techniques regularly during the whole year and integrate them together with other techniques that are suitable for learners with special learning needs.

Another feature of effective use of creative drama is to choose appropriate topics or theme for its activities. Not every topic is possible to apply to creative drama techniques. In general, there are more suitable topics connected with real life and also targeted mainly on vocabulary and conversation and communicative skills. For the grammar features, mainly for complicated ones, it is better to use some common time-proven methods. Nevertheless, it is not forbidden to use creative drama techniques on practicing grammar features. It is just important to think it through and consider all possible challenges.

Certainly, creative drama techniques are suitable for creating good atmosphere in the classroom and for supporting learners' interest in learning English. It is also good for their learning of co-operation skills and for improving their social and communicative competences. Creative drama techniques could also serve as the tool for supporting learners' self-confidence and self-control which are important for the learning process and learners' development as well. However, some of the creative drama techniques are sometime very demanding on discipline it should lead to learners' ability to control themselves and to be satisfied with their performance.

### **Limitation of the Research**

As it was indicated above in the text several times five lessons and the overall time devoted to the research is not enough to get relevant results. Every extra English lesson would bring more exact and specific information for further exploration. The most appropriate length of the research would probably be one year which would include at least twenty English lessons. It would be more valuable to compare the results of the research and mainly the progress in English language after one year than just after two weeks.

Another limitation of the research was the validity of observation. The main problem with observation is the subjectivity from the observer's side. There could be some prejudices or convictions of the observer that influence the observation report. There could also arise some misunderstandings in what the observer should mainly observe. Every person pays attention to another feature just because of his or her previous experience. It was also difficult to observe two learners at one time. There was sometimes too many information about one learner and the other one was a little bit forgotten. All the comments from the learners had less validity because of their age and because of their unwilling to fill in the observation tasks. They mostly filled it very quickly and without any thinking through it.

The next weakness of the research was the limitation of the space. The lessons were done in a regular primary school class. It was very difficult to create space for some activities that were connected with motion. To make just a circle for sitting was very difficult to manage. The same problem was with the materials provided. It would have been appropriate to have a special room for the creative drama lessons ó at least without school desks and with carpet on the floor. There should also be many different tools and requisites for immediate usage e.g. puppets, masks, costumes, audio recorder, big posters etc.

The last limitation point of the research and its generalization was in learners impairments. It is always important to pay attention to different kinds and levels of special learning needs. It is not possible to generalize it and apply this way of teaching to every learner with special learning needs. It is important to consider the health condition and their individual needs which do not have to correspond with creative drama techniques.

### **Suggestions for Further Research**

During the research, as I was creating and teaching English lessons and afterwards, when I was analyzing, comparing, synthesizing and generalizing the results, I got some ideas for further research.

To improve the research, it would be more valuable for further observation to observe more than one regular lesson. If there were five lessons taught it would be more valid to observe five lessons as well. It would be challenging to create five lessons on similar topics to observed lessons and then compare them from different aspects of the whole learning process. It would probably bring more specific information about the influence of creative drama on learners' memory, active using of English vocabulary and for example on their pronunciation as well.

Furthermore, the most challenging would be to observe two quite similar classes with learners with similar special learning needs for one year. The first class would learn English by the regular way as both classes were used to. The second class would learn English through creative drama methods and techniques. The final results would proceed from a comparison of both classes and their progress in English which would have to be measured by some final complex testing. That testing could be targeted on some specific features as e.g. communicative competence, writing ability, comprehension and apperception of English language in general, some grammar features etc. It would probably meet the similar problems



like this master thesis did. There would certainly be the problem with objectivity and there would appear the questions about validity and reliability of the research.

After some suggestions concerned the implications and limitations of the research the next chapter is going to summarize the main ideas of this master thesis and its realizing.

## VI. CONCLUSION

The basic aim of this thesis was to determine whether it is possible to integrate creative drama methods into language learning process to learners with special learning needs and whether it helps to develop their language perception, communication and attention during English lessons. The aim was further specified to find out whether it could be possible to teach English language just through creative drama methods and what would be the final effect. Moreover, the lessons used in this research were compared to regular lessons by the teacher-observer and all the lessons were commented and analyzed by the teacher. The main observation was targeted on two learners Jáchym and Linda.

In the theoretical part, creative drama was describe as the possible method used for teaching foreign languages to learners with special learning need. There are mentioned all possible techniques and methods of creative drama. There are also described some of the special learning needs that are mainly connected with the language perceiving. This part also deals with language learning in general. It provides its specification, difficulties and its connection to creative drama and to special learning needs as well.

The results discovered the possibility of using creative drama in English classes. And what more it confirmed the positive influence on learners' interest in learning and their engagement in lessons. The observed learners made visible progress mainly in their cooperative and communicative competence. They also used English a little bit more often than usual and they certainly were interested in learning the English language mainly after they experienced the success. The amount of their knowledge of the English language or their exact progress was not possible to measure precisely. Nevertheless, the overall progress was evident not only on the observed learners.

According to all the facts discovered through the research, if there were the possibility to integrate creative drama methods into the English language lessons regularly, and there were an appropriate place and conditions for its proper use, creative drama could be very beneficial to learners with special learning needs and with ADHD syndrome.

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## APPENDICES

### Appendix 1: Lesson Plan # 1 – Life of Elizabeth

*Teacher's name:* Petra Batlová

*Observer's name:* Mgr. Zdeňka Kastlová

*Class:* 6. (dys)

*Number of students:* 12

*Date/Lesson start time:* April 15, 2013/ 10.00

*Length of lesson:* 45minutes

*Main Lesson Aims:* Familiarization with new teacher and new methods of teaching, interaction between students

*English Language Aims:* Students will be able to use vocabulary connected with family and free time, they will practice to describe demonstrated situations in English

*Materials:* Photographs, big poster with unfinished sentences

*Stages of the lesson:*

<b>Stage</b>	<b>Procedure</b> (What the teacher will do)	<b>Task</b> (What the students will do)	<b>Interaction</b>	<b>Aims</b>	<b>Time</b>
1	Introduce herself and tell students to sit in the circle and introduce themselves.	Introduce themselves by saying their names. They will say together with their names the English word that starts with the same phoneme as letter.	T-Sts	Students will become more comfortable with new teacher and different style of learning English (sitting in the circle etc.)	10 mins
2	Show students real photographs from family album of one woman (child, old woman, her family) as her name is Elizabeth. Tell them something about her life as basic information (age,	Listen to the story and try to imagine the woman's life and people which she could meet or her family she could have etc. Tell teacher their ideas. Describe people on the photographs.	T-Sts	Learners will be motivated for next activities. They will practice vocabulary.	5 mins

	husband, children etc).				
3	Divide students into 3 groups and say them to think about those people in Elizabeth's life and choose three people from her life.	Count themselves into three groups. Try to introduce those three people from Elizabeth's life through pantomime (family or friends). The others will guess who it is and say it in English.	Small groups	Learners will practice using the other way of expressing than only with words. They will describe demonstrated situation.	15mins
4	Tell students to create living photographs of experiences from Elizabeth's life and make example for them (wedding, school photos, holiday etc.).	Students create two living photographs in each group of the occasions from Elizabeth's life. The others are audience and try to guess what occasions it could be and describe it.	Small groups	Students will again use the other way of expressing which should be less stressing and relaxing for them. Students will express their opinions in English and use their creativity.	10 mins
5	Ask students to sit around and say what they like about Elizabeth's life. Repeat the basic information what students made up before. Show them big paper with unfinished sentences.	Express their feelings and opinions to the others. Fill in the sentences: Elizabeth's wedding was iní . She met her husbandí She likesí Her life wasí .	T-Sts	Students will practice using language and they will express themselves in English. They will Fix the new information.	5 mins

## Appendix 2: Lesson Plan # 2 *Hobbies*

*Teacher's name:* Petra Batlová

*Observer's name:* Mgr. Zdeňka Kastlová

*Class:* 6. (dys)

*Number of students:* 14

*Date/Lesson start time:* April 16, 2013/ 10.00

*Length of lesson:* 45minutes

*Main Lesson Aims:* Students will be able to present their own ideas; they will strengthen their co-operative skills

*English Language Aims:* Learners will practice and revise vocabulary about their hobbies, they will practise writing of those words and correcting one another

*Materials:* Big sheets of paper, colourful markers

*Stages of the lesson:*

Stage	Procedure (What the teacher will do)	Task (What the students will do)	Interaction	Aims	Time
1	Tell students to greet their schoolmates and give them examples how to do that.	Walk around the class and say <i>Hello</i> , how are you to the others in many different ways (sadly, in a hurry, happily, sickly etc.) They should breathe properly.	T-Sts	Learners will warm up themselves and start to talk in English and prepare for working in next activities.	6 mins
2	Ask students to sit in the circle and say something about their hobbies. Write the important words or sentences on the board. I like I play	Every student says one word or sentence about their hobbies.	Sts	They will repeat the vocabulary about the topic <i>Hobbies</i> . They will be prepared for next activities.	10 mins

3	Say students to demonstrate their hobby through pantomime.	Every student shows to the others their hobby by pantomime. The others guess and describe every showed hobby in English.	Sts	Students will practice the vocabulary about hobbies spontaneously and without pressure.	15 mins
4	Divide students into groups and give them big sheets of paper.	Every group will make up four sentences which begins: I likeí I playí	Small groups	Students will practice writing in English. They will practice their memory.	10 mins
5	Sit together with the students. Show them the board with sentences and check their sentences.	Read the sentences of the others and try to correct it. Say what is right and what is wrong.	Sts	Students will fix the vocabulary ó mainly their written form.	5 mins



### Appendix 3: Lesson Plan # 3 – Rescue Action

Teacher's name: Petra Batlová

Observer's name: Mgr. Zdeňka Kastlová

Class: 6. (dys)

Number of students: 13

Date/Lesson start time: April 18, 2013/ 10.00

Length of lesson: 45 minutes

**Main Lesson Aims:** Support the meaning of responsibility for the others, learners will experience the difference between individual and co-operative work

**English Language Aims:** Learners will practice and fix vocabulary about appearance, they will fix the new words by guessing riddles

**Materials:** Big sheets of paper with riddles, small papers with the clues

**Stages of the lesson:**

Stage	Procedure (What the teacher will do)	Task (What the students will do)	Interaction	Aims	Time
1	Say student to think about the most difficult word to pronounce in English for them. Show them how to play the tag in a different way than usual.	Choose one of those difficult words and try to say it properly together. The tag: One is chasing the others. Those who are caught have to wait for somebody to rescue them by telling the difficult word they had chosen together before.	T-Sts	Learners will warm up themselves and start to talk in English and prepare for English lesson which is targeted on rescuing their schoolmate.	10 mins
2	Tell students to look around and try to remember their classmates' appearance and then close their eyes. Teacher will choose one of them and take him away and the	Remember their schoolmates. Close their eyes. Open their eyes and try to guess who is missing and describe his/her appearance – clothes, hair etc.	T-Sts	Learners will practice their memory and vocabulary about appearance.	10 mins

	others have to rescue him or her and get him back to the class.				
3	Go for a missing student who was behind the door. Tell students the second part of rescuing their friend.	Rescue their friend by guessing the riddles he or she will read for them.	T-Sts	Students will practice reading, understanding and thinking in English.	10 mins
4	Show students the small sheets of paper with the clues and put them on the ground. Show students another big poster with riddles and tell them to find the clues for them.	Read the words and translate them with the help of teacher.	T-Sts	Students will be prepared for the next activity.	5 mins
5	Help students with translation of the riddles. And give them feedback if they are right.	Read the riddles and find the clues.	T-Sts	Students will clarify the new words and pieces of information and fix them.	3-5 mins
6	Release the captive and ask students to sit in the circle. Repeat all the information and give them feedback.	Repeat the main pieces of information and practice the pronunciation of new words.	T-Sts	Students will fix the pronunciation of the new words and evaluate their work.	5 mins

## Appendix 4: Lesson Plan # 4 *öHolidayö*

*Teacher's name:* Petra Batlová

*Observer's name:* Mgr. Zde ka Kastlová

*Class:* 6. (dys)

*Number of students:* 14

*Date/Lesson start time:* April 22, 2013/10.00

*Length of the lesson:* 45 minutes

*Main Lesson Aims:* Learners will broaden their experience with drama method that they already knew; they will practice the co-operation and flexibility

*English Language Aims:* Learners will practice writing ó spelling of new words, they will practice speaking in prepared situations

*Materials:* big sheet of paper, colourful markers

*Stages of lesson:*

Stage	Procedure (What the teacher will do)	Task (What the students will do)	Interaction	Aims	Time
1	Ask students to think about the word <i>öholidayö</i> . What does it mean? What do you associate with this word? Ask students to write it on the big sheet of paper in front of them.	Sit in a circle and each of them will say one word or sentence that come to their minds when they hear the word <i>öholidayö</i> and write it on the big poster, which is on the floor in front of them.	T-Sts	Learners will warm up themselves and will prepare the vocabulary for the next activity.	5 mins
2	Ask students to read all those words and ask them if they know all the meanings.	Pronounce all the words and say the Czech equivalents for them.	Sts	Learners will check if they comprehend and pronounce the words properly	15 mins

3	Divide students into three groups. Ask students to make one living photograph in each group from the holiday album and make them move on the order.	Create living photographs and make them move like short videos when teacher gives the order.	T-Sts	Students will use their creativity and think about the topic in more detail way.	10 mins
4	Ask students to sit in the circle and try to guess each photograph and briefly describe it.	Guess what was on the photographs and describe the situations happening on the photographs.	T-Sts	Learners will have chance to speak and use English language while describing.	5 mins
5	Let students to create the same photographs again and tell them to make the people on the photographs speak ó they could use the vocabulary written on the paper.	Create the same photographs as before and everyone on the photograph says at least one word or short sentence in English.	T-Sts	Learners will practice speaking in English and repeat the new words from the list.	3-5 mins
6	Ask students to sit together with students in the circle and ask them questions about their performance. Was your guess right? What do you think about each performance?	Answer teacher's questions as well as they can. They can have their own questions.		Students will share the information and practice speaking ó mainly giving questions.	5 mins

## Appendix 5: Lesson Plan # 5 öFeelingsö

*Teacher's name:* Petra Batlová

*Observer's name:* Mgr. Zde ka Kastlová

*Class:* 6. (dys)

*Number of students:* 15

*Date/Lesson start time:* April 23, 2013/10.00

*Length of lesson:* 45 minutes

*Main Lesson Aims:* Learners will express themselves through working with puppet; they will try to express their emotions

*English Lesson Aims:* Learners will acquire some new vocabulary connected with feelings and emotions; they will learn the structure of the sentences I feelí He feelsí

*Materials:* big puppet, big sheet of paper

*Stages of lesson:*

Stage	Procedure (What the teacher will do)	Task (What the students will do)	Interaction	Aims	Time
1	Ask students to sit around her and think about some kind of emotion e.g. the emotion that they feel today, they can choose from the big poster that is on the floor. Tell them the unknown words and the sentences: -I feel and S/he feelsø	Present their emotions one after another by pantomime or just by facial expressions without speaking. The others try to guess and find the proper words in English.	T-Sts	Learners will find out and fix many different words expressing feelings ó emotions. They will use the proper form of the verb in the first and third person.	15 mins
2	Show students the puppet ó it is boy and his name is Tyan. Tell them story about this boy (he left home because he did something bad, now he is hiding	Students can touch the puppet and try to manipulate with it while teacher is talking. They should come up with the idea what could happen and	T-Sts	Students will be motivated for next activity. They will practice leading the puppet.	10 mins

	somewhere outside in the dark night and thinking about home.	say it to the others with the teacher's help.			
3	Give the puppet to students again. Now they should try to lead the puppet and show how the boy feels. They should work one after another as the circle is arranged.	Walk into the circle and lead the puppet. The others describe the feeling with using the sentence: He feelsí	T-Sts	Students will practice working with puppet, they will use their creativity. Learners will practice English sentence structure and distinguish the difference between I feel and He feels.	15 mins
4	Ask students for final reflection and ask them how they felt during the performance with the puppet.	Say if they liked working with the puppet and express their feelings.		Students will review the vocabulary about emotions; they will express their feedback to the teacher	5 mins

**Appendix 6: Observation Task for Teacher-Observer ó Learner #1 (first lesson)**

Learner is generally engaged.				Learner is generally not engaged.
Learner is largely passive.				Learner takes an active role in lesson.
Learner's participation is roughly balanced with the others.				Learner dominates in participation.
Learner is speaking less than usual.				Learner is speaking more than usual.
Learner seems relaxed.				Learner seems nervous.
Learner shows interest in learning English.				Learner does not show interest in learning English.
Learner co-operates well with classmates.				Learner does not co-operate with classmates.

Special comments:

## **Appendix 7: Observation Task for Learners: (first lesson)**

**Dnes m bavilo se zapojovat v hodin :**

Hodn

Docela ano

Trochu

V bec ne

**V hodin jsem používala angličtinu:**

Hodn

Docela dost

Trochu

V bec ne

**Hodina se mi líbila:**

Hodn

Docela ano

Trochu

V bec ne

**Nejvíce se mi líbilo:**

**Nelíbilo se mi:**



## SUMMARY IN CZECH

Tato diplomová práce pojednává o využití metod dramatické výchovy při výuce angličtiny u žáků se specifickými poruchami učení a syndromem ADHD. Hlavním cílem bylo vytvořit a otestovat 10 hodin angličtiny, které byly založeny na metodách dramatické výchovy, sledovat žáky a zanalyzovat jejich vývoj pomocí pozorovacích listů, které byly vyplněny samotnými žáky, učiteli a pozorujícím učiteli. Hlavní výsledky byly vyhodnoceny skrze pozorování dvou žáků Lindy a Jáchyma, kteří byli vybráni pro jejich specifické poruchy, protože byli to nejslabší žáci a nejevili téměř žádný zájem o učení. Výsledky prokázaly, že metody dramatické výchovy ovlivnily hlavně kooperativní a komunikativní kompetence žáků a také pomohly ke zvýšení zájmu o výuku anglického jazyka a podpořily jejich aktivitu v hodinách angličtiny.