

Teaching English to young learners with ADHD and dyslexia

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ABSTRACT

Nowadays English is a very popular language and it is taught almost in every school. Teachers have to deal with different kinds of students and know their needs. There are many students with problems, and as a result they have difficulties in learning. We can distinguish here, for example, students with Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia. The main aim of this thesis is to present the characteristics of learners with these problems, their difficulties that are present during their education and how the teacher should educate them, as well as which methods would be most appropriate for learners with ADHD and which for learners with dyslexia. It can make the work of the teacher as well as the student much easier.

Keywords: ADHD; dyslexia; learners; teaching English

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INTRODUCTION

1. Teaching English

Chapter One provides different definitions of teaching. It also describes conventional and unconventional methods of teaching English. The first group encompasses more traditional methods, which very often are the basis to the more modern ones. The unconventional methods are those which focus mainly on the learner of the foreign language. In this chapter we can also find a description of the multi -sensory teaching method.

Chapter Two outlines general characteristics of young learners with problems, their difficulties which occur during their learning process. It presents the definition of ADHD and dyslexia as well as the main characteristics and description of these disorders.

Chapter Three deals with general rules of how to teach students with problems and then it outlines the most appropriate methods of teaching students with ADHD and gives some tips and suggestions to the teacher how to treat them in order to help these students achieve success and overcome their difficulties. This chapter also presents the most fruitful methods of teaching dyslexic learners.

CHAPTER ONE

1.1. Teaching - definition

Teaching is an indispensable part of education. It can be interpreted widely and there are many definitions of teaching. One of them, according to Webster's New English Dictionary and Thesaurus says that teaching is:

“the profession or practice of being a teacher; the act of giving instruction” (Geddes - Grosset 2002:589). As noticed by Lott (2008) “Teaching is a contract between a student and a teacher.” (Lott 2008: 47). It means that they have a kind of agreement and clear obligations that teacher as well as students have to follow. This kind of relationship, as mentioned by the author, is dynamic and teaching is a challenging and bidirectional activity.

Rogova (1975) states that “teaching a foreign language means first and foremost the formation and development of pupils' habits and skills in hearing, speaking, reading, and writing” (Rogova 1975: 6). According to the writer, in order to develop these skills and habits of our students effectively, the teacher uses every opportunity he or she has and considers some psychological factors.

What is also important, the aim of teaching is learning. As marked by Stern (1991) “language teaching can be defined as the activities which are intended to bring about language learning” (Stern 1991: 21). It gives students plenty of new information and provides them with some new skills.

1.2. Conventional and unconventional methods

Conventional methods

According to Komorowska (2005) conventional methods are considered to be the traditional ones. They are very popular and many teachers use these methods in their

everyday practice. Nowadays, more and more new methods appear, and they very often adopt some elements from these conventional ones.

The Direct Method

Brown (2001) states that the Direct Method was very popular in the first part of the twentieth century. It was mostly used in language schools, usually private ones, where students were taught by native speakers. According to the writer the Direct Method did not bring good results in public education because of budget's constraints, time or size of the classrooms.

Komorowska (2005) says that the Direct Method is based on the natural contact between the teacher and his or her students. The most important are oral communication skills and ability to take part in conversations in the target language, as if they were in real situations, which can be taught by native speakers or by going abroad to a country where this language is used. As noticed by Larsen - Freeman (2008) the teacher in the Direct Method never uses student's native language, so when he or she wants to introduce a new phrase or word, he or she does it through demonstration or pictures. Grammar is introduced inductively: "the students are presented with examples and they figure out the rule or generalization from the examples." (Larsen - Freeman 2008: 29). However, in this method vocabulary is more important than grammar and it is practiced by using these new phrases and words in complete sentences. Exercises like writing and reading are based on what has been practiced orally by the students before. What is also important, as mentioned by Komorowska (2005), is to make students less stressful and not to interrupt them during their speech. Errors made by the students during speaking activities usually are not corrected by the teacher.

The Grammar Translation Method

Komorowska (2005) contends that the Grammar Translation Method was primarily used for learning the Latin language and then, as mentioned by Brown (2001), it was called the Classical Method. It has been changing a little over the years, and in the nineteenth century, it started to be called the Grammar Translation Method.

According to Larsen - Freeman (2008) the main goal of this method is to teach students grammar rules and also vocabulary of a particular foreign language. It will enable students to read literature in the language that they are learning. What is important, the language which is used in the classroom is the native language of the students. During the lesson they read and translate texts from their native language into the foreign one. Following the author, grammar is taught deductively, so it means that the teacher gives his or her students grammar rules and then examples. The role of the learners is to memorize them. Vocabulary is also learnt by heart along with the equivalents in the native language. In contrast to grammar and vocabulary, speaking and listening receives much less attention and the focus on pronunciation is very often omitted.

Komorowska (2005) is of the opinion that this method is very popular among teachers, because it enables students to read and translate texts correctly, which is really important. However, as the author emphasizes, Grammar Translation Method is not good enough to learn how to use the living language proficiently, because the ability to speak and communicate in this language is also very important.

The Audiolingual Method

According to Brown (2001) the Audiolingual Method appeared firstly in the USA when

the Second World War broke out. Its aim was to help the soldiers to be able to communicate in languages of their enemies and allies.

Larsen - Freeman (2008) states that the goal of the Audiolingual Method is to enable students to communicate in a foreign language effectively and automatically without any breaks to think. In order to achieve this, the teacher helps his or her learners to form new habits in the foreign language. He or she is a kind of a leader and someone whom students will imitate.

Following Larsen - Freeman (2008) students gain skills such as listening, speaking, reading and writing, where the most important are the first ones: oral and aural skills. Students learn it by constant imitation and repetition after the teacher. Structural patterns and vocabulary are taught in forms of dialogues. In the Audio-lingual Method drills such as substitution, repetition, chain, transformation, backward build -up and question - and - answer are very popular and are usually based on patterns which appear in a dialogue. When students response correctly they are appreciated by the teacher and their responses and answers are positively reinforced. In this method errors made by the students are tried to be omitted, in order for them not to become a habit.

The Cognitive Method

Komorowska (2005) is of the opinion that in the Cognitive Method, unlike in the Audiolingual Method, using a foreign language is innovative and not connected with habits. An important thing is to enable students to understand and form new sentences correct l y by themselves.

As Brown (2001) contends in this method students learn through a rather deductive way. Teachers provide them with rules and explanations if it is needed. This method “ emphasized a conscious awareness of rules and their applications to second language learning.” (Brown 2001: 24).

Komorowska (2005) also points out that errors in the Cognitive Method are an indispensable part of learning and very often students learn by making them. There is no possibility that students will adopt sentences with errors and will use them in the future. What is more, their subsequent contact with correct forms and sentences will cause their future attempts to use the foreign language more effective l y and successfully.

Unconventional methods

As Komorowska (2005) emphasizes unconventional methods are the ones that started to be formulated in the 1960s. According to them, a learner of a foreign language is the most important, as referring to his or her learning styles, preferences and interests. It is essential to make the student comfortable and make sure if he or she feels safe. The psychological knowledge is used to increase student’s effectiveness with less effort involved.

Total Physical Response

Komorowska (2005) says that Total Physical Response appeared in 1970s and its author was Asher. As noticed by Larsen - Freeman (2008) it is important that students enjoy their learning of a foreign language.

According to the author: “TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.” (Larsen - Freeman 2008:113). To achieve this, students learn similarly to the way that a native language is learnt by children. The teacher’s

role is to be a kind of a nonverbal model that students imitate. He or she also gives the students commands that they have to follow, which are connected with some kind of physical exercises and using all parts of the body. The teacher is a director who controls the activities and behaviour of his or her students. After some period of time, only when students are ready to speak, they start to do a role reversal which means that they begin to speak and direct other students or their teacher. According to Komorowska (2005) Total Physical Response is very successful in teaching children, mostly beginners. It is also a good idea to use some of its exercises and techniques during the lessons when students are tired and do not focus on the topic. This would relax them and make more eager to learn.

The Silent Way

According to Larsen - Freeman (2008) the Silent Way claims that student's ability of self-expression is the main goal, so they are independent from their teacher and able to self-correct. The teacher can only help them when it is absolutely needed. Moreover, the teacher is silent during interaction with students. He or she uses nonverbal gestures during working on the learners' production and also uses some tools that are in the classroom. As pointed out by Brown (2001) these materials that teachers operate are small rods of different lengths and colours which are called Cuisenaire rods. They are usually used to introduce grammar, vocabulary or syntax. The teacher provides "single - word stimuli, or short phrases and sentences, once or twice, and then the students refine their understanding and pronunciation among themselves with minimal corrective feedback from the teacher" (Brown 2001:29). In a classroom there are also colourful wall charts available, that introduce grammatical paradigms or pronunciation models.

Komorowska (2005) characterizes the Silent Way as the appropriate method to adults when they start to learn a foreign language. It is also useful when students learn on their own, where concentration and silence give better results in memorization.

Counselling Language Learning

Counselling Language Learning is also known as Community Language Learning (CLL). As mentioned by Larsen - Freeman (2008): "Teachers who use the Community Language Learning want their students to learn how to use the target language communicatively." (Larsen - Freeman 2008: 98). Students, thanks to this method, are also able to learn from their friends and in addition take responsibility for their own learning.

Komorowska (2005) emphasizes that in CLL students choose a topic they want to talk about and mostly these learners talk who really have something to say. In a class that is beginning, students usually do it in their native language, then the teacher translates it into the foreign language and records it. Moreover, the teacher provides the transcription of what has been said. Finally, students are able to say that sentence or phrase by themselves. The transcription of their conversation creates a text that the students work with. Following Komorowska (2005) CLL is a good method for learners who have specified interests and are highly motivated.

The Natural Approach

Komorowska (2005) points out that the Natural Approach appeared in 1970s and was formulated by Teller and Krashen. In the Natural Approach the teacher tries to make the students learn in a similar way as an infant acquires its native language. In order to achieve this the teacher talks only about what is happening at the moment or about current affairs. He

or she does it in a natural way, using unsophisticated language and also some gestures and facial expressions. Additionally the teacher repeats his statements or sentences in many different ways to make it more clear to the students. It is appreciated when the learner gives some signs of understanding or tries to communicate in a nonverbal and then verbal way.

Komorowska (2005) also postulates that reducing stress level during learning can bring good effects. The atmosphere of acceptance and safety without anxiety and shame of making an error makes students work more successfully. They acquire language subconsciously and in a spontaneous way. Moreover, the teacher does not force students to speak, but wait s until they decide to speak. The teacher does not correct errors, but instead of this, says correct forms or sentences an d repeats them a number of times.

Suggestopaedia

According to Brown (2001) Suggestopaedia was formulated by Lozanov - a Bulgarian psychologist. Suggestopaedia claims that human brain can process quantities of material if given the right conditions for learning, among which are a state of relaxation and giving over of control to the teacher” (Brown 2001: 27). Because of that, as pointed out by Lozanov (1979), music, especially baroque music, plays a great role in the process of learning. It is characteristic to Suggestopaedia that teacher and students listen to music together and in this way begin the concert session. The teacher reads a text, and at the same time the students follow the text in their workbooks where they have everything translated into their mother tongue. Next, there is some time of silence, then again music is heard and the second part of the concert begins. Students with closed workbooks listen to the text that is read by the teacher. Finally, students leave the classroom in silence. Their only homework is to read the text before sleep and then before getting up.

1.3. Multi -sensory teaching method

Bogdanowicz and Smoleń (2004) contend that Multi -sensory teaching method is connected with learning through all senses. Students learn with the use of combination of visual, aural, kinaesthetic and tactile aspects. As noticed by Włodarski (1985) learning process is then more effective than by learning with the use of traditional methods of teaching, where we learn through just one or two senses. Bogdanowicz and Smoleń (2004) also emphasize that the aim of Multi-sensory teaching method is to build positive associations with learning and create the atmosphere of joy and trust. This method is also connected with direct teaching and students after being taught by Multi-sensory method are able to give automatic responses to the questions given by the teacher. It is used to teach writing, reading and new vocabulary, especially in teaching a foreign language.

CHAPTER TWO

2. Young learners with ADHD and dyslexia

2.1. Young learners with problems - general description

As Komorowska (2005) emphasizes we can distinguish students with different problems which have influence on the discipline in the class room as well as students who have difficulties with absorbing new information and learning material.

Komorowska (2005) continues that in the first group we can find learners who constantly disturb during lessons and do not follow the rules given by teachers. These

students usually suffer from some emotional problems for example connected with bad situation in their home and very often they need to be noticed by someone and be in the centre of attention.

As mentioned by Komorowska (2005) in the second group, where students who have difficulties with learning are, we can find for example students who are shy. It can be a really big problem for them, because they do not believe that they can achieve success or that they are good enough at something. They do everything to avoid answering questions or saying something in the classroom. There are also students with low concentration who are distracted by everything and cannot focus on one activity and they very quickly get bored. Sometimes we can find students who are hyperactive, they cannot sit in one place for a long time and it is impossible for them to focus on one activity without moving. A lot of students have also problems with speaking and communication in a foreign language. These are visual learners who prefer to learn through reading and visual material. On the other hand, there are also auditory learners who have problems with learning through written material and feel better in listening and speaking.

Brophy (2003) also describes students with different problems for example hostile - aggressive ones who are able to beat up their peers and bully money from them. They are also aggressive during lessons, disturb teachers as well as other students. Another example is a student who is rejected by his or her peers. Nobody wants to play with that student during the breaks or work in one group during lessons. This can also have an influence on learning and absorbing knowledge by this student with the above problem. Sometimes there are also failure syndrome students in the classroom. They usually are not self -confident and do not believe that they are able to learn something and are of the opinion that every subject and learning material is too difficult for them. They even do not make any effort to learn.

As noticed by Komorowska (2005) it is very important for teachers to help students with different problems and not to consider them as people who are worse, less intelligent or less capable than others. Teachers do not leave them alone, but do everything to improve their learning process.

2.2. ADHD- definition and description

As defined by Nixon and Richardson (2004) ADHD (Attention Deficit Hyperactivity Disorder) is a “developmental disorder that occurs in 1-3% of the population. As with other developmental disorders, boys are more likely to be affected than girls. ADHD is not related to intelligence. Children with all levels of ability can have it and it can affect children from all walks of life. ADHD does not go away. The presentation of the condition, however, may change over time” (Nixon - Richardson 2004:2). Another definition of ADHD presented by Parker (2006) says that it affects a child’s ability to regulate behavior and attention” (Parker 2006: 2). Parker (2006) also adds that learners with ADHD have many problems with hyperactivity, attention and impulse control. What is worth noticing ADHD has been known for many years and many psychologists, psychiatrists and pediatricians have been treating and diagnosing more and more children with ADHD.

Reasons of ADHD

ADHD has been analyzed and studied for over fifty years. Thanks to new technology scientists are able to study the structure of the brain and its functioning. According to Barkley (2006) it helped us to claim that ADHD has a neurobiological basis. The area in the brain which is connected with attention, impulsiveness and behaviour is less active than in brains of

children without ADHD. As noticed by Faraone, Perlis and Doyle (2005), according to the twin studies, a lot of cases of ADHD are caused by **genetic factors**. Heritability of ADHD is estimated to be about 76 %. It is not exactly known how it happens but it is proved that ADHD is more often present in these children whose both parents or one parent also suffer from this disease.

There are also some **environmental causes** of ADHD. Pfiffner (2004) is of the opinion that sometimes, although it is less common, ADHD may be caused by exposure to a toxic substance such as lead, or because of some problems which have appeared during pregnancy and delivery. What increases the risk of ADHD is when a woman during pregnancy smokes cigarettes, drinks alcohol or takes drugs. It is widely believed that diet, especially rich in sugar, causes ADHD, but according to Pfiffner (2004) it is a wrong conviction and diet is not the reason of this disorder. Educational methods also do not play a crucial role, however, school environment may deepen the effects of ADHD. Nevertheless, sometimes the teacher who knows how to teach and treat students with ADHD may play a positive role and help these students.

Symptoms of ADHD

We can distinguish three major symptoms of ADHD: inattention, hyperactivity and impulsivity. According to Mannuzza, et al (1998) symptoms of ADHD become visible when a child goes to kindergarten or to school and may change with time. Sometimes symptoms of this disorder do not go away and persist into adulthood.

One of the symptoms of ADHD is **inattention**. As noticed by Parker (2006) children with this disorder seem not to listen when somebody is talking to them, are very easily distracted and have problems with sustaining their attention, usually when it requires from them some effort, cannot focus on one thing or task for a long time, they get bored very quickly. Moreover a child with ADHD: “often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities” (Parker 2006: 5). He or she also forgets about some things connected with his or her daily activities.

Hyperactivity. As described by Barkley (2006) young learners with ADHD cannot sit in one place for a long time, during the lesson they walk around the classroom without teacher’s permission. When they are working, for example when they are doing a task, they nervously move their legs and arms, talk when it is not necessary and play with things or objects which are not connected with the task. Hyperactive learners are very often fidgety and try to do many things at the same time, they do not finish one activity and start doing another one.

Impulsivity. Following Barkley (2006) children with ADHD do not think before they do something and usually are not aware of the risk or danger involved. They are impatient and it causes them problems with waiting for different things or waiting for their turn for example during playing a game, they simply find it aversive. It is also very often noticed that ADHD students interrupt during other’s conversations.

Effects of ADHD

According to Harpin (2005) ADHD has a great impact on the child with this disorder as well as on its parents and siblings. It can cause educational and social difficulties as well as problems with relationships. These effects change over time when a child grows up. It is very important to know how to treat these children and provide them good conditions to learn. It is also connected with higher healthcare costs.

A preschool child, as described by DuPaul, McGoey and Eckert (2001) may suffer from oppositional behaviour and have poor social skills. Sometimes some associated difficulties can appear, for example delayed development of the child. At this stage we can notice high stress level in parents, because it is difficult for them when a child does not respond to their requests and does not follow their advice. Moreover, it can also lead to many conflicts in a family and relations in the family may be tense and child can feel sad and even aggressive.

Harpin (2005) contends that effects of ADHD are the most visible when a child goes to school. ADHD students usually have learning difficulties, bad grades and can experience academic failure. Very often it is a reason for children's lack of self-esteem and having no motivation to learn. Meltzer, Gatward and Goodman (2000) also add that ADHD learners have problems with relationships and sometimes are not accepted by their classmates. In comparison to other students, they more often suffer from lack of friendship. According to Mannuzza, Klein and Bessler (1993) ADHD adults present difficulties in finding a job where they will be successful and fulfilled. It can make them change their professions a number of times. These people frequently experience interpersonal problems with their colleagues and employers. Moreover, they often come late to work, make some excessive errors and, in many cases, are not able to deal with workloads. As far as their everyday life is concerned, adults with ADHD do not find easy to build a relationship and are in a higher risk of substance and drug abuse.

2.3. Dyslexia - definition and description.

Following Reid (2009) there are plenty of different definitions of dyslexia and it is hard to choose the most appropriate one. However, it is necessary for research and education purpose in order to help to develop recognition and diagnostic criteria. Definition of dyslexia may be also useful in providing a label, which can help parents to stimulate a support process for their children. Dyslexic adults can explore what dyslexia really is and develop some strategies on how to deal with this disorder. Teachers can find an explanation of children's with dyslexia behaviour in the classroom.

Reid (2009) gives us an example of definition of dyslexia: "Dyslexia is a processing difference, often characterized by difficulties in literacy acquisition affecting reading, writing and spelling. It can also have an impact on cognitive processes such as memory, speed of processing, time management, coordination and automaticity. There may be visual and/or phonological difficulties and there are usually some discrepancies in educational performances." (Reid 2009: 4)

We usually use the term developmental dyslexia, which is a disorder that develops during the first years of child's life. Bogdanowicz (1989) uses this term to indicate the syndrome which is connected with written communication. Three separate disorders are recognized within this syndrome: it is dyslexia - problems in reading, dysgraphia - poor handwriting, and dysortography - difficulties in spelling.

Reasons for dyslexia

As noticed by Nijakowska (2010) there are a number of different theories about reasons for dyslexia. But all scientists agree that dyslexia can be genetically conditioned or has a neurobiological basis. Ramus (2006) points out that dyslexia is caused by a combination of several genes, not by one, single gene. It is proved, thanks to the twin studies, that this disorder tends to appear in families and the risk of dyslexia increases when parents of a child

are dyslexic. Hammond and Hercules (2000) indicate that dyslexia is caused by some changes in brain, its different functioning and processing information in comparison with a non - dyslexic brain. These differences can be hereditary.

Symptoms of dyslexia

Nijakowska (2010) says that: “The most fundamental and primary behavioural symptom of dyslexia seems to be a pronounced and persistent difficulty in the acquisition of skilful word decoding (reading) and encoding (spelling), forcing the child to lag behind his/her peers with regard to literacy development” (Nijakowska 2010: 85). Students with dyslexia read usually slower and less accurately than their peers. In Kraft’s (2010) view when dyslexic students read aloud they very often reverse words or letters, change their order or even they may omit some words. They make similar mistakes in a written language, words reversal and mirror writing appear very often.

Following Kraft (2010) other symptoms of dyslexia are connected with receptive language. Learners with dyslexia may have difficulties with perceiving words and sounds correctly. When they are listening to something or reading silently or aloud, it is very difficult for them to remember significant details of what they have already heard or read. Sometimes it is impossible for them to process the text that they have read and they are not able to describe what it was about and what its main idea was. Moreover, speaking and listening can also be a problem for dyslexic students. Pronouncing the words, especially those with more syllables can be really difficult for them. They also have problems with repeating phrases that they have heard as well as with understanding them.

Nijakowska (2010) claims that some people with dyslexia may also manifest difficulties during playground games, because very often they do not understand commands such as up, down, left, right etc. They also show signs of poor coordination and balance during different activities, for example riding a bicycle or standing on one leg.

Effects of dyslexia

Bailet (2012) is of the opinion that dyslexia can cause some negative effects to the child. First of all dyslexic children may feel worse than their peers, because they do not make such progress in reading or writing, they are stressed because of this. It can even cause them to avoid reading and can lower their motivation. Their self-esteem is usually also lower than their classmates. To prevent this, teachers are aware how to treat these children and make everything to help them in dealing with dyslexia.

CHAPTER THREE

3. The chosen methods of teaching English to young learners with problems

3.1. Dealing with young learners with problems

Teachers have to deal with many different learners during their work. In every classroom we can find some students with problems. As noticed by Brophy (2003) “Each student is an individual with particular personal qualities, interests and needs. All teachers must plan for and interact with the class as a group, but the best teachers also personalize their instruction of individual students as much as they can.” (Brophy 2003: 1). It is especially important to know how to deal with problematic students.

First of all, as Komorowska (2005) contends, teachers should consider a lot of time and attention to learners with problems, control their progress and give them support and help if it is necessary. It is also very important to be aware of difficulties and problems that students have and choose the best method of teaching them, which brings the most fruitful results. We can agree with Komorowska that it is also a good idea to increase the number of exercises and make them shorter, because young learners, usually those with problems, for example with ADHD, get bored very quickly and cannot focus on one thing for a long time. The teacher should also know how to react when students behave in an inappropriate way, he or she should not criticize the student but his or her behaviour if it is necessary. As noticed by Brophy (2003) the teacher should also use different techniques during the lesson and be in constant contact with parents of the problematic child. Young learners with problems should not be treated as worse students.

According to Bowen, Jenson and Clark (2004) it is very important to use rewards and positive feedback while working with students with special educational needs, especially those who have failed many times. It has a positive influence on learner's motivation and encourages them to learn.

The author of this thesis is of the opinion that students with some disabilities need to be praised in order not to lose their self - esteem and not to feel worse than others.

3.2. The most appropriate methods of teaching ADHD young learners

As noticed by Nixon and Richardson (2004) teachers should be qualified and have knowledge about ADHD in order to be able to identify the symptoms of this disorder in his or her classroom. As we have described in the second chapter of our thesis, symptoms of ADHD usually become visible when the child goes to school, so the teacher should be able to easily recognize them and help the child to overcome his or her difficulties during the learning process, by choosing the most appropriate method of teaching. The teacher and his or her competence has a great influence on learners' success and their behaviour during the lessons.

Out of the methods described in chapter one we are of the opinion that the most appropriate method of teaching English to ADHD young learners is **Total Physical Response (TPR)**, because of many reasons. First of all it reduces the stress level of students who are learning a language which is very important especially for ADHD learners who usually suffer from stress and low self - esteem during lessons. This method enables them to feel more comfortable in the classroom. As noticed by Larsen - Freeman (2008) Total Physical Response allows students to speak only when they are really ready to it so that they do not feel anxious. He also contends that: "Another way to relieve anxiety is to make language as enjoyable as possible." (Larsen - Freeman 2008:114). One of the techniques that can be used to achieve this effect is using commands, by the teacher, sometimes funny ones, to direct children's behaviour, such as these created by the author of this thesis:

- close your eyes,
- touch your friend's ear
- run around your chair,
- stand up
- sit down
- clap your hands three times,
- take your book
- run to the blackboard
- take your pencil to the right hand etc.

Then, when students become ready to speak they can say commands to direct their peers behaviour. Students are not forced to anything in this method and as noticed by Larsen - Freeman (2008) "Feelings of success and low anxiety facilitate learning" (Larsen - Freeman 2008: 114). So all students can benefit from it, especially ADHD ones.

Moreover, as we have described in the second chapter of our thesis, ADHD students are hyperactive, they cannot sit in one place without moving. Thus, any form of physical activity is advisable for them, and this method provides it. By moving during their learning process they cannot only ease the tension and release their emotions, but also integrate with their friends. What is also worth mentioning, ADHD learners may feel better during physical tasks, because they are treated in the same way as other students and their learning difficulties and disabilities are less visible. All students do the same physical activities and ADHD children do not feel worse.

Students with ADHD, following the second chapter of our thesis, have also problems with concentration and sustaining their attention. As noticed by Lengel and Kuczala (2010) "Though no one particular existing formula can be used to determine how often students need to move, evidence is making it clear that movement allows students to refocus and strengthen their ability to pay attention. Researchers at the University of Illinois found that school -age students were better able to allocate attentional resources following vigorous walking." (Lengel – Kuczala 2010: 3). So thanks to the movement while learning, the attention span which is much lower in ADHD children than in other students, can enlarge and the learning process is then more effective and brings more benefits to these learners.

Another good feature of this method is that vocabulary is taught in a form of pictures, real objects and action, what is very important for ADHD students who are usually visual learners, it makes them remember new vocabulary for a longer period of time and their learning process is more natural and is comparable to their acquisition of their mother tongue.

We are of the opinion, that also **Suggestopaedia** can be used to teach ADHD young learners, because it provides relaxation to students during learning by listening to classical music, as we have described in the first chapter of our thesis. ADHD learners may calm down and absorb the knowledge better and in a more pleasurable way thanks to this method. This method also includes the use of some visual materials and posters which facilitate learning. Armstrong (1999) believes that drama may be a good technique from Suggestopaedia for young ADHD learners. The teacher wears a special costume or presents a puppet show in order to illustrate the main point of the subject. It is a good way to increase children's interest and attention because then the students will remember it for a long time. We contend that a good activity especially for ADHD learners may be role play, which is typical for Suggestopaedia. Children can work in groups with their friends, and everybody has a different role to play, what may be a really interesting activity. Children need to be focused on their role and it is a pleasurable way to learn a language.

Using the above methods by the teachers may help ADHD students to absorb knowledge. What is also important, all the students in the classroom, also those without problems, may benefit from this type of teaching. We are of the opinion that teachers can mix these two methods to achieve best effects or can use some techniques of these methods during lesson when children's attention becomes lower.

3.3. The most fruitful methods for young students with dyslexia

Dyslexic learners need a lot of attention, patience and devotion of time from the teachers during their learning process. It also requires an extensive involvement in learning from a student with dyslexia to achieve success and overcome difficulties. As we can see in

the first chapter of our thesis there is a number of available methods of teaching, but not every one of them is appropriate for dyslexic young learners. The teacher should know students' needs, be aware of their difficulties and choose the most fruitful method of teaching.

Out of the methods described in chapter one, we are of the opinion, similarly as many researchers and teachers, that the most appropriate one for young learners with dyslexia is the **Multi- sensory teaching method**. As we have mentioned in the second chapter of our thesis dyslexic learners very often have problems with auditory processing of information. Including more senses in the learning process, such as sight, hearing, taste, touch and even smell may cause that these student will remember and process information more effectively. As noticed by Bogdanowicz and Smoleń (2004) it is easier for dyslexic students to learn a new word by reading it aloud and writing i n the same time, singing it during walking or imagining a word by writing it with a finger on their hand or in the air. Kelly and Phillips (2011) contend that by using so many senses during learning, the new information is stored in different parts of the brain, and it can be easily transformed from the short term memory storage to the long term one. This causes that students can remember information for a long time and use it when it is necessary. What is also important, as mentioned by Nijakowska (2010) Multi-sensory teaching method is the best one for dyslexic learners, because its aim is to develop spelling and reading skills according to the students' capacities. Only after a learner is able to make a particular task, he or she can go further and try to complete more difficult tasks. "Appropriate matching of the perplexity of a task to the abilities of a child with dyslexia conditions successful completion of the assignment." (Nijakowska 2010: 123).

Learning material is also well organized. Everything new, that students learn, is based on what they already know. This kind of learning causes that the whole learning process is more effective and meaningful. We believe that it can also reduce the stress level of learners, because they are not forced to do too difficult tasks, they have motivation to learn and, what is more, they can reduce their feelings of low self- esteem, which as we have described in the second chapter of our thesis are very often present during the lessons. The tasks are appropriate to their capabilities so there is no fear that they experience a failure.

As noticed by Kelly and Phillips (2011) there is a number of available tasks and activities in the Multi -sensory method. Teachers may use different kinds of media such as the Internet or power -point presentations to make the lesson more interesting and to catch the students' attention. Moreover using colorful charts, diagrams flash cards or handouts by the teacher during the lesson may also bring good effects for dyslexic learners, who can associate new information that they have heard with the visual material. They can also create some pictures or flash cards by themselves in order to learn for example new vocabulary. They can also put them in a visible place in their room in order to revise the material from the lesson at home. We are also of the opinion that it is a good idea to play a song to the students during the lesson and give them text with lyrics, so that they will be able to hear and see the words at the same time. This activity seems to be more effective than only reading a text without music and improving their auditory and literary skills that they may lack.

Nijakowska (2010) also adds that students with dyslexia need overlearning, which means that new skills that students acquire during the Lesson should be practised in many different tasks and in different ways in order to lead to automaticity. The next important thing is that students should work systematically and teachers should reward and praise them for every progress that they make and constantly motivate them to learn by choosing interesting and pleasurable activities for them. Sometimes dyslexic learners may also need some additional individual classes with the teacher to overcome their difficulties.

CONCLUSIONS

Teachers during their work meet different kinds of students. Everyone is an individual who has one's own needs and absorbs the knowledge in different ways. Among them we can find learners with problems such as ADHD and dyslexia, which are the most frequent disorders nowadays, especially among children. The teacher's duty is to be able to recognize these problems and choose the most appropriate methods of teaching. There are many available methods which we can divide into conventional and unconventional.

Students with ADHD may easily be recognized because of their symptoms such as hyperactivity, inattention and impulsivity. This disorder may be conditioned genetically or may be caused by environmental factors. Dyslexia, on the other hand, is characterized by difficulties in literacy acquisition affecting reading, writing and spelling. Dyslexia can also be genetically conditioned or have a neurobiological basis. We should be aware that both these diseases can have a large impact on students' education and may cause many difficulties in learning. Teachers should get familiar with the above disorders, know the strategies, techniques and methods appropriate for a particular disorder and do their best to help these learners to overcome their learning difficulties.

To work with ADHD or dyslexic young learners teachers should be very patient and devote them a lot of time and attention. In order to teach these students English, they can choose many different methods, but not every one of them may work, because we should remember that every child is different, but for ADHD young learners using Total Physical Response or Suggestopaedia may bring really good effects. They increase child's motivation to learn and make them more relaxed during the lesson and to concentrate more on the subject. For dyslexic young learners the multi - sensory teaching method seems to be the most fruitful, because students may absorb knowledge by using all the senses and it can cause their literacy skills improve and also their self -esteem will increase.

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