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Práce se zaměří na problematiku učitelů angličtiny, u kterých byla diagnostikována specifická porucha učení, konkrétně dyslexie nebo dysortografie, a vlivu těchto specifických poruch učení na jeho profesi. V teoretické části bude vydefinován termín učitel anglického jazyka na základě vybraných teoretických modelů. Dále budou popsány druhy specifických poruch učení a jejich vliv na výuku anglického jazyka, přičemž hlavní důraz bude kladen na poruchy přímo ovlivňující zpracování jazyka. Cílem praktické části pak bude na základě rozhovorů s učiteli s SPU zjistit, jak jejich znevýhodnění ovlivňuje jejich práci, jaké obtíže a překážky vnímají a jaké případné kompenzace využívají.

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ANNOTATION

This diploma thesis investigates the influence of specific learning disabilities, especially dyslexia, dysgraphia, and dysorthography, on the professional practice of English language teachers. Through a qualitative method of research, seven English language teachers with specific learning disabilities participated in semi-structured interviews to explore their experiences and compensatory strategies. Findings reveal challenges in writing and memory retention, countered by detailed lesson planning, visualisation aids, and technology. Despite difficulties, teachers exhibit confidence in maintaining teaching standards and positively impacting students' English proficiency. The research advocates for the support and acceptance of teachers with specific learning disabilities within educational settings, emphasising the need for destigmatization and increased awareness.

KEYWORDS

specific learning disabilities, dyslexia, dysgraphia, dysorthography, English language teacher, English teachers with specific learning disabilities, compensatory strategies

NÁZEV

Vliv Specifických Poruch Učení na Práci Učitele Anglického jazyka

ANOTACE

Tato diplomová práce se zabývá vlivem specifických poruch učení, především dyslexie, dysgrafie a dysortografie, na profesní praxi učitelů anglického jazyka. Prostřednictvím kvalitativní metody výzkumu se sedm učitelů anglického jazyka se specifickými poruchami učení zúčastnilo polostrukturovaných rozhovorů, jejichž cílem bylo prozkoumat jejich zkušenosti a kompenzační strategie. Zjištění odhalují problémy v oblasti psaní a udržení paměti, proti nimž stojí detailní plánování výuky, vizualizační pomůcky a technologie. Navzdory obtížím učitelé projevují důvěru v dodržování standardů výuky a pozitivní vliv na znalosti angličtiny studentů. Výzkum se zasazuje o podporu a přijetí učitelů se specifickými poruchami učení v rámci vzdělávacího prostředí a zdůrazňuje potřebu destigmatizace a větší informovanosti.

KLÍČOVÁ SLOVA

specifické poruchy učení, dyslexie, dysgrafie, dysortografie, učitel anglického jazyka, učitelé angličtiny se specifickými poruchami učení, kompenzační strategie

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Introduction

The inception of this thesis was prompted by a notable observation within educational institutions: the increasing prevalence of students diagnosed with specific learning disabilities (SLDs) such as dyslexia, dysgraphia, and ADHD, particularly following the enactment of inclusive education policies. This surge in diagnoses naturally raises questions about its impact on the teaching profession, particularly among educators specializing in English language instruction.

As an English language teacher personally affected by dyslexia and dysorthography, I am inherently inclined to seek connections with fellow teachers and tutors of the English language facing similar challenges. Moreover, the persistent stigma surrounding individuals with SLDs, compounded by the expectations placed on teachers, underscores the importance of addressing misconceptions and fostering greater understanding.

Motivated by my personal experiences, this research endeavors not only to explore the challenges faced by educators with SLDs but also to identify strategies for overcoming these obstacles. Regrettably, existing literature on this topic, particularly within the realm of English language teaching, is scarce. Thus, there exists a critical need for further investigation in this area.

The primary objective of this thesis is to delve into how specific learning disabilities, including dyslexia, dysgraphia, and dysorthography, impact the professional performance of English language educators. This entails a comprehensive examination of the unique challenges encountered by these teachers and an exploration of the strategies employed to navigate language processing difficulties in their professional roles.

The theoretical framework of this study comprises four distinct chapters. The initial chapter will elucidate the concept of "teacher," delineating the stages of professional development, core skills, and multifaceted responsibilities inherent in the teaching profession. Additionally, it will underscore the pivotal role of skilled educators in fostering academic achievement.

Subsequently, the second chapter will delve into the qualifications of English language educators, emphasizing the intricate responsibilities of language instructors and underscoring the imperative of professionalism within this domain of education. The third chapter will explore the terminology used to describe SLDs in the Czech context, focusing on dyslexia,

dysgraphia, and dysorthography, and their implications for language learning, particularly in the context of English as a second language.

Finally, the fourth chapter will examine the enduring impact of SLDs on English language teachers, highlighting their adaptability and strengths that contribute to success in their profession.

In the practical segment of this thesis, qualitative research methods will be employed to address the research questions. Given the potential challenges in recruiting participants, interviews will serve as the primary means of data collection. Finally, any original Czech text included in this paper will be translated into English by the author. Also, any charts or graphs included within the main body of this thesis are a product of the author, as well.

By addressing these aspects, this thesis endeavours to contribute to a deeper understanding of the challenges faced by English language educators with specific learning disorders and to identify strategies to support their professional development and well-being.

THEORETICAL PART

1. The term Teacher: Defined, Examined, and Recognized

In the intricate tapestry of education, a teacher figure stands as a guiding light, a cornerstone shaping the minds and souls of future generations. Within this chapter lies a thorough examination of the current literature surrounding the term "Teacher." Going beyond the primary duties outlined in lesson plans and curricula, this analysis delves into the inherent qualities, responsibilities, and essential characteristics that define and personify this esteemed position. Numerous scholars, researchers, and legal documents with varying levels of detail have established these traits. The ultimate goal of this exploration is to unveil both the dictionary definition and the intricate layers that comprise the genuine essence of those who hold this revered title.

According to the Czech Legislation, a pedagogical worker engages in direct teaching, educational, special pedagogical, and/or pedagogical-psychological activities that directly impact the student being educated (as outlined in Decree No. 563/2004 Coll.). This is done in accordance with specific legal regulations. Section three of this act further defines the requirements for becoming a pedagogical worker, including the need for a professional qualification for the specific direct teaching activity being performed (as outlined in Decree No. 563/2004 Coll.). This legislation applies to all pedagogical workers, including teachers. One of the base pedagogical works by Průcha et al. (2003) explores the intricate nature of the term "teacher" and thoroughly comprehends the roles and duties that come with this profession. According to them, the "teacher" is "one of the fundamental agents of the educational process, a professionally qualified pedagogical worker who shares responsibility for the preparation, management, organisation, and outcomes of said process (Průcha et al. 2003, 127)." This definition underscores the crucial role of a teacher in the educational system. It emphasises the need for professional training and qualifications to fulfil the responsibilities associated with this position, as can be seen in the legislative text.

Going beyond the surface into the responsibilities mentioned above and abilities, Průcha et al. mention a shortened list of these aspects as creating a conducive learning environment by coordinating activities, providing feedback, and establishing meaningful connections with students, parents, and fellow educators (Průcha et al. 2003, 127). Even other authors, like Kalhous et al. (2009, 95), write about certain standards teachers need to reach and, along with

Tomková et al. (2012), introduce the idea of a teacher expert. They state that a teacher's professional expertise is based on an understanding of each student's intellectual and personal characteristics. Students have high expectations of quality instruction from their familiar teachers (Kalhous et al. 2009, 95). Tomková et al. (2012) support expertise and pedagogy for educators to succeed in their profession by highlighting the importance of a complex blend of subject matter. Collectively, these works underscore the interconnectedness and significance of various knowledge domains in effective teaching practices.

However, it is also important to note that teaching is not only about the knowledge being passed on. Some authors, such as Kalhous et al. (2009, 95), emphasise the importance of the student-teacher relationship. Others, like Cangelosi (2014, 93), also acknowledge the role of parents. Pířová et al. support this view, stating that "collegial cooperation and relationships between colleagues" are fundamental factors that influence teachers' professional development (2013, 168).

Although Kalhous et al. (2009, 95) explains that there is no universal definition for a good and effective "teacher", based on all the information gathered, the shortened definition of the term "teacher" could be summarised as follows: A teacher is a qualified professional responsible for guiding the educational process, evolving from novice to expert through stages of proficiency. They possess a rich blend of subject expertise, pedagogical knowledge, and a deep understanding of learners. Their role involves planning, creating conducive environments, assessing progress, and continuous self-reflection. Teachers engage socially, fostering connections with students, parents, and colleagues, shaping successful educational outcomes through collaboration and ongoing professional growth.

1.1. Teachers' Professional Development

In alignment with professional trajectories observed in various vocations, teachers undergo distinct developmental stages within their occupational as well. Berliner (1988 and 1995) identifies and names the stages of teachers' professional development. With the help of "The Dreyfus Model of Skill Acquisition" (1986), Berliner describes five stages of proficiency that one goes through in order to become a confident and skilled pedagogical/teacher professional. Although both papers are almost identical, the differences lie more in the specific examples and the way certain concepts are articulated than in substantial variance in the core ideas conveyed. Therefore, this paper will prioritise the 1995 publication. The stages are named as follows:

“Novice, Advanced Beginner, Competent, Proficient, Expert” (Berliner 1995, 20-22). Each stage exhibits characteristic indicators that help identify it. The most significant differences occur between the starting and ending stages of a teacher’s professional development.

Novice teachers are usually the first-year teachers (Berliner 1988, 2). They need support and practical experience to develop their skills beyond taught procedures (Berliner 1995, 20). They struggle to meet students' psychological needs due to the gap between theoretical knowledge and real-world classroom challenges (Korthagen 2017, 391). In conclusion, both Berliner (1995) and Korthagen (2017) emphasise the importance of practical experience for new teachers. The stress is put on the need for resources and support to enhance their skills while addressing students’ psychological needs. Integrating practical experience, resources, and support can better equip new teachers for the classroom's complex demands. Since “most of the theory presented in academia is often not experienced as helpful to the problems and concerns that beginning teachers encounter” (Korthagen 2017, 391). The progression from novice to expert teachers relies on the transfer of learned knowledge and the ability to sift through it to find valuable and applicable practices, as well as the speed of reaction.

The advanced beginner stage combines practical experience with conceptual knowledge, resulting in the formation of episodic and case knowledge (Berliner 1995, 20). Reflecting on experiences seems to be essential for acquiring practical knowledge. According to Kolb, whose experiential learning theory is one of the best-known educational theories, “Learning is the process whereby knowledge is created through the transformation of experience” (1984, 38). It posits a cyclical nature of learning, encompassing four stages, commonly denoted as sensing/feeling, watching/reflecting, thinking, and doing, as expounded by Fielding (1994, 397-398). This highlights the iterative nature of learning, incorporating both practical and reflective elements to enhance teaching expertise. In addition, both Kolb (1984) and Korthagen (2017) recognise the importance of emotions in reflective teaching practices. The interplay between emotions, identity, beliefs, competencies, behaviour, and environment shapes a teacher's effectiveness (Korthagen 2017, 397). By reflecting on the entirety of the teaching process, the advanced beginner is able to identify reoccurring schemes which help them create strategies (Tomková et al. 2012, 11). These teachers are usually those who were in practice for two to three years (Berliner 1988, 2).

Stage three of development is marked by competence. It occurs during the third to fourth year of teaching (Berliner 1988, 2). Competent performers make conscious choices, have clear goals,

and are more in control of their actions, but may not be very fast, fluid, or flexible in their behaviour (Berliner 1995, 21). They are also able to improvise during lessons (Tomková et al. 2012, 11).

The stage of proficiency comes around the fifth year of consistent teaching practice (Berliner 1988, 2). In this stage, a teacher “while intuitive in pattern recognition and in ways of knowing, is still analytic and deliberative in deciding what to do” (Berliner 1988, 5). They rely on intuition and know-how rather much more prominently than in the stage of competence (Berliner 1995, 21-22). After this stage comes the equivalent of perfection.

The insights into expert behaviour come from Schon's (1983) concept of knowledge-in-action. Though beyond the usual meaning of rational, because neither calculation nor deliberative thought is involved, the behaviour of the expert is certainly not irrational (Schon 1983, 59). The expert's behaviour is not easily described as deductive or analytic. The specific features of expertise in this concept can be characterised as follows: Experts prioritise practical knowledge over theoretical knowledge and comprehend the context behind it, and they usually act automatically and reflect only when faced with a new or complex situation (Pířová 2010, 50). Experienced teachers can adapt to unexpected situations in the classroom and manage diverse scenarios with their effective teaching techniques (Berliner 1995, 21-22). New teachers may struggle with addressing student inquiries and maintaining the flow of the lesson (Tsui 2005, 175). Ultimately, the journey to teaching expertise encompasses practical experience, reflective learning, and a deep understanding of the complex nature of teaching.

Although not all the mentioned stages are reachable in the proposed time frame, the highlighted progression is still valid as other scholars continuously refer to it. It emphasises that experienced teachers possess expertise beyond just subject matter knowledge. They demonstrate insights into pedagogy, context, and adaptive strategies, which enable them to navigate the complexities of teaching more effectively compared to their novice counterparts. This expertise is not solely about subject mastery but about a holistic understanding that informs their teaching practices and decision-making in diverse classroom settings.

1.2. Characteristics of the Expert Teachers

Expert teachers are described by Berliner (1995, 22) as individuals who possess an intuitive grasp of situations, respond effortlessly in non-analytic and non-deliberative ways, and seamlessly integrate with tasks. They draw on experience, employing deliberate analytic

processes only when deviations from the usual approach arise (Berliner 1995, 22). Research has been conducted on the differences between novice teachers and experienced teachers, aka teacher experts (Berliner 2004; Tsui 2005; Clark and Peterson 1984). Differences have been apparent within their approach to lesson planning processes and during their process of teaching.

Four characteristic differences within the stages of lesson planning have been recognised by Tsui (2005). Firstly, novice teachers rely on prescribed procedures and rules for lesson planning, while experienced teachers exercise autonomy and modify their approach to meet the needs and goals of their students (Tsui 2005, 172). According to Clark and Peterson (1984), teachers' actions and thought processes are influenced by external factors such as the school, principal, community, or curriculum. Experienced teachers focus on the planning process as a whole, while new teachers may need time to adapt to the realities of teaching (Clark and Peterson 1984, 24-27). The Experts possess flexibility and adaptability, as mentioned previously, which makes anticipating potential situations and having contingency plans in place possible for them. Experienced educators link lessons to both the curriculum and prior knowledge, employing a comprehensive planning approach (Tsui 2005, 172-173). This implies the fact that novice teachers tend to follow instructional material like the curriculum more closely than teachers placed higher on the scale of expertise. In other words, expert teachers who have more experience than novice teachers are better equipped and, therefore, are not afraid to rely more on their own judgment.

In a 2004 study, Berliner revealed that a lack of familiarity and shared history can impede teaching effectiveness (Berliner 2004, 15-16). Experienced educator planning is informed by a wide range of knowledge, including the individual needs of their students. In contrast, less experienced teachers often plan lessons in isolation, prioritising teacher-led activities over student-centred approaches (Tsui 2005, 173-174). In other words, in order to be an effective teacher, it is essential to have a deep understanding of the cognitive abilities of one's students, establish personal connections with them, and have a prior history of working with them in the classroom.

After lesson planning comes the teaching practice, where these plans are carried out into actual lessons. Here, experienced teachers differ from novice teachers in a few other factors. One of these is the ability to quickly identify patterns in the classroom where novice teachers struggle to see the relationships between simultaneous events (Tsui 2005, 174; Berliner 2004, 13). There

is an expert-bound ability to analyse and interpret situations, which leads to a reaction from the side of a teacher. Korthagen uses the term "Gestalts" to denote cohesive wholes of past experiences, which are often unconsciously triggered by concrete situations and shape reactions (Korthagen 2004, 81). This shows the reader again that the critical factor for obtaining certain abilities is time spent in the teaching profession. "Adaptive or fluid experts appear to learn throughout their careers, bringing the expertise they possess to bear on new problems and finding ways to tie the new situations they encounter to the knowledge base they have" (Berliner 2004, 17). Expert teachers concentrate on the most effective approach that can propel the lesson forward rather than considering a plethora of possible options. Clark and Peterson (1984) elaborate that those experts, when faced with unexpected situations, demonstrate an ability to adeptly modify their teaching plans, exhibiting stability in their behaviour and seamlessly incorporating unforeseen actions into the ongoing lessons as if premeditated (Clark and Peterson 1984, 84-87). Expert teachers are able to focus on different types of student cues and anticipate them. Experienced teachers and teachers who know their students well are much better able to react appropriately in unexpected situations.

Experienced educators can analyse classroom situations and provide valid reasoning for their actions due to their expertise (Tsui 2005, 175-176). They know the types of behaviours that might occur and are able to react accordingly (Clark and Peterson 1984, 85). This is also tied to Kolb's (1984) theory and the feature of different learning styles. It is crucial for teachers to acknowledge their personal learning styles as a foundation for creating successful teaching and learning methods (Fielding 1994, 395). Experienced teachers have a more excellent general knowledge of students, which grants them an advantage. This is possibly excluding them from the dangers of alienating certain students from learning.

1.3 Aspects for Effective Teaching

This chapter examines two influential frameworks outlining critical competencies for effective teaching. While Tomková et al. (2012) focus on broader competencies, Kyriacou (2007) delves into specific classroom practices. This chapter explores the overlap and distinctions between these frameworks, offering insights into effective teaching practices across diverse educational settings.

Delineating eight key areas spotlighting a teacher's competencies, encompassing professional traits showcased through professional activities, Tomková et al. (2012) provide valuable insights. This framework outlines the key areas that a teacher should concentrate on, including

planning and preparation, establishing a suitable learning environment, leading the learning process, evaluating the progress of pupils' work, reflecting and assessing, collaborating with colleagues for school development, working with parents and the wider community and engaging in professional development as a teacher (Tomková et al. 2012, 13).

In the area of classroom practices, Kyriacou (2007) identifies several key factors necessary for effective classroom teaching. In order to be an effective teacher, one must engage in careful planning and preparation of lessons, create exciting and captivating presentations, manage learning activities, cultivate a positive classroom environment, maintain discipline and handle misbehaviour, assess students' progress for both formative and summative purposes, and reflect on and evaluate one's teaching practice for continuous improvement (Kyriacou 2007, 11). These identified competencies and essential teaching skills are intertwined and interdependent, forming a comprehensive framework that influences and shapes effective teaching practices in diverse educational settings.

Both Tomková et al. (2012) and Kyriacou (2007) emphasise vital components essential for effective teaching. While there are some differences between the two frameworks, they share commonalities in essential areas. One such area is Planning and Preparation. Both frameworks emphasise the importance of educators planning and preparing for lessons, setting educational aims, and outlining learning outcomes. Similarly, assessment and evaluation are common to the two frameworks. They both stress the significance of assessing pupils' work/progress and reflecting on teaching practices for continuous improvement. Furthermore, creating a conducive Learning Environment and maintaining a positive classroom climate are further recognised as crucial aspects in both frameworks. Emphasis is placed on Collaboration and Professional Development with colleagues, parents, and the wider community, as well as the importance of ongoing professional development for teachers.

In summary, both frameworks discuss the importance of planning, assessment, creating conducive environments, collaboration and ongoing professional development. However, Tomková et al. (2012) focus on broader competencies, while Kyriacou (2007) zooms in on specific classroom practices and interactive skills crucial for effective teaching.

1.4 Teache's Roles

Teachers engage learners in learning (Scrivener 2011, 15-19). Harmer's typology (1991) distinguishes eight different roles that a teacher can assume during a lesson, depending on the

current activity and stage of the lesson (Harmer 2007, 25). The roles range from being controlling to facilitative. However, a teacher can have different roles, as outlined by Keller (2011). Based on the teaching style, Scrivener (2011, 25) identifies three other categories. The chapter explores the multifaceted roles of teachers in the educational landscape, drawing insights from three distinguished authors: Keller, Scrivener, and Harmer. Through their distinct lenses, these scholars delve into educators' diverse responsibilities within the classroom setting, offering nuanced perspectives on teaching styles, roles, and functions.

The first role is the controller who manages and organises everything in the classroom (Keller 2011, 4). The teacher controller takes charge of the class entirely and controls all interactions and activities in the lesson (Harmer 1991, 236 & 2007, 25). While Scrivener (2011) implies that a less dominant and controlling teacher role is better, Harmer (1991) points out situations where being a controller is beneficial, such as introducing a new language or explaining grammar.

According to Keller (2011, 4), a teacher can act as an assessor by providing feedback and correcting students. Harmer (1991) identifies two types of assessments: correction and gentle correction. Correction involves the teacher correcting the learner and requiring the student to repeat the error, while gentle correction involves subtle and careful correction without requiring repetition (Harmer 1991, 237).

The third role of a teacher is to manage the classroom by planning the syllabus, creating lesson plans, and disciplining students (Keller 2011, 4). The exact role is in alignment with Harmer's identification of an organiser. The teacher must organise activities, explain instructions clearly, manage time effectively, and provide feedback to students (Harmer 1991, 239). This could be recognised as a teacher's most challenging and crucial role from the viewpoint of the amount of responsibility tied to this role. In contrast, when the teacher does not interfere much in the lesson and the students are assigned a communicative activity, the teacher can also function as a resource, providing additional information and help when needed (Harmer 1991, 242). They usually provide information in spoken language (Keller 2011, 4).

The role of a teacher is not limited to just giving lessons and explaining concepts. A teacher also plays the role of a participant who engages with the students and encourages interaction. Keller (2011, 4) refers to this as the "teacher participant" who actively involves themselves in activities such as simulations or role-plays. Similarly, Harmer (1991, 241) describes this role

as engaging equally with the students. Scrivener (2011, 25) refers to the same role as the "involver," who not only has a better understanding of teaching methodologies but also incorporates various activities to promote active participation and self-expression from students. However, according to Keller and Harmer, in Scrivener's understanding, the teacher encourages the students to converse, participate, and cooperate and, therefore, functions more as a prompter of student activity.

Lastly, Harmer (1991) introduces the role of an investigator. Teacher investigators observe what is happening in the lesson, what works and what does not, and try new activities, approaches, or techniques (Harmer 1991, 241-243). As an investigator, the teacher observes and analyses students' skills, abilities, and learning methods (Keller 2011, 4). Recognising the factors involved can help make their teaching techniques much more effective.

The explainer, involver, and enabler types identified by Scrivener (2011) align with various aspects of the roles described by Keller (2011) and Harmer (1991). For example, the explainer may correspond to the controller and assessor roles, while the involver aligns with the participant and resource roles. The enabler type resonates with the facilitative role mentioned by Harmer (1991). In summary, while the terminology and categorisation may differ slightly among the authors, there is a clear overlap in the roles and responsibilities that teachers can assume in the classroom. Harmer (2007, 25) emphasises that a teacher needs to be flexible, adapt to different stages of the lesson, and be able to assume these roles as needed. Nevertheless, a teacher should always act as a role model, influencing students with their behaviour (Keller 2011, 4).

2. English Language Teacher

The components of the professional qualification within the Czech legal documentation are not tailored to address the specific needs of teachers, with a particular focus on English language education. This thesis focuses on the teachers of English language, and therefore, it is necessary to define this group. Píšová et al. emphasise the uniqueness of teaching within specific subject areas and highlight the influence of subject-specific subcultures on the beliefs and practices of educators (Píšová et al. 2011, 54). In connection with this observation, it is therefore necessary to identify the subculture connected to English language teachers.

It has been pointed out that expert teachers possess a rich and integrated knowledge base that includes subject matter, pedagogy, context, other curricula, and educational aims. Many researchers, including Píšová (2011), Kyriacou (2007), Banegas (2009), and Tomková et al. (2012), have referred to Shulman's seven categories of essential knowledge for teaching professionals. These are “the categories of knowledge [...] underline the teaching understanding need to promote comprehension among students” (Shulman 1987, 8). Shulman contends that a comprehensive comprehension of this knowledge base cannot solely rely on research on effective teaching (Freeman and Johnson 1998, 399) or a perspective that views teachers merely as individuals capable of grasping what should be taught and how it should be taught (Shulman 1987, 7). As a result, he presents three primary categories: Content Knowledge and general Pedagogical Knowledge, encompassing pedagogical insights informed by Psychology, Pedagogy, and Philosophy, among other disciplines. Additionally, there is a recognisable emphasis on Pedagogical Content Knowledge, highlighting its significance in integrating content and pedagogy, enabling teachers to organise and adapt topics to suit diverse learner interests and abilities for effective instruction (Shulman 1987, 9). Additionally, Tomková et al. (2012, 13) add the Knowledge of Self to this well-known list. It emphasises the importance of individuality's presence in the expert teacher's performance.

The significance of content knowledge emerges as a pivotal aspect in the discourse on English language teaching, as scholars like Banegas (2009) emphasised. The critical role of a profound understanding of the subject matter becomes evident, with Banegas suggesting that effective teaching in English language education is fundamentally grounded in solid "content knowledge." His research shows that:

[...] even though teachers believe in the necessity of improving the pedagogical knowledge in the base, they assert that they cannot teach what they do not know. In other words, to know the ‘how’ without the ‘what’ may be fruitless in ELT in contexts where English is a foreign language. (Banegas 2009, 49)

In line with Banegas' research, teachers stress the inseparable connection between a profound understanding of the subject matter and successful pedagogical practices.

Moreover, Wipperfurth's study, as highlighted by Píšová et al. (2011, 56-57), identifies three key competencies—language of the teacher, multilingualism, and intercultural competence—as integral characteristics of language teachers. These competencies play a crucial role in shaping effective language education. Collectively, these insights underscore the multifaceted nature of the English language teacher's role, emphasising the interplay between content knowledge, pedagogical proficiency, and broader competencies to navigate the diverse and dynamic landscape of English language teaching. In addition, Píšová et al. (2011, 57-58) emphasise the importance of teachers having sufficient language input during lessons and differentiating communication competence requirements. These competencies, coupled with the recognition of the importance of language input and differentiated communication competence, underscore the comprehensive nature of The English language teacher's role.

Khani and Hajizadeh (2016) suggest that the definition of professionalism in English language teaching goes beyond the traditional view of language teaching as a simple occupation and acknowledges the complex and dynamic nature of the teaching profession (Khani and Hajizadeh 2016, 973). In essence, the English language teacher is not merely a conveyer of information but a skilled professional who navigates the intricate interplay between content knowledge, pedagogical proficiency, and broader competencies. This conclusive understanding provides valuable insights for shaping effective language education and lays the foundation for continued research and professional development in the field.

3. Specific Learning Disorder

In the landscape of education and psychology, the terminology used to describe specific cognitive differences and challenges has often been a subject of deliberation and evolution. This chapter seeks to delve into the depths of these terminologies, exploring their conceptual underpinnings and current usage in academic, clinical and educational settings. Through a comparative analysis of academic sources, this study aims to shed light on each term's semantic, cultural, and practical implications. By scrutinising the implications embedded within these linguistic choices, a deeper understanding of the perceptions, experiences, and support. Starting with a head term and later evolving into many subcategories that help specify the problems of the topic.

Across the plethora of publications focusing on learning problems, it is possible to encounter multiple, slightly differing umbrella terms. Czech Psychology and Pedagogy publications, like *Dyslexia: Specifické poruchy čtení* by Zdeněk Matějček (1995, 23) or *Dyslexie: Psychologické souvislosti* by Lenka Krejčová (2019, 35-37) use English sources for their definitions which are translated into Czech, producing the term "Specifické poruchy učení," which is mostly fixed across Czech specialised sources. English publications, on the other hand, do not seem to stick to just one term. Maggie Bruck (1990) uses the same English term as Matějček (1995), whilst Alyson Hall (2008) opts for "Specific Learning Difficulties". In the same publications, it is also possible to encounter shortened forms that leave out the first word of these three-word phrases, using only: "Learning Difficulties", "Learning Disability" (Davis, 1997) or the following abbreviations: SpLD, SLD and LD to talk about the same problematic. Zelinková (2009) translates for her readers the terminology from other countries, like France, where "Dyslexia" would be considered the headline for all the language learning problems. She also appropriates "Learning Disability" to American English and "Specific learning difficulties" to British English. Finally, the 11th revision of the International Classification of Diseases (further referred to as ICD-11), which came into action in January 2023, and the Diagnostic and Statistical Manual of Mental Disorders (2013, 66-73) (further referred to as DSM-5) add to this discussion the terms "specific learning disorder" (DSM-5 2013, 66) and "developmental learning disorder" (ICD-11 2023). English publications often use various terms when referring to specific learning disorders.

From a linguistic point of view, the lexemes "disability," "disorder," and "difficulty" express different connotations. Considering the translation into the Czech equivalent, "specifické

poruchy učení," nuances of meaning and interpretation surface, prompting a critical examination of their appropriateness within the context of cognitive diversity and educational discourse.

The global standard for diagnostic health information is set by ICD-11 and DSM-5. They both classify learning disorders within neurodevelopmental disorders of psychological development because the process of acquiring skills is affected in the early stages of development. The only difference that can be observed in terms of terminology is in the headline for the discussed problem, where in this lexical phrase, ICD-11 uses the term “developmental” while DSM-5 places “specific” instead. The reason for this difference is easily explainable through the manner in which each source uses to talk about learning disorders.

ICD-11 states that:

Developmental learning disorder is not due to a disorder of intellectual development, sensory impairment (vision or hearing), neurological or motor disorder, lack of availability of education, lack of proficiency in the language of academic instruction, or psychosocial adversity. (ICD-11 2023)

In other words, disorders falling under this heading are linked by the onset of the disorder in childhood and impairment or delay in the development of functions. The source focuses on the developmental aspect of learning disorders, hence using the term “developmental” in the official documentation headline.

Turning the attention to DSM-5, the recount of the same topic is, per se, identical in many points. Both classifications include disorders related to difficulties in reading, writing or mathematical skills. The classifications also include a category covering specific motor skill impairments. While the DSM-5 categorises each specific disorder according to difficulties in reading, written expression, or mathematics, the ICD-11 mentions specific terms, including reading disorder, writing and pronunciation disorder and numeracy disorder (ICD-11, 2023; DSM-5, 2013). Nevertheless, DSM-5 mentions: “Specific learning disorder, as the name implies, is diagnosed when there are specific deficits in an individual's ability to perceive or process information efficiently and accurately” (DSM-5 2013, 32). This shows that DSM-5 focuses primarily on the specificity of the problems, amplifying the importance of dividing the learning problems into smaller, better manageable subdivisions and simultaneously helping the reader understand the difference between the sources and their terminology.

Nevertheless, whilst the differences in the corresponding authors' decisions for the chosen umbrella term might seem significant or puzzling, they are claimed to be no more than synonyms. As filed by the WHO-FIC Foundation platform, all the terms below are, according to the International Classification of Diseases, considered synonymous with one another.

- specific developmental disorders of scholastic skills
- academic skills disorder
- developmental learning disability
- learning disorder
- specific learning disability
- specific learning disorder
- disorder of scholastic skills
- learning disability
- mixed disorder of scholastic skills

(8th December 2023)

In conclusion, for the purposes of this paper, the term “specific learning disorder(s)” (abbreviated as SLD) will be recognised as the core term defined as follows. Specific learning disorder encompasses persistent and significant challenges in acquiring foundational academic skills like reading, writing, or math. These difficulties manifest during early schooling, resulting in performance well below expected levels for the individual's age and intellectual capacity, leading to substantial impairment in academic or occupational functioning. This disorder is distinct from intellectual, sensory, neurological, or psychosocial issues and is not attributable to language proficiency or educational access. It involves specific deficits in efficiently perceiving or processing information, particularly in academic realms. These deficits persist despite intellectual abilities and may affect individuals regardless of intellectual giftedness, becoming apparent when faced with particular learning demands or assessment barriers. Overall, specific learning disorders can impose lifelong challenges in tasks dependent on these foundational skills.

3.1 Classification of SLD Affecting Language Processing

Within the realm of learning disorders, SLD emerges as a comprehensive term encompassing various challenges such as dyslexia, dysgraphia, dysorthography, and other related conditions

like dyscalculia, dysmusia, dyspinxia, and dyspraxia. Understanding the complexities inherent in these SLDs affecting language processing is pivotal to grasping the multifaceted hurdles individuals facing such conditions encounter. This chapter intricately delves into the classification of these disorders, explicitly emphasising their profound impact on language acquisition, particularly within the context of acquiring English as a second language. Through meticulous identification and exploration of the symptoms they manifest, this discussion aims to elucidate the intricate nuances, diagnostic criteria, and diverse presentations associated with these learning disorders. By shedding light on the intricacies of these conditions, the chapter aims to offer a deeper comprehension of the challenges individuals with SLDs encounter within the realm of language processing.

When teaching a language, there are methods teachers use to tackle the aforementioned primary language skills represented by listening, speaking, writing, and reading. For this reason, this chapter focuses only on the SLDs that can/or have an effect on obtaining these language skills. Excluding dyscalculia, dysmusia, dyspinxia, and dyspraxia and instead focusing on dyslexia, dysgraphia and dysorthography.

3.1.1 Dyslexia

Dyslexia is probably the most and best recognised from the whole spectrum of SLD subordinates. It primarily refers to challenges in reading and maintaining its medical definition (DSM-5, 2013; ICD-11, 2023). However, in an educational context, its usage has broadened over time.

Dyslexia significantly impacts the fundamental aspects of reading performance, encompassing multiple facets such as speed, correctness, reading technique, and comprehension. One primary manifestation lies in reading speed, where discrepancies arise—children may either struggle with prolonged syllabication, exhibit slow letter decoding or demonstrate rapid but erroneous reading, substituting or fabricating words while failing to comprehend the content (Zelinková 2009, 41; Zelinková et al. 2020, 12). Errors in reading are predominantly marked by confusion among visually or phonetically similar letters, although not all letter substitutions necessarily indicate a disorder, particularly those familiar among beginning readers (Zelinková 2009, 41; Zelinková et al. 2020, 12).

The manifestation of reading technique distortion shows a level of one's reading ability. It includes double reading, which is a breach of the proper reading process when employing

analytical-synthetic instruction methods. This entails silently reading a word by syllables before vocalising it, a standard practice in genetic reading methods but problematic when letters fail to amalgamate into coherent words, hindering letter synthesis (Zelinková 2009, 42; Zelinková et al. 2020, 12-13).

Comprehension stands as a cornerstone affected by dyslexia, relying heavily on the preceding indicators of quick and accurate decoding and synthesis of letters into words to grasp textual meaning. However, the severity and manifestation of these reading difficulties vary in intensity and combinations among individuals, impacting reading accuracy, fluency, and overall comprehension to varying degrees (Zelinková 2009, 41-42; Peterson and Pennington, 2012).

Probably the most widely used definition of dyslexia was put forward by the International Dyslexia Association (2002).

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (IDA, 2002)

Another reputable organisation that introduced its own definition of dyslexia is the British Dyslexia Association (2010) (later BDA). The initial paragraph adopted from Rose (2009) states that Dyslexia impacts accurate word reading and spelling, primarily affecting skills related to these areas. It involves challenges in phonological awareness, verbal memory, and processing speed. Dyslexia is not limited by intellectual abilities but is better understood as a spectrum without clear boundaries. Additional challenges might appear in language, motor coordination, concentration, and organisation, but these alone do not confirm dyslexia. Assessing an individual's response to effective interventions can offer insight into the severity and persistence of dyslexic difficulties (BDA, 2010). In addition to this, the BDA “acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process” (BDA, 2010). Other areas in which some

individuals excel include design, problem-solving, creativity, oral skills, and interactive skills (BDA, 2010).

BDA (2010) tries to cover all the possible corresponding factors and thus becomes unnecessarily specific compared to dyslexia's representation by IDA (2002). Krejčová (2019) comments on the capacity of BDA and warns against the specificity, which might create issues which might create doubt whether there is just one form of dyslexia. That is not to say that these sources are contradictory. Krejčová (2019) has summarised some key points about dyslexia. Dyslexia is a lifelong, innate disposition of neurobiological origin that affects reading, writing, and grammar skills. It is not related to the quality of teaching and is closely linked to phoneme processing deficits in spoken language. Dyslexia stems from specific difficulties in the speech area and only affects a particular area of cognitive processes without affecting other cognitive processes (Krejčová 2019, 37).

Drawing insights from various sources, dyslexia extends beyond reading challenges to encompass spelling, writing, and even numerical comprehension difficulties. Recent studies, including Moody (2010) and Krejčová (2019), highlight its broader impact on phonological skills, short-term memory, visuospatial abilities, and sequencing tasks. However, these newer perspectives, in contrast to the stances of Hall (2008), Corley and Taymans (2002), and Bruck (1990, 1992), diverge on whether dyslexia inherently involves impairments in mathematics and numerical understanding. While Hall, Corley and Taymans, and Bruck lean towards the understanding proposed by the International Dyslexia Association (IDA) in 2002, which excludes mathematics from dyslexia's scope, the recognition of Dyscalculia as part of SLD supports the argument that mathematical difficulties might not directly correlate with dyslexia. However, it seems that the challenge lies not in numbers, as would be the case of Dyscalculia, but in understanding complex mathematical equations.

In conclusion, dyslexic individuals often face challenges beyond reading and writing, encompassing difficulties in verbalising lengthy words, recalling instructions, transcribing accurately, and organising tasks sequentially. These struggles may reflect underlying deficits in the phonological component of language, as detailed in Matějček (1995) in discussions about true and false dyslexia. This pervasive sense of disorder and confusion aligns with the neurobiological origin of dyslexia outlined in clinical definitions, affecting accurate word recognition and spelling due to a deficit in the phonological aspect of language.

3.1.2 Dysorthography

Dysorthography is a disorder affecting spelling and very often occurs with dyslexia. However, it does not affect spelling in its entirety and is mainly manifested by an increased number of spelling errors and specific dysorthographic errors. It thus causes difficulties in the area of grammar.

Some common errors in dysorthography include difficulty distinguishing between short and long vowels, distinguishing between similar-sounding syllables such as dy-di, ty-ti, and ny-ni, and distinguishing between similar-sounding letters such as s, c, z, š, č, ž. Other typical errors include omitting, adding, or skipping letters or syllables, difficulty with word boundaries in writing, and difficulty with ending conjugations. (Matějček 1995, 87-90; Zelinková 2009, 43-44; Zelinková et al. 2020, 13-15) As implied by Zelinková et al. (2020) and Matějček (1995), The reasoning behind the spectrum of errors occurring in the writing of dysorthographic individuals corresponds with the speed at which these individuals operate. As they try to speed up their writing process, they tend to underestimate the spelling structure of words written. They rely on their memory and, therefore, cannot successfully identify the mistakes they made while checking for their own mistakes. Although not stated explicitly, its setting within ICD-11 and DSM-5 would fit under the group of SLD with impairment in written expression since its description points include Spelling accuracy accompanied by Grammar and punctuation accuracy.

The problem is present within English language writing and is connected to spelling. Zelinková et al. (2020) present the idea of misinterpreting graphemes for phonemes when writing. Words in English are written differently than sounded out, and many grapheme combinations can represent different phonemes. A dysorthographic second language English learner easily confuses the two and creates spelling mistakes using the signs representing the sounds completing the written word recognised well from their first language or one of the previously learned sound patterns.

3.1.3 Dysgraphia

Individuals diagnosed with dyslexia are often diagnosed also with dysorthography or dysgraphia. “Pure dysgraphia is relatively rare as most children with reading disorder also have significant spelling difficulties” (Hall 2008, 261). Within ICD-11 (2023), dysgraphia is filed within the SLD with impairment in written expression. This condition affects the graphical

components of writing, which, apart from the above-mentioned points, also focuses on the overall organisation of ideas in written form. According to Matějček (1995), young learners with dysgraphia struggle to imitate and remember letter shapes, often confusing or mirroring them, resulting in clumsy and spasmodic handwriting. This difficulty persists, leading to disproportionately small or large, hard-to-read handwriting, frequent corrections, and untidiness (Zelinková 2009, 42). The disorder extends beyond mobility issues; it demands considerable energy, perseverance, and writing time due to poor letter shape retention (Matějček 1995, 92; Zelinková 2009, 42). Dysgraphia's root cause lies in deficits in graphomotor skills, affecting movement coordination, eye-hand coordination, speed, and other psychomotor processes (Zelinková et al., 2020,13). Notably, dysgraphia must be distinguished from handwriting deterioration due solely to writing speed. In contrast, problematic handwriting can be a symptom; dysgraphia is a broader challenge encompassing various facets of written expression. Adults who grew up with dysgraphia gradually abandon handwriting altogether (Zelinková et al. 2020, 13).

4. SLD in Adulthood and the Effect on the Work of a Teacher

SLD wields a lasting influence on adults, shaping their professional and personal journeys. These neurodevelopmental challenges persist beyond childhood, silently impacting various facets of adult life (Moojen 2020, 115). As individuals constantly engage with written material, those with dyslexia often encounter challenges not just in primary education but also throughout university studies, their careers, and daily life. Despite facing enduring and significant obstacles, many adults manage to complete their university education, even though handling lengthy and intricate texts is an integral part of the academic process (Brèthes et al. 2022, 2).

In professional settings and personal pursuits, SLD presents unseen barriers. These hurdles affect cognitive demands, communication, and overall performance, from processing information to managing tasks. SLD can hinder effective teaching practices and connection with students within ESL pedagogy, where linguistic intricacies demand sharp cognitive processing. Even with increased awareness of disabilities, there remains a tendency for many to link disability solely with physical impairments. Conditions that are not immediately visible might be viewed differently or even overlooked by those without direct exposure to their impact. It is argued that employers often struggle to comprehend hidden disabilities like dyslexia (Burns and Bell 2010, 530). Some studies (Griffiths, 2012; Riddick, 2003) suggest an implicit assumption that teachers with dyslexia may face challenges in effectively teaching reading or writing. In continuation to the previous chapter, this chapter aims to explore these nuanced challenges faced by Teachers with SLD in their professional lives, shedding light on their unspoken struggles. It's important to note that there is limited information available on the subject of teachers with SLD. As a result, most of the data presented comes from publications focusing on the challenges faced by all adults with SLD in the workplace. The information presented has been carefully selected to highlight the potential difficulties that teachers may encounter in their work, based on the information presented in previous chapters specifically focusing on teachers.

Several research endeavours have sought to pinpoint the defining characteristics of dyslexia in adults. For instance, a comprehensive investigation utilised a substantial questionnaire survey alongside a battery of tests to delineate five key factors. These encompassed challenges in spelling, phonology, and short-term memory, as well as difficulties demonstrated through omissions, additions, or substitutions of vowels, words, or sentences in reading, which can prove to be a major problem for English language teachers. Moreover, there is struggles in

processing intricate words and sentence structures (Tamboer et al. 2016, 466). There is also a consensus among the authors regarding the deficits in phonological awareness, reading accuracy and reading fluency. "Phonological Awareness Test showed that individuals with dyslexia performed worse than control subjects in most tasks involving syllables, phonemes, and rhyme." At the same time, they take longer to complete the same tasks as non-affected individuals (Moojen et al. 2020, 128). Deficits related to short-term memory, visual-spatial abilities or seriality are also discussed (Bartlett, Moody and Kindersley 2010, 5-10).

4.1. Impairment in Reading

As implied before, dyslexic individuals have the potential to reach reasonable competencies and manage their everyday life encounters with problem-inducing situations, like reading the news or letters. Nevertheless, he might encounter more significant challenges with work-related duties.

Difficulties surface when they are confronted with extensive written content, whether it is digesting a report or sifting through a voluminous file of information. Engaging in such tasks leads the dyslexic individual to fatigue more rapidly compared to someone without dyslexia (Bartlett, Moody & Kindersley 2010, 6). This fatigue swiftly exacerbates his fundamental difficulties, subsequently diminishing his overall efficiency (Bartlett, Moody & Kindersley 2010, 6-7). This proved to be a problem with teachers. Among the difficulties emphasized by Burns and Bell (2010) are phonological processing and sequential skills related to reading and understanding lengthy texts (Burns and Bell 2010, 537).

Corley and Taymans state, "The ability to read encompasses two distinct abilities: identifying words, or decoding, and comprehending words, sentences, and larger chunks of text" (2002, 37). Investigations into the origin and symptoms of dyslexia indicate that its core lies in particular difficulties related to identifying words. Brèthes et al. (2022), Bruck (1990; 1992), Tamboer, Vorst & Oort (2016), Krejčová (2019), Bartlett, Moody & Kindersley (2010), Corley and Taymans (2002) all report findings on dyslexia and phonological awareness. Specifically, this pertains to the correlation between phonological awareness/skills and literacy skills in dyslexic individuals. The ability to discern phonological patterns can be a distinguishing factor in an individual's reading proficiency (Bartlett, Moody and Kindersley 2010, 5). Phonology is the aptitude to recognise, articulate, blend, and organise the sounds within a language. This skill

significantly impacts speech, hearing, reading, and writing, particularly affecting spelling and reading lengthier words (Bartlett, Moody and Kindersley 2010, 15–16).

Tamboer, Vorst, and Oort (2016) conducted a test on short-term memory and found that individuals with SLDs face difficulties in recognising similar signs. The letters 'm' and 'w' have visual similarities, while the letters 'p', 'd', and 'b' also include similarities in pronunciation, making it challenging for people with dyslexia to recognise them while reading or writing (Tamboer, Vorst, and Oort 2016, 470). This research indicates that SLD individuals have trouble remembering letters or numbers with these similarities. Tamboer, Vorst, and Oort (2016) findings align with the confusion observed among individuals with SLDs when recognising similar syllables, phonemes, and graphemes. Zelinková (2009) suggests this is due to a lack of evolved visual perception and an unstable connection between the grapheme and its phonological representation. Therefore, it is vital to consider the findings of Tamboer, Vorst, and Oort (2016) as they complement the difficulties experienced by individuals with SLD in recognising similar linguistic elements and reinforce the connection between short-term memory deficits and reading challenges. Some studies support the idea that the length of text and “documents that have a poor layout will” directly influences the speed and accuracy of reading (Burns and Bell 2010, 538). Bartlett, Moody, and Kindersley (2010) give examples of the challenges that working people commonly face, such as remembering phone numbers and messages and following conversations. All of these examples involve reading lengthy specimens.

Although reading can be a beloved hobby for dyslexic adults, it may not happen as quickly as it does for those without the condition. However, as they mature, they often become better at adapting their reading environment to give themselves more time to read. With appropriate educational interventions, milder forms of SLD may advance to a point where they no longer significantly impact daily life (Krejčová 2019, 77). According to Burns and Bell (2010) and Glazzard and Dale (2015), teachers accept their difficulties and are capable of adapting by using compensational strategies best suited to their needs. Which applies not only to reading but also writing.

4.2. Impairment in Written Expression

As mentioned earlier, dyslexia often affects writing skills, including spelling, grammar, sentence structure, and the organisation of ideas, making it challenging to express thoughts

coherently on paper. SLD, in writing, involves a range of impediments that significantly affect various facets of written language.

Starting with based on already gathered information, dyslexia often manifests as difficulties in decoding printed words and spelling accurately. The decoding and spelling difficulties can hinder fluent reading and comprehension. Individuals might expend substantial mental effort decoding words, impacting their ability to grasp the text's overall meaning. This struggle originates from issues with phonological processing, making it challenging to associate sounds with letters and recognise spelling patterns.

According to Bartlett, Moody, and Kindersley (2010), dyslexia presents multifaceted challenges beyond spelling and grammar. Everyday writing tasks like emails, memos, and reports become arduous due to struggles in organising thoughts coherently and expressing them logically (Bartlett, Moody and Kindersley 2010, 7). Tasks requiring extensive writing, such as reports, prove particularly challenging. Dyslexia impacts technical aspects and hampers the organisation of ideas and concise expression. This can lead to an awkward mix of jargon and colloquialisms in writing, affecting clarity. (Bartlett, Moody and Kindersley 2010, 7). In case of teachers this leads to limiting their writing in front of the class to a minimum or to absolute avoidance of writing in their lessons (Burns and Bell 2010, 537). The problem seems to be that “the curriculum and its associated assessment systems serve to emphasize the technical aspects of writing at the expense of creative composition” (Glazzard and Dale 2015, 190). Nevertheless, unfortunately, in English, it is impossible to overlook spelling accuracy problems due to miscommunication, if for nothing else.

Understanding the multifaceted challenges stemming from SLD in writing paves the way for targeted interventions and accommodations. Utilising assistive technology, alternative formats, and pre-writing strategies to organise thoughts addresses specific weaknesses while capitalising on existing strengths allows for tailored support. These challenges in reading and written expression affect their performance in English, making tasks like reading complex texts, comprehending intricate articles, and expressing ideas coherently in writing more demanding. Individuals with learning disabilities may experience problems with pronouncing long words, memorizing instructions and appointments, or recalling numbers in a specific order. These difficulties can also result in the need for an increased amount of time to process information (Bartlett, Moody & Kindersley 2010, 153-162). However, with appropriate interventions,

accommodations, and adaptation strategies, dyslexic individuals can improve their English language skills and manage these challenges to a significant extent.

4.3 Socio-emotional Hardships

The impact of dyslexia on adults has been highlighted in various studies. Krejčová (2019, 219-223) has emphasised the psychological effects of this condition on the affected individuals. Zelinková, Černá and Zitková (2020, 47-48) have also dedicated a chapter to the importance of providing psychological support to dyslexic individuals. Bartlett, Moody, and Kindersley (2010, 49-60) have identified specific socio-emotional difficulties that dyslexic individuals may encounter. Difficulties connected to SLD can lead to confusion or misunderstanding, even among those who have not been diagnosed with dyslexia. Children with dyslexia may be perceived as lazy or unintelligent in such cases.

Dyslexia can have a lasting impact even in adulthood. People with dyslexia often find it more challenging to understand some tasks, while easy tasks can be difficult to master. Although dyslexia is a specific learning disorder, Moojen et al. state that individuals with dyslexia may link their reading and writing proficiency to their overall intellectual ability. As a result, they may view slow reading and low accuracy as an indication of poor intelligence, which can lead to reduced self-esteem and feelings of incompetence, especially concerning academic and written accomplishments (Moojen et al. 2020, 121). Adults with SLD often experience feelings of shame, embarrassment, and guilt. They may feel ashamed of their difficulties and blame themselves for their mistakes, which can reinforce beliefs of their incompetence. All of the above can negatively impact their studies, professional life, and beliefs about their abilities (Bartlett, Moody, and Kindersley 2010, 49-60; Krejčová 2019, 219-223). Employees who have dyslexia frequently experience anxiety, frustration, and anger in the workplace. They feel anxious when uncertain if they can handle their job responsibilities and frustrated and angry when they fail to demonstrate their true abilities. The work environment can easily underestimate their potential (Bartlett, Moody & Kindersley, 2010, 54-57). Researchers such as Riddick (2003) have revealed that teachers with SLD tend not to disclose their disability to their employers due to fear of being stigmatized or denied employment.

While some symptoms of dyslexia can be managed, they cannot be eliminated entirely. Therefore, it is crucial to recognise the abilities of dyslexic individuals just as much as their

disabilities (Zelinková, Černá and Zitková 2020, 48). Moojen et al. advocate for sufficient support that should not be limited to the side of the family (2020, 121).

4.4 The Strong Sides of Dyslexia

In contrast to the previous chapters, SLD is not entirely about hardships within the academic performance of affected individuals. Studies have shown the positive side of SLD and dyslexia occurring in both children and adults. (Bartlett, Moody and Kindersley 2010; Krejčová 2019; Majeed et al. 2021)

Krejčová (2019) talks about the existence of individuals who, apart from showing symptoms of SLD, are simultaneously gifted in other areas. To compensate for their dyslexia, many dyslexic people develop the right hemisphere of their brain much more strongly than they would have done without the dyslexia. (Bartlett, Moody and Kindersley 2010, 70) People with dyslexia often have strong visual and imaginative skills, leading to creativity. They also develop strategic skills to overcome their difficulties. Unfortunately, with students, these strategic skills can lead to an unwanted miss diagnosis. Some teachers may perceive students with this ability as average and, therefore, dismiss them (Krejčová 2019, 126).

Nevertheless, these talents can be very useful in different types of work. Successful people with SLD possess several skills, such as adaptability, endurance, and building a solid support network. These skills have been shown to lead to better work performance and eventually change the perception of SLD as a disability. As a result, individuals with SLD began to recognise it as a challenge rather than a disability (Krejčová 2019, 126-127).

It has been suggested that there may be a relationship between dyslexia and creativity (Krejčová 2019, 127-128). However, this assumption should be viewed with caution since it was established that this is not an automatically occurring fact for all SLD individuals. This connection seems to apply to adults primarily. Studies have shown that adults with dyslexia have more significant gains in creativity than children with dyslexia (Majeed et al. 2021, 199).

Despite the challenges associated with SLD, individuals with dyslexia often display strengths in areas such as creativity, visualisation, and strategic thinking. Some of them develop stronger right brain hemispheres to compensate for their difficulties. These strengths can lead to unique skills and abilities, contributing to success in various fields. Although there is a suggested link between dyslexia and creativity, it is not a universal trait among all individuals with SLD. The

findings in Glazzard and Dale's research suggest that personal experiences with dyslexia may have a positive impact on shaping professional identity. Educators with dyslexia are portrayed as creative, kind, caring, and empathetic teachers who are adept at effectively utilizing inclusive teaching strategies in their instruction (Glazzard and Dale 2015, 539-541). Overall, the discussion highlights the potential for individuals with SLD to view their condition as a challenge rather than a disability, leveraging their strengths for success.

4.5 The Importance of Compensation Tools

The degree to which SLD are manifested is highly individual, including secondary social-emotional manifestations. In adulthood, the ability to compensate for the disorder plays a significant role. According to Davis (1997), people with reading difficulties adopt several compensatory strategies to overcome their challenges. These strategies may include singing the "Alphabet Song" either aloud or mentally, engaging in extreme concentration when reading, relying on memorisation, adopting unusual body postures and motions, depending on others, sounding out every letter of every word, and even avoiding reading altogether (Davis 1997, 125).

Studies on dyslexia reveal a spectrum of compensation for core deficits in reading comprehension among adults. Moojen et al. noticed adults with dyslexia using their compensatory strategies in varying degrees of intensity. "The findings suggest that both oral language skills and a slow and careful reading may provide compensatory mechanisms for these individuals" (Moojen et al. 2020, 120). In modern society, outsourcing modern technologies can also prove helpful. Krejčová draws attention to audiobooks, websites and apps like text-to-speech and other technologies that can help compensate for not only reading deficits (2019, 222-223). An adult also has a greater choice of field of study or profession. With an appropriate field choice, reading and writing difficulties may not limit him/her significantly.

Bartlett, Moody, and Kindersley (2010) shed light on the unconscious yet profound development of compensatory strengths and strategies in dyslexic individuals. Over years of grappling with difficulties, these individuals organically cultivate various skills, often harnessing the brain's right hemisphere for visual images and creative endeavours. Their dyslexia fosters heightened visual and imaginative capabilities, driving creativity and innovative thinking, assets that serve as valuable tools in problem-solving (Bartlett, Moody and Kindersley 2010, 70). Reid (2020) supports these claims in the chapter covering the strengths

of dyslexia and adds “that people with dyslexia can have a heightened sensitivity and become more in tune with what others are thinking and what feels right” (Reid 2020, 26). Research suggests that student teachers with dyslexia can empathise with children who have learning difficulties (Burns and Bell 2010, 541). They can differentiate the activities they provide for their pupils and plan engaging lessons that maximise their pupils' participation and achievements (Griffiths 2012, 58). This makes them more effective teachers in comparison to their non-disabled colleagues. They can also utilise their personal strengths to enhance their teaching (Burns and Bell 2010, 540- 541).

These diverse compensatory patterns form a unique mosaic for each individual, serving as personalised solutions to navigate the challenges posed by SLD. However, none of the methods mentioned above will prove helpful in all cases of SLD. Each individual needs to find methods or combinations that work best for them.

5. PRACTICAL PART

5.1 The Research Aim

The presented aim of this study is to gain an understanding of how SLD, namely dyslexia, dysgraphia, and dysorthography, affects the professional practice of English language teachers. This involves identifying the particular challenges and obstacles experienced by teachers who have been diagnosed with such disorders, as well as the compensatory strategies they employ to overcome difficulties related to language processing in their work. Accordingly, the following research questions were formulated. First, how do SLDs, such as dyslexia or dysorthography, affect English teachers in their professional practice? Second, what are the specific difficulties and barriers perceived by English teachers diagnosed with SLD that directly affect language processing? Finally, what compensatory strategies do these English teachers with diagnosed learning disorders use in their practice, and how do these strategies help them overcome their disadvantages in teaching?

5.2 The Research Method

The quantitative approach deals with numerical data, while qualitative research uses non-numerical data and leans towards data in text and visuals (Denscombe 2003, 267; Creswell 2018, 179). In this particular case, the exploratory research design was chosen due to the research objective, the availability of the informants, and the nature of the collected data. The one-to-one interview method, specifically the semi-structured one, was utilised to collect qualitative data. The semi-structured approach allows jumping between different topics considered and leaves space “to speak more widely on the issues raised by the researcher” (Denscombe 2003, 167). The one-to-one method is easy to control and provides more of a space-saving feeling since the research topic might be a sensitive subject for the interviewee. This approach was therefore recognised as ideal for the research's needs.

In developing this thesis, the initial plan involved incorporating a personal reflective diary from an English teacher with a learning disorder, considering the researcher's eligibility as both investigator and subject. However, upon careful reflection, it was decided to abandon this approach. Recognising the potential implications for the reliability and validity of the research outcomes, a deliberate choice was made to maintain a clear demarcation between the roles of researcher and subject. This ensures that the integrity of the study remains uncompromised,

safeguarding against potential biases that might arise from the researcher's dual involvement in the inquiry.

5.3 Piloting Phase

Prior to conducting the actual interview, a pilot test was conducted to ensure the appropriateness and clarity of the questions. The pilot test also confirmed that the questions were organised adequately within the topics and that there was no unnecessary repetition. Additionally, this phase served as a practice run for the moderator role in "close to reality" conditions, while also giving an estimate for the final duration of the interview.

This pilot study was carried out with only one participant, due to the proven challenge of finding research subjects that would fit the requirements. As one of the conditions for the research participants was to have evidence of suffering from SLD, the volunteer chosen for this phase was a female elementary school English language teacher with self-diagnosed dyslexia and ten years of experience in the field. This teacher self-diagnosed dyslexia following her experiences in university classes, where she identified with the criteria and later found further validation when her child received an official diagnosis. Interestingly, prior to these experiences, she had never been diagnosed or told by her teachers or any professional that this would be her case. This teacher was invited to participate due to concerns about the availability of eligible participants with proper documentation of diagnoses or professional assessments for the research. Therefore, she only participated in the pilot phase rather than the actual study to avoid distorting the results. Although the teacher's self-diagnosis story did not provide the concrete validation required for the main study, it was still useful in this part. She had sufficient experience as a teacher with SLD to understand the problem and provide answers that could help improve the interview setup.

During the mock interview, the prepared questions were mostly well understood, but a few guiding questions had to be given to clarify the intended direction of the answer. One of the questions was omitted from the outline due to its confusing nature and was eventually deemed insignificant. The questions, as such, did not undergo a significant change apart from the addition of subcategories, which proved helpful in the following interviews. The questions were also translated back to Czech since all the interviewees' first language is Czech. The interview lasted 30 minutes, which fit into the pre-estimated time span of thirty to forty-five minutes.

5.4 Descriptive Characteristics of the Research Subjects

The resulting research sample consists of a total of seven respondents. The sample is balanced in terms of gender, with four women and three men. The age range of participants is between 25 and 51 years old, including novice as well as long-practicing teachers who have reached further stages of their professional development. The respondents have diverse experiences teaching students of varying ages and proficiency levels. All involved respondents underwent either an officially documented diagnosis or had received informal diagnoses from professionals, although they lacked written proof. It is worth noting that each participant was diagnosed at a different point in their life, providing a diverse perspective on the various pathways to recognition and a better understanding of the impact of SLD on teachers' workplace.

Interviewee	Sex	Age	SLD	Age of diagnosis	Experience
I1	Female	25	Dyslexia Dysgraphia Dysortography	4-5th grade	2 years at language school, 1 year on primary school
I2	Female	51	Dyslexia	39th year of age	20 years on primary school
I3	Male	25	Dyslexia Dysgraphia	pre-school	5 years on primary school
I4	Male	45	Dyslexia Dysgraphia	5-6th grade	26 years of private practice with pupils of all ages
I5	Male	26	Dysgraphia	1st grade	Started 1st year on primary school
I6	Female	49	Dyslexia	During university studies	15 years of private practice with pupils from pre-school age and older
I7	Female	50	Dyslexia Dysortography	throughout life – Does not remember specifically	31 years of experience teaching on primary school, pre-school, university, and private practice

The composition of the sample size was significantly impacted by the challenges encountered in identifying suitable candidate respondents. This process took place on several levels—initially, a primary and most effective strategy involved leveraging social media platforms. An invitation to engage in the research was published and shared across various groups comprising student teachers, educators, and English language-related pages on Facebook. Subsequently, efforts were made to engage pedagogical-psychological centres, requesting their assistance in forwarding the participation invitation. Regrettably, this approach yielded no willing participants. Finally, personal outreach was conducted with individuals known to the researcher prior to this study, resulting in their inclusion as participants.

5.4.1 The Ethical Question

Throughout the research implementation, the ethical aspects of the work were considered. Participation was completely voluntary, and participants were informed of their right to withdraw at any point without having to provide a reason. To ensure anonymity, all data was anonymised. A recorded form of consent was obtained from each participant for recording the interviews, and the recordings were promptly deleted after transcription. For the research, all the interviews were conducted online due to several reasons. As per the theory-focused part of this research, this topic can be viewed as sensitive by the participants, which is why the interviews were anonymous. To ensure utmost anonymity, participants had the option not to show their faces. The online form also allowed participants to schedule the interviews at their convenience, which proved to be helpful due to the busy schedules of all involved in the interviewing process. Each participant was informed about the research's purpose and given an overview of the questions that would be asked. Furthermore, the question outline was structured in a way to ensure that respondents did not feel pressured or uncomfortable. They were also provided with contact information for the researcher for any follow-up inquiries, which promoted transparency and participant support throughout the process.

5.5 Data Collection and Analysis Methods

The data for the research was collected online during the month of February and the first week of March 2024. The interviews were conducted through the online video call platform Zoom. For the purpose of fixing the gathered qualitative data, audio recordings were made during each semi-structured interview. These recordings were then transcribed into textual format, enabling

detailed analysis and interpretation. The transcribed texts were uploaded into a computer program, Quirkos, where their detailed analysis took place. Quirkos was chosen as a representative of a software tool that offers functionality for qualitative data analysis, particularly for text data (Silver 2024, 37).

The initial stage of the analysis process is referred to as “open coding”. This involves examining the unprocessed data and categorising it into labelled segments based on its content (Denscombe 2010, 115). These segments were then linked together based on their mutual similarity, resulting in the formation of several more general categories or topics. This is called axial coding which involves the researcher's search for relationships between the codes, as stated by Denscombe. It is possible to categorise some codes as more significant than others and to subsume them under broader terms (Denscombe 2010, 115). Subsequently, these categories were organised into major groups or "clusters," which will be elaborated upon in detail in the following section of the data analysis (Miovský 2006, 221).

It is important to acknowledge that certain defined categories are not entirely distinct from one another. Various topics and areas overlap, as they are interconnected and mutually influence each other.

6. Results

6.1. The Manifestations of SLD in Workplace

The most prominent theme expressed by the interviews was bound to how adults with SLD, who are now language teachers, experience their disability in the workplace. Chapter 4 already established the possible boundaries faced.

The respondents all face challenges in writing, which affect their teaching performance and communication. These challenges include rising error rates, difficulties in written communication like emails, avoidance of writing long texts due to errors, and frequent mistakes in preparation and writing, particularly with homophones. Respondent I2 expresses her certainty that this affects not only her but also other individuals when she says.:

... quite a lot of people have a rising error rate within their writing. Which... definitely affects the teacher's performance, because when you're writing on the board, you really have to like check at least ten times, because you just do not notice that there is something missing or extra. (I2)

Respondent I5, who is only dysgraphic, faces challenges in writing on the board or drawing, often leading to requests from students to dictate instead. Editing and handwriting pose challenges, especially with younger students. There is also an occasion when a respondent expresses avoidance of writing long texts due to the difficulties and extensive preparation required to minimise the number of errors.

Writing is the problem... So I avoid it if I can. And I don't write any long texts ... or if I do, I somehow prepare it at home ... and read it ten times in a row so that I don't really have any mistakes. So I don't even assign long essays to my students, because actually, it would be very tiring and difficult for me... To read it after them and correct it. (I6)

Assigning and correcting long essays is also seen as burdensome. Many respondents avoid spontaneous writing on the board in front of the children as much as possible. The rest, for example: I4, do not use the board at all. Overall, their SLD manifests as struggles with accuracy, organisation, and readability in written communication tasks.

Surprisingly, not many respondents expressed having problems with regard to reading on their own but rather when they were asked about any reading problems directly. Respondent I2 went on saying: "With reading, I think because of the way my family worked with me when I was a

kid...there the problem is not as pronounced because I can handle it with some exceptions...where I just leave out the hard words". Some participants while answering shared their compensation strategies for reading, indicating that traditional reading is not an issue for them. However, they highlighted difficulties when dealing with longer texts.

Some respondents express the challenges they face with memory retention. I7 describes the unreliability of memory "I do not know about you, but I am like totally crazy. I get lost in space and time." Following that, she reminisced about many incidents where she got confused about dates. Meanwhile, I1 recounts moments of freezing and forgetting, leaving them uncertain about their next steps while in the middle of a lesson. These statements highlight the significant impact of memory-related struggles on educators with SLD.

In contrast, I2's comment focuses on living with dyslexia and its associated error rate, suggesting a level of acceptance and adaptability to the condition. She acknowledges that dyslexia affects her work but does not delve into specific challenges related to memory or spelling. She states:

Well, I guess I am doing the planning and preparation... I think percentage-wise, more than 50% more than anyone who works with me... because it is just a little bit more complicated. It is quite the same with lesson management, organisation because... time management is just quite a challenging thing to really organise that lesson, but after the years it basically works well. (I2)

Just like her, the respondents I1, I3, I4, and I6 also report spending more time on work tasks due to their SLD than colleagues without diagnosis. They express annoyance at this fact and some express that they actively look for methods that would help reducing the time spent on these tasks, which will be discussed later.

One of the major topics discussed in relation to the impact of SLD on work duties was test corrections. All respondents, except for I5, held a distinct opinion about tests and grading. The unanimous opinion was that they preferred to avoid giving tests as much as possible. Regarding the matter of testing, they all agreed, except for one respondent, that they would always give their students as much time as they needed to finish it. The reason behind this was that they felt students with SLD typically required more time to process information, and they did not want to deprive them of the extra time they might need. They also tried to make their tests easy to correct. For example, I3 employed mostly tasks with multiple-choice options to make it easier.

In cases where this strategy was not possible, which was commented on by other teachers, they always had to have enough time to go through each test meticulously and carefully, referring back to their struggle with having to sacrifice more time than their non-affected colleagues. Respondent I7 nicely represented all points in her comment:

For tests... if I have to write them... because somewhere they are just prescribed, and they have to be there... so it has the minimum that it has to be. Really, the minimum, because, as you say, first of all, it is a problem for me to sort of set it up. [...] Also, how much time should it take? ...because we dyslexics are slower, and I hate it when there is a time limit. I always say, who said fast is good? [...] So the test itself ...I guess I approach it differently than, in quotes, a normal person. (I7)

In regard to test correction and lesson flow, I4 and I3 speak about their need for occasional breaks during their workflow. Unfortunately, I4 recognises a sort of impossibility to accommodate that need in Czech school schedules.

The last problem expressed by the interviewed individuals regards the problems with decoding information in auditive form. There were different variations of this problem possible to notice across respondents' stories. One, less severe variation expressed by I1 and I3 regarded situations in which multiple students talk all at once. "As they were having fun, they were all like shouting the answer at me and I only heard one pupil, but then two pupils said 'but I said that before and you didn't hear me' and I said 'How is that...?' I mean, I only heard that one person" exemplified I3. In contrast, I1 sometimes unintentionally dismisses calls for help from students in a noisy classroom, so she has to remind herself to shift her focus around the class. Another, more severe variant was illustrated by I7, who is a phonetics teacher with a hereditary dyslexion, as per her words. She described a situation with her grandfather. "When the room was full of people talking, he seemed almost deaf. And then, when it was quiet, there were whispers on the other side of the room, and Grandpa heard everything". She laughs at the idea that she is a phonetics teacher but admits to love the job now whilst admitting that teaching something that was hard for her had a positive impact on her and the way she teaches.

The last variant of the deficit linked to phonetic processing was not as much spoken about in the interview, but it was very much hearable. When transcribing the interviews, it was possible to better focus on the way the interviewees spoke. In a few instances, the speakers jumped between ideas so quickly that their oral performance lacked fluency. This led to the need to

ensure that the idea was understood correctly between the sender and receiver in each conversational transaction. This is also a reason why the reader can notice left-out passages in the quotations from respondents included throughout.

6.2. Compensatory Tools and Strategies

The path of educators with disabilities is undoubtedly fraught with distinctive obstacles in the field of teaching. However, the interviews reveal that these committed professionals have developed personalised strategies and an abundance of resources to manage their disabilities effectively.

In interviews, educators with disabilities revealed various strategies to cope with memory-related challenges. One common approach involves detailed lesson planning, with educators creating sequential lists of activities to consult when memory lapses occur. I1: “For example, I have to have not only the lesson plan but a list of how the activities go in a row because I often have moments when... I freeze and forget... and now what? ...so, I have a list... just a piece of paper that I quickly look at, and the lesson goes on.” Another strategy is to write out lesson plans meticulously, ensuring comprehensive coverage of instructional content. I3:” The instructions are actually there, written... the way they are supposed to be said”.

Additionally, visualisation techniques are employed by many educators to aid memory retention, proving beneficial across the diverse backgrounds of the research participants. These insights highlight the proactive measures educators take to navigate their profession effectively despite memory-related hurdles, which were noted as present in the majority of research participants. The visualisation techniques take many forms, from rewriting correct answers into a copy of a test, the inclusion of pictures in lesson plans as represented by I2, to the inclusion of colours into their teaching system as represented by I1:

I write my plans on coloured paper. I make my plans on my tablet, which is where I set it up. I have a... Every class has a different colour. The plan is written on coloured paper, not plain white paper, and for me, it is at that moment... I do not know, I do not know why, but it is easier to imagine what the class would look like even during that planning... compared to just writing it on plain white paper. (I2)

She also employs the coloured paper technique when reading since she claims that different coloured paper helps her see the text better. The bookmark method is also used in online spaces, where some respondents substitute it with reading progress apps.

Furthermore, educators also utilise bookmarks as a practical aid during reading activities, particularly with longer text passages. One educator described how they employ bookmarks to maintain focus and track students' progress during extensive reading sessions:

When we have big reads with the older kids, I bookmark the book so I can Just do not let my eyes go out of line. So, I can still see where the kids are and where they are not, because even kids skip sometimes. And if I do not have the bookmark, I will not notice that the kids skipped the line. (I1)

This strategy not only helps educators maintain their own reading focus but also enables them to monitor students' engagement and comprehension effectively.

To avoid mistakes appearing on the board for students to see, I1 practices her spelling and sets precautions: “Already when planning the lesson ... I am making a list of the words I know I will have to write on the board so the kids can copy them down. Or just see them.” She practices rewriting these words multiple times before lessons, even when she knows how to write them.

In exploring the compensatory methods used by English teachers with SLD, a significant focus emerged on the integration of technology into their teaching practices. This pivotal chapter illuminated the diverse ways in which technology serves as a valuable aid, both within and outside the classroom setting.

An educator with dysgraphia highlighted the seamless transition to the digital realm, emphasising the utility of carrying a notebook or a tablet to every class: “I was wondering for a long time... how to improve it?... so, I came up with a laptop for writing... a computer... and the problem actually went away completely”. In his case, the clarity of his writing posed a significant obstacle for children. However, the integration of a digitalised version of his writing expression eliminated this issue. Others, like I6, also exclaimed the big help the introduction of tablets had for them by saying: “I carry a tablet to every class. And if I do not know a word or I am not sure how to spell it... I just go look it up on the tablet.” This portable device becomes a trusted ally, readily available for quick word lookups or spelling assistance, ensuring smooth navigation through language barriers.

Another educator underscored the indispensable role of technology in lesson planning, praising its ability to streamline the organisation and arrangement of tasks. I2: “I definitely have to single out all the technologies that exist... that is a really big help. Because it helps with the planning as well... because it beautifully lines everything up and arranges it just the way it is supposed to be....” With precision and efficiency, technology aligns instructional materials, alleviating burdens associated with traditional planning methods.

Moreover, the integration of specific technologies tailored to instructional needs was evident. One educator described utilising a graphic tablet for notetaking during lessons, enabling real-time demonstrations of phonic concepts to students. I7: “I write on it for the kids, and they can see... I use ScreenPal; I use Flippity; I use learning apps [...] I find it essential...” Supplementary tools like ScreenPal, Flippity, and various learning apps further enriched the teaching experience, facilitating interactive and engaging lessons.

Beyond the confines of the classroom, technology continues to play a vital role in supporting educators' endeavours. The adoption of reading progress apps within collaborative team environments exemplifies the seamless integration of technology into professional development strategies. I4 and I3 suggested using Artificial Intelligence as a tool to aid in planning and to recognise and correct mistakes made in their communication with students, parents, or in online school communication. Additionally, instructional materials can be converted into accessible formats. Respondent I7 states:

A lot of conversion to MP3 and MP4... that is probably like one of the things that's most important.” underscoring a commitment to inclusivity, ensuring content accessibility for diverse learners. “Actually, you are really working with it. So I think the pragmatism of it... that you do not overload them with something that does not really make sense. (I7)

Throughout the conversations carried out with the more experienced teachers, it becomes evident that through these diverse applications, educators harness the power of technology to overcome challenges, enhance instructional delivery and foster an inclusive learning environment for all students. When discussing the use of technology and interactive whiteboards, which have become almost essential in many primary schools these days, respondent I2 stated:

Dyslexics are having a hard time reading it.... So, like, I do not know how compensatory this is... and for whom? It is compensatory for me. Definitely... because it corrects my

mistakes. Of course, that is just fine, but for them, it may not be entirely compensatory... because the form of the text does not quite suit them. (I2)

In other words, she does not see the point of employing a compensatory strategy that is useful only for them. Even the younger teachers mentioned that they make an effort to accommodate their students, like I1 and I3. These teachers started learning to write cursive to teach their lower primary level students better, even though they prefer to use a different writing style in their daily lives.

When asked what helped them the most and what they would recommend to other teachers with SLD, approximately half of the respondents resonated with the sentiment expressed by I6: “Simply to come out with the truth, not to hide it and say it. Everybody has got a problem. I have this one, so we are going to somehow work it out together.” This candid approach to acknowledging and addressing one's SLD was viewed as a constructive means of fostering understanding and collaboration within the educational setting.

Furthermore, respondent I5 highlighted the significance of sharing one's SLD challenges with students as a means of building rapport. They reflected on how this transparency can humanise the teacher-student relationship, bridging potential divides and fostering empathy among students. As respondent I5 stated, "It is going to dehumanise you a little bit in the eyes of the kids, I think." This acknowledgement of vulnerability is perceived as a pathway to establishing meaningful connections and promoting inclusivity within the classroom dynamic.

Similarly, educator I1 fosters student involvement to correct errors, particularly when writing on the board. They described how students take the initiative to correct spelling mistakes without prompting: “When I write on the board, and they see a letter that is misspelt, or they cannot tell if it is an 'a' or an 'o' ... so they get up and correct it themselves, and we do not say anything.” She says this method empowers students to actively engage with the material while reinforcing the importance of accuracy in language usage.

Several educators creatively incorporate their disabilities into their teaching methodologies, turning them into engaging and interactive elements within their lessons. For example, educator I2 adopts a playful approach by turning error-spotting into a game. They explained, “Basically, we play a game of whoever finds my mistake first gets something like praise, so they all like to search.” This gamified approach encourages student participation and fosters a collaborative learning environment.

Furthermore, educator I7 turns moments of increased mistakes into a light-hearted game in their classroom. When students notice more errors than usual, they initiate a game where students take turns being the designated letter writer. As described by I7, “And my kids say, ‘Teacher, are you tired? Do not write today. Who is going?’ ...and we really have a game... Who is going to be the letter writer today?” This approach alleviates potential tension and encourages student participation and empathy.

Respondents were asked whether they received or asked for any support from the institutions in which they are teaching. Only one respondent expressed they were offered support. “I turned it down also from the point of view that, well, I finished college, I have a master's, I'm going to get a master's degree with the idea that I want to get a PhD. So, like, I don't want to be, like, babysat in some way.”(I3) The respondent articulated a desire not to unnecessarily complicate his workload, but rather to continually enhance his professional practice. He found that self-reliance has been effective in his ongoing improvement journey. Similarly, other respondents expressed contentment with their current self-sufficiency but saw no need to seek additional support from the school, given that they were already equipped with standard resources such as computers and the option for the school to procure supplies on their behalf. However, some respondents admitted to a lack of clarity regarding the type of support their institution could offer, highlighting a need for greater communication and awareness regarding available resources and assistance. “...I do not know, I cannot imagine it...” (I2).

When asked about their recommendations for other teachers coping with SLD, some individuals did not feel comfortable offering advice. Others emphasised the importance of recognising individual differences and utilising personalised approaches when addressing challenges related to SLD. I1 acknowledges that not every tool or strategy will work for everyone, highlighting the variability in effectiveness. They express occasional disappointment when a tool fails to meet expectations but also recognise the importance of understanding that different tools work differently for each individual. Similarly, I3 advocates for allowing individuals with disabilities to explore alternative strategies, emphasising the importance of flexibility and experimentation in finding what works best for them. Respondent I7 says: “It is always about people if the person is receptive. Yeah, so there is no such thing as an exact guide” They emphasise that there is no one-size-fits-all solution, underlining the subjective nature of addressing challenges associated with SLD. This implication was also unintentionally proven during an interview with another respondent the very next day. Respondent I2 was presented with a compensational strategy of

rewriting information on board from their notes, which was earlier suggested by I1. I2 reacted as follows:

I have got the preparations written down, but I, if I were to read it... And then transfer it to the board? I cannot hold it in my head; it takes me a lot longer to write that one word of written text than it does when I have it in my head. I just have to know it. I have to know what I'm doing. I cannot look at something that I have sort of prepared.

In the words of I2: "Every dyslexic is really what I call an exhibit", and in the eyes of these teachers, they need to find their own way.

Although the inclusion of this recommendation from the respondents in the chapter on compensational strategies is debatable, everyone emphasised that their self-confidence and acceptance from within have always been the best motivators for them. "Self-knowledge and self-confidence are important, and since you are a teacher, you have already achieved something. You have a college degree. [...] So you have already reached that height and got that diploma. It is amazing" (I3). The respondent I4 highlighted the passion for teaching despite any perceived disadvantages, encouraging teachers to embrace their love for teaching and their students. The idea of how important the students are in the eyes of these educators will also be discussed later. Another respondent elaborated a bit more on the idea of "self-knowledge" presented by respondent I3:

And I think that is terribly important as well, sort of slowing down, as in wearing that well-being on both sides. Like for me, that I need to be cool and calm and accept myself for what it is. And accepting both the colleagues in the collective and the kids, that is what I find terribly essential about it.

There is a focus on the importance of self-acceptance and maintaining a sense of calmness and understanding both within oneself and towards colleagues and students. Overall, these statements emphasise the importance of self-awareness, confidence, passion, and acceptance for teachers to thrive in their profession.

6.3. Disclosure and Acceptance from the Outside

It was previously established that an individual with an SLD diagnosis of any kind can be a source of insecurity. This brought up the question of whether these teachers have disclosed their disability to their principals and colleagues. The respondents' experiences regarding whether

they disclosed the presence of SLD to their employers or colleagues varied somehow. It could be said that the majority of the respondents did not disclose this information, at least initially. There were two significant reasons for this.

The first reason was represented by the respondents I1, I3 and I5, who do not perceive their SLD as a limitation since they are able to compensate for it well enough. Therefore, they do not feel the need to disclose it or hide it, for that matter. The recurring theme in their testimonies was that their colleagues only knew about it due to some coincidence. For instance, in the case of I1, she disclosed it because it was appropriate in a discussion with colleagues about the future of kids with diagnosed SLD. In the case of I3, his surroundings noticed it independently when he was filling out paperwork.

In the case of I4, there was a deliberate reasoning behind all the decisions not to say anything. He feared being denied employment and was advised by his family to keep it to himself.

I asked my family members, for instance: ‘Should I tell them that I have these problems ... in the schools?’ [...] and they all just told me: ‘Don't tell them because they will fire you or not take you’... yeah ...that means we are scared, or at least I am scared of the environment... just friends telling me ‘Do not tell them because they will not take you for that teaching position’. I am scared to tell them so that they will take me, or they might fire me. I mean, this is why... I never said it... (I4)

He revealed that even previously, he lost clients in his private practice when they discovered any signs of his dyslexia. “Some people do not even tell me... they stop cooperating with me. Some people tell me: ‘You are a teacher; you should not make those mistakes’...”.

Experienced teachers have perfected their ability to compensate for any challenges they may face in the classroom, and their employers are often already aware of these issues. As they continue to develop their teaching practice, they become less affected by these challenges, which is apparent when they are asked to recall them and struggle to do so.

On the other hand, regarding whether students should be informed about their teachers' SLD background, the majority of respondents opted for disclosure. There were various reasons for disclosing information; however, a few reasons are worth highlighting. One respondent expressed their belief that students have the right to know more about their teacher. In recounting a scenario where students reflected collectively on the aspects of lessons they

enjoyed or found less valuable, it became evident to them that their teacher endeavours to create heterogeneous lessons encompassing various activities, even though not all students may prefer them.

That is what struck me...that like the fact that these people know more about themselves...it does not strike me as wrong that kids know that I am dys...but that they also know more about themselves...that it is not like they come to class and now they are just dealing summarily with this like maximum performance. It does not have to be maximum because I am having a bad day. (I2)

In other words, this knowledge can lead to a better classroom dynamic in their lessons and increase tolerance between all parties involved, not only between the students and teachers.

One respondent views it as a chance to motivate students who also face challenges with SLD: I1: "I told my kids that... I have it too because... they like to use it as an excuse." She aims to convey to students that if she can overcome obstacles linked to SLD, they can too. She is committed to showing her students that having SLD does not automatically hinder their ability to achieve their goals. Later in our conversation, Respondent I2 effectively demonstrated the effectiveness of this perspective: "By showing them, well, look at me, like nothing is stopping me from working. That is where I think the thing works just fine."

In terms of outside acceptance, it was interesting to find that there is a deliberate difference between adults and children. In all the scenarios where the respondents decided to disclose their SLD to either their classmates, employers, or colleagues, they were mostly met with an almost levelled out variety of reactions. Apart from the interviewees who work only in the private practice sphere, the initial reaction of students was usually described as "surprise", which in the case of I5 was described as "I think basically the students just got the message" since in his case, the information occurred only later within the school year. However, it is possible to say that the information was met with acceptance by the other side, represented by students.

The reported reactions were not accepting among adults. Respondent I3 said:

A lot of colleagues reacted to it like, 'Oh, well, just deal with it.' They didn't want to see it manifest in the actual teaching, which I like totally understand. Of course, some were also much more lenient... so it was totally fine...Yeah, so there were kind of two

counterpoints there was the... 'right, but' and the other counterpoint was 'OK we're fine with it'.

He later stresses the importance of not only accepting but also accommodating educators who may have challenges due to their disabilities. Even the others advocate for a holistic approach to supporting teachers with SLD, recognising that they are complete educators despite their difficulties.

Furthermore, building upon the narrative of I4's experience discussed earlier, I6 expressed sentiments reminiscent of a similar encounter involving a student's reaction to a mistake made by her as the teacher: "You kind of take it from the kids... but adult... this one here was kind of embarrassing." Examine the potential negative impact of judgmental comments on an individual.

Despite this, some colleagues reported reactions, and many have described the overall experience as "totally okay". Respondent I7 also countered: "The older you get, adults... I will put it this way... we're relatively nice to each other, and we will tolerate each other." Based on the accounts, the reactions towards individuals with SLD seem to be a mix of positive and negative responses from adults. However, children appear to be more tolerant towards this group of respondents.

6.4. Influence of Teachers' SLD on Student Learning

This chapter delves into the perspectives of English teachers with SLD regarding the impact of their conditions on their students' learning experiences. Through insightful interviews, the respondents elaborated on whether they perceive any influence of their disabilities on the educational journey of their students.

First, I2 takes this question very literally and explains that non-SLD students can quickly recognise mistakes and do not necessarily make the same errors as teachers with SLD.

I am almost 100% sure it is not because a non-SLD student can recognise more or less those mistakes quite quickly if they happen and does not really follow them. It has not happened to me...I do not think any of my kids that I have ever taught ... have made any of my specific mistakes ... that I make. That really has not happened to me. [...] I would even say the kids that were dyslexic ... I would point out to them the words...that are just

used more often and where the mistakes are made.... and they do not make them like I do. (I2)

She emphasises that her specific mistakes are not replicated by her students, including those with dyslexia. She draws a comparison between herself and a gym teacher with a physical disability, explicitly mentioning one with one leg. She remarks that just as the students of the gym teacher do not climb a rope as fast as the teacher does, despite their physical handicap. The same principle applies to her as a teacher with an SLD.

Interestingly, throughout the entirety of each individual interview, a consistent theme emerged: the profound concern and prioritisation of their students by all respondents. Their responses consistently directed the focus towards their students, demonstrating a selfless dedication to their welfare and learning experiences. Respondent I1 was particularly open to her SLD-related self-reflections: “I am already teaching third graders, and they are starting to learn how to write... And there is already a problem if they learn to spell the word wrong from me.” The speaker emphasises the importance of accuracy in teaching foundational skills, such as spelling, to ensure that students develop strong foundational knowledge from the start.

The respondents reflected on the potential impact of their SLD on their students' learning experiences. I1 expressed a belief that their struggles with letters and spelling may necessitate additional scrutiny from students, as they must also verify the accuracy of the teacher's instructions. She said: “I think so, because by me having a problem with letters and skipping or switching them... the kids have to check me as well...what I give them.” This sentiment was echoed by I2 and I6, who acknowledged the increased attention required from both students and teachers alike in correcting assignments and instructional materials. Additionally, I1 emphasised that their students may develop a heightened sense of responsibility for their own learning due to the need to double-check the teacher's work, thereby fostering greater independence and self-reliance among the students. She exclaims:

I think they should have some of that confidence in me, and I cannot give it to them..... but on the other hand, it really makes them have to learn how to write the words themselves [...] the children are given a little more responsibility for their own... for their own education than they might have to have. (I1)

Overall, the responses suggest a recognition of the potential impact of the teacher's SLD on the learning process while also highlighting the positive outcome of promoting student

accountability and self-assurance in their educational journey. Among the respondents, I5 stands out as the only one who acknowledges that his dysgraphia initially presented a challenge for students, particularly in the early stages of their interaction. Now, he expresses confidence in his ability to collaborate effectively with his students on tasks related to his written expression, noting that it no longer imposes significant extra effort on their part. He commented on the use of typewritten text with young students, stating, "I do not think it can be seen as something unusual anymore, given the times we live in", referring to an idea that his youngest students could have a problem with their teacher's prioritisation of projecting the material rather than writing it on the board.

Similarly, I1 expresses a sense of resignation regarding spelling difficulties: "Spelling and such ...do I ever ...this.... that is the only thing I have never been able to overcome", suggesting that overcoming this challenge has proven elusive. Regardless, she is able to handle the problem with ease and adjusts her lessons: "they become both teachers and learners" (I1). Her approach enables students to learn or practise the topic independently without having any negative influence on their education.

Correspondingly, all respondents expressed confidence in their teaching abilities, highlighting their belief that their disabilities so far as enhance their students' learning experience. Many noted that their need to accommodate their disabilities results in them offering something unique to students. I4 states: "For me, for example, I think that by having the handicap, I can offer students something extra that others do not offer." This sentiment is repeated by respondents I7 and I6. I7 describes that "something extra" as follows: "First of all, by like how I have it put together and I really need like a very multi-sensor approach, so I think a lot about making sure that there is a little bit of each method." Both I6 and I7 organise their lessons in a way that accommodates their own needs, drawing from past struggles with SLD to ensure a comfortable and practical learning environment. They say this need stems from their own struggles with SLD as students and their desire to apply what they missed in their own teaching. One respondent implied that she always missed the practical aspect of the lessons she experienced as a student with SLD. "You are trying to think about teaching them what will be practical for them and not burden them with baloney because you are having more trouble learning vocabulary and some large volume of material yourself", states I7. The respondents with dyslexia stated that creativity is a valuable asset that accompanies their learning disability. They attribute their need to create engaging and enjoyable lessons to their creative nature.

Overall, they view their SLD as an asset that enriches their teaching approach and helps them better understand and support their students' learning needs.

6.5 Shared Experiences: Teaching Students with SLD

They express a deep sense of empathy and understanding toward their students, often drawing from their own experiences to offer support and guidance. Some respondents highlight the value of being a teacher who can relate to and understand the challenges faced by students with SLD. I3 advocates for a supportive and empathetic approach rather than a "figure it out yourself" mentality he sees with the other teachers. While respondent I1 shares how their personal experiences as a teacher with SLD now teaching children with special needs have helped them connect with and support their students in ways the pupils need. She reflects on times her students have personally thanked her: "I was surprised by this, that they could see that ... that I can see how it is not easy for them". This empathy and understanding are echoed by I2, who emphasises the importance of encouraging and supporting students rather than focusing solely on their shortcomings. She believes that her own experience with SLD could have helped her in this regard. Now, she has the opportunity to show students her past report cards and demonstrate to them that they can overcome their own challenges, too. "I really see it as a great big God-given plus. I cannot really see it any other way over the years," says I2.

Although it has been suggested before that I5's experiences are somewhat different from the other participants, I5 also advocates for empathy and understanding, noting that their own experiences with SLD have helped them not only read "when a student scratches" but also develop empathy for their students and their challenges.

Similarly, I4 reflects on the positive experiences they have had teaching students with similar disorders, suggesting that shared experiences can enhance the learning environment for both teachers and students. "...when I teach people who also have the disorder, I have a good time working with them. Maybe we knew about each other, like under the radar, that we had the disorder. It made it all the better to work together". He suggests that he can identify if his students have SLD like him. Respondent I7, with a keen focus on teaching English, has developed a heightened awareness of language patterns in her students. This sensitivity has led her to occasionally suspect that some students may have SLD like dyslexia or dysgraphia. When she detects potential signs, she proactively suggests that students seek further evaluation from specialist counselling centres, especially at university level, where the impact may be more

direct. In her experience, she has also noticed language difficulties in young children and has collaborated with colleagues or school administrators to address these concerns. For instance, she once observed pronunciation and auditory challenges in a kindergarten student in their English language lessons. I7's proactive approach highlights her commitment to supporting students with SLD and her ability to recognise symptoms in others who may also struggle with SLD.

6.6. Advocating for Acceptance

At the end of these interviews, each respondent was given an opportunity to add anything they wanted to say but, unfortunately, were not asked about or did not come to them at an earlier opportunity. Many took advantage of this opportunity, which resulted in the emergence of a few topics that should be mentioned.

One subject that appeared addressed the misconception that individuals with SLD, such as dyslexia, are unintelligent or incapable. Respondent I2 argues that the reappearing mistakes in written text or misreading should not be equated with “lack of intelligence”. She states:

Well, we're not stupid. [...] I don't know why it is, but there's still that label of just stupidity in a person who, like, just makes mistakes in the text and, like,... misreads. For some people, it's just there. There's just really that: [SLD] equals a stupid person. That's just the way it is. (I2)

She confronts the stigma surrounding SLD, expressing frustration with the pervasive belief that individuals with SLD are unintelligent. They assert that this label is unfair and harmful, emphasising that making mistakes in text or misreading does not reflect one's intelligence. Respondent I4 takes a stand against this misconception and shares: “... dyslexics, dysgraphics, they're like intelligent, creative people”.

Sadly, this also appeared in the words of I6, who mentioned this in regard to the students she had taught in her private practice. “I have to say, dyslexics don't have it easy. There's a lot of myths floating around to this day, even among teachers”. She later emphasises that other teachers should receive better education regarding SLD since they may not fully understand the struggles of their students and may, therefore, fall into misconceptions and dismiss them.

The other subject found in the closing part of the interviews concerned the respondents’ desires and needs from those who are outside their community. In other words, their statements

underscore the importance of acceptance, understanding, accommodation, and respect for teachers with SLD, both from colleagues and the broader educational community.

Respondent I1 emphasises the importance of openness and acceptance. She suggests that having a disorder, such as SLD, should not be viewed negatively but rather as a natural part of the teacher's identity. She advocates for support through understanding and integration rather than singling out the disability for special attention. In his response, I4 expresses a desire to be treated with respect and reverence, as he has experienced people treating him differently after his SLD was revealed in the past.

In relation, I7 focuses on the need for "...that kind of understanding and focusing on strengths". She also highlights once again the unique perspective that individuals with dyslexia bring to the table, viewing it as a gift rather than a defect. With this, she hints at the idea discussed in previous chapters, suggesting that teachers with SLD are not "defective" but rather function in a different. Her idea is that people with dyslexia have an advantage in being able to use gestures and facial expressions to communicate. Comparisons are made with the historical development of mankind since the cave drawings while emphasising that actors who suffer from dyslexia are able to bring meaning through gestures and facial expressions in their acting better. In her statements, stress is put on the importance of not only outside acceptance but also self-acceptance and being comfortable with one's identity, which ultimately leads to a more inclusive and supportive environment.

7. Discussion

The main aim of this research is to understand how SLDs, such as dyslexia, dysgraphia, and dysorthography, impact the professional practice of English language teachers. This involves identifying the challenges and obstacles faced by teachers diagnosed with these disorders and exploring the compensatory strategies they employ to overcome difficulties related to language processing in their work. The results of this research will now be analysed in more detail and compared with the outputs and conclusions of other Czech and foreign research, some of which already appeared in the theoretical part of this thesis.

Starting with difficulties that teachers with SLD face in their teaching practice, the SLD community focuses heavily on language processing skills, also known as literacy, due to the location of impairments in this area. The study results confirm that SLD persist throughout an individual's life despite the presence of compensatory mechanisms that can help alleviate some of the challenges. These difficulties continue into adulthood, as shown by studies conducted by Brèthes et al. (2022), Mojeen et al. (2020), and Krejčová (2019).

Sections about struggles when reading lengthy texts, which could lead to an occasional misreading on difficult days, indeed do appear even in this study. Contrary to the findings reported in the literature, respondents do not view this as an obstacle they need to overcome in their teaching practice. This seems to suggest two possible outcomes. Either, everyone is able to adapt the surrounding work environment to their needs well enough to encounter these struggles no longer (Krejčová 2019, 77). Alternatively, they are able to conceal the problems with the employment of various compensatory strategies (Burns and Bell 2010, 537; Glazzard and Dale 2015, 187-189).

The respondents unanimously expressed struggles with writing tasks, including errors in written communication, occasional misspelling, avoidance of lengthy texts in some cases, even writing on the board, and challenges with editing and handwriting. Some, although not all, of these problems also appeared in Griffiths's (2012) research. In her study, participants talked about struggling with spelling, especially under pressure and without spell-checking tools. Some also faced challenges with writing speed, style and content Griffiths (2012, 57). The respondent in this study did not explicitly mention writing speed, but it is safe to assume that this issue is also present. This assumption is based on the respondents' frustration with the amount of time spent on tasks, especially when compared to their non-SLD-affected colleagues, who complete the

same tasks much faster. Researchers Burns and Bell (2010, 537) noticed the same reluctance to write on the board spontaneously. This avoidance can stem from the unpleasant feelings of embarrassment when the mistake is recognised by readers who criticise it (Glazzard and Dale 2015, 186).

Challenges arise not only in decoding auditory information but also in phonological coding of information, both of which impact classroom communication and interaction. Decoding auditory information presents varying degrees of difficulty in processing multiple voices simultaneously and maintaining focus in noisy environments. This, coupled with the rapid and holistic thinking style associated with phonological coding challenges, results in struggles with word retrieval and maintaining clarity during teaching activities and meetings (Griffiths 2012, 57; Burns and Bell 2010, 537). Griffiths (2012) attributes these difficulties to the cognitive trait observed among individuals with SLD. Respondents in this study replicated these challenges, noting their struggles with maintaining clarity during teaching activities and providing unclear explanations to students. These issues were discernible not only from the participants' verbal articulations but also explicitly acknowledged by them in their responses. Thus, educators with SLD must make conscious efforts to ensure understanding between themselves and their students amidst these challenges, as they impact classroom communication and interaction. The impact also transfers specifically into the teacher roles of controller, organiser and assessor.

The manifestation of SLD affects various aspects of English language teachers' work duties, including test corrections and grading. Most respondents expressed a preference to avoid giving tests whenever possible, citing concerns about students' need for extra processing time and the difficulty of setting up and correcting tests. This avoidance is rooted within the past experiences of these teachers. Research shows that many teachers who struggled with completing tests during their own student years due to their diagnoses avoid putting their pupils into the same situation in order to nurture their students' self-esteem (Glazzard and Dale 2015, 184; Griffiths 2012, 59). Additionally, test preparation and correction become time-consuming tasks for educators with SLD, leading to frustration and a need for occasional breaks during the workflow.

These language processing difficulties directly affect their teaching performance. They can impact teachers' performance when they take on roles as controllers, organisers, participants, and assessors. However, Griffiths contends that there is no evidence to suggest that teachers and student teachers with dyslexia are any less capable than their non-disabled counterparts

(2012, 55). The conducted research directly shows that affected individuals are able to cope perfectly with the challenges posed by their SLD to minimise the appearance of potential mistakes that could potentially have an effect on their student's learning experience.

The primary challenge for educators with SLD lies in the realm of spelling mistakes, which can be almost unavoidable, particularly when writing on chalkboards and whiteboards. To prevent such errors, respondents rely on spelling and grammar checkers when working in online settings, as observed by Burns and Bell (2010, 538). This includes the use of laptops or tablets for writing to improve clarity and the utilisation of graphics tablets for real-time demonstrations during lessons. These are appreciated mainly by dysgraphics. When writing in real-time in front of students, educators ensure thorough preparation to minimise mistakes. However, if an error does occur, they handle it with humour and humility, admitting the mistake openly. Engaging students in finding potential mistakes through gamification fosters a collaborative learning environment, demonstrating respect for students and modelling the importance of seeking assistance openly, even in public settings (Riddick and English 2006, 219).

To aid their reading, English language educators employ a variety of strategies and tools. Respondents utilise bookmarks, coloured or textured backgrounds, audio recordings, and reading progress apps to improve reading focus, track progress, and enhance comprehension. Integration of these aids ensures better preparation and the smooth progress of lessons that include reading activities. Additionally, the conversion of reading materials into accessible formats such as MP3 and MP4 lowers the possibility of misreading and improves comprehension. Such reading aids, and many others, are mapped out by Bartlett, Moody, and Kindersley (2010, 171). Nevertheless, the list given here is specifically curated to be applicable to the focus group targeted by this research.

Although SLD English teachers are obligated to put more effort into their lessons in general, they are rightfully confident that their strategies compensate for any occasional mistakes they make. With proper preparation, students are able to avoid mimicking their errors. The examination outcomes shared by the respondent can stand as a proof, indicating that teachers' SLD does not adversely impact students' English proficiency.

Additionally, the fact that SLD in teachers does not automatically imply it has an effect on the students' learning. Researchers impose that it does bring a particular advantage to these individuals. The presented research paper describes that SLD in teachers provides them with a

strong suit in regard to the shared experiences with the students who are showing signs of the same problems. Respondents show increased sensitivity to specific difficulties and an ability to modify teaching styles better and adapt them to the specific needs of the students in question. The same information was found by researchers Burns and Bell (2010, 539). The possible positive influence of personal experience with SPU on the formation of crucial teacher characteristics such as creativity, kindness, empathy, as well as a caring attitude and the ability to use inclusive teaching strategies is also suggested by the results of another British study focused on English language teachers (Glazzard and Dale 2015, 186-187). The overall results suggest that these individuals are well-equipped with a significant advantage when it comes to helping students overcome obstacles when learning English. They have faced similar problems in their own lives and are aware of the needs these students might have. However, this advantage does not make them better English tutors only for SLD students but for any student who has difficulties learning the language. This finding imposes a question of whether students do, in fact, benefit from being taught by a teacher with SLD or, more specifically, dyslexia or dysorthography, as the respondents seem to think.

Even the presence of spelling and SLD-bound mistakes can be seen as beneficial in certain situations. Burns and Bell (2010) found that teachers making errors on the board can help build a connection with their students. The respondents showed their awareness of this fact, and although some unintentionally, all have informed and intend to continue informing their students about their disorder/s. This paper shows that sharing one's SLD challenges with students fosters empathy and understanding within the classroom dynamic, ultimately improving rapport and communication. The students tend to take the errors their teachers produce with a positive attitude. If presented in a proper way, it helps to strengthen the mutual understanding and respect between student and their teacher. This is possibly influenced by all students having experienced struggle when learning, especially a new language like English. Seeing their teachers make mistakes potentially helps them feel less pressure not to make errors. Empowering students to actively engage with the material and participate in error correction further reinforces the importance of accuracy in language usage. Despite some research papers showing concerns about dyslexia negatively impacting students' education and potential mockery from children in novice teachers, it is not reflected in this study (Griffiths 2012, 58).

Unfortunately, the same understanding is not recognised in every age group. Although respondents see benefits in informing the students about their SLD, they avoid sharing it with

their peers. They acknowledge that a stigma is tied to being a teacher and having a disorder of this kind. With the threat of being stigmatised, some avoid informing the employers of their disorder. This and other foreign studies show that the indecisiveness of English language teachers to disclose or not disclose their disorder comes from the lack of reassurance that they will be accepted as individuals. In the research, the majority of English teachers with SLD disclosed their diagnosis to students, colleagues, and employers. Those in English schools generally received understanding and support. In contrast, teachers with similar conditions in Finnish schools faced ignorance and misunderstanding, with some colleagues making disparaging remarks. This experience revealed the stigmatising nature of SLD labelling in Finnish schools (Burns and Bell 2010, 540).

In conclusion, informing students is not only beneficial but also necessary so as not to spoil their English language learning and overall education. Informing the employer, on the other hand, does not pose many benefits. Individuals with SLD can generally manage their own needs, and any necessary support from the employer has either already been provided as standard practice or can be arranged upon request, regardless of their disadvantage. This is supported by the fact that the respondents did not express much interest in compensatory tools since they did not have much notion of what the school provided them with. Unfortunately, the stigma around being an individual with SLD is still present due to the lack of education of teachers in this field. It has been observed that informing others about having SLD is better received after a relationship has been established. This is due to the fact that the people being informed are already aware of the affected individual's teaching abilities and, therefore, see them as a whole person rather than just focusing on the "label." Ultimately, the apprehension expressed by these English language teachers emphasises the importance of self-awareness, confidence, passion, and acceptance for teachers to thrive in their profession. By adopting a candid approach to acknowledging and addressing one's SLD, educators foster understanding and collaboration within the educational setting.

The results of this study aim to provide a comprehensive analysis of the challenges and options for supporting English language teachers with SLD. The study offers an in-depth exploration of this topic to enhance understanding and potentially reduce the stigma associated with it. The findings can be valuable not only as inspiration for other English language teachers with SLD but also for schools that currently employ or may consider employing these individuals. By openly acknowledging and addressing SLD, educators can pave the way for greater

understanding, collaboration, and support within the educational community. This ensures that all teachers have the necessary resources and encouragement to thrive in their roles and make a positive impact on their students and society as a whole.

8. Limitations of the Study

As with any research endeavour, this study is not without its limitations. For this research the qualitative approach was deemed as best suited for the fulfilment of the aims. Although the research design was appropriately selected in terms of the research aim, it may hide some limitations, such as an impact on the generalizability of the findings. By transparently discussing these limitations, it aims to provide a balanced assessment of the study's scope and implications, as well as identify avenues for future research to address these constraints. The following sections will outline the critical limitations of this research.

The first possible limitation can be seen in the sample size and composition. With only seven respondents, the study may not capture the full range of experiences and perspectives of teachers with SLD. The respondents are all Czech teachers working in the Czech Republic, which may not represent the experiences of teachers with SLD in other cultural or educational contexts. Additionally, there is limited diversity in terms of teaching settings, with only one university teacher and two with experience only in private practice. Some respondents' answers stand-alone in between the others. This limits the generalizability of the findings.

Another problem linked to the sample poses a concern in the presence of volunteer bias. Since all respondents are volunteers, there may be a bias towards those who are more interested or invested in the topic, potentially skewing the findings. This can mean that the individuals with severe socio-emotional related problems did not reach out to participate. This can mean that there is a significant number of individuals who do not want to share their troubles. The volunteers who did participate can be more extroverted people who were able to come to terms with their SLD. These individuals are, therefore, able to share their problems with others, which could influence the results of the chapter about disclosure.

Furthermore, the way the interview questions are formulated and asked could influence how respondents answer, potentially leading to biased or incomplete responses. Different wording or phrasing of questions could yield different results. This is demonstrated in chapter 6.4. the respondents show different approaches to the question asked as one decides to answer very literally, and the others provide a more general answer.

Additionally, there is always a potential for false information. There is a possibility that respondents may provide false information or exaggerate their experiences, particularly if they feel pressure to present themselves in a certain way. Given that the participants in this study

were carefully chosen, representing a profession in which maintaining authority and avoiding any hint of incompetence is paramount, concerns about preserving their professional image might have influenced their responses despite assurances of research anonymity. Since SLD is a sensitive topic, it is essential to note that in some individuals, it can be tied to negative feelings and lowered self-esteem, which increases the risk of answer distortion.

Another potential limitation could be the employment of semi-structured interviews alongside the use of the platform Zoom for conducting the interviews. While online interviews may have impacted the observation of facial expressions and other non-verbal cues, these aspects were not deemed pivotal to the core information being sought. Additionally, the interviews were facilitated by a female interviewer, potentially influencing the male interviewees' comfort levels in discussing their challenges or leading them to downplay certain aspects of their discourse. However, despite this potential influence, it was subjectively evident from the interviews that the respondents tried to provide honest responses.

Overall, while the research provides valuable insights into the experiences of teachers with SLD, these limitations should be considered when interpreting the findings and drawing conclusions. Future studies could aim to address these limitations by recruiting a more extensive and diverse sample, utilising multiple data collection methods, and ensuring better reliability and validity of the research instruments.

9. Conclusion

The aim of this study was to explore the impact of SLDs, such as dyslexia and dysorthography, on the professional practice of English language teachers. This entails the identification of the unique challenges and obstacles faced by teachers diagnosed with these disorders, as well as examining the compensatory strategies they utilise to address difficulties related to language processing in their work.

The theoretical part is divided into four major parts. The first chapter delves into the concept of a "teacher," examining legislative frameworks, developmental stages, essential competencies, and diverse classroom roles. The second chapter explores the qualifications and challenges of English language teachers in the Czech legal framework. Chapter three analyses the terminology and classification of SLDs, such as dyslexia, dysgraphia, and dysorthography. The last theoretical chapter describes the lasting impact of SLDs on adults and specifically English language teachers.

In the practical part of the thesis, in line with the research objective, an exploratory approach design was implemented, using qualitative methods to investigate the experiences of English language teachers with SLDs. Semi-structured one-to-one interviews were conducted to synthesise the information from the personal experiences of seven volunteer respondents. The analysis followed open and axial coding methods to categorise and explore themes emerging from the interviews, acknowledging the interconnectedness of various topics.

The interview outputs revealed the challenges faced by adults with SLD working as language teachers. They struggle with writing, leading to spelling errors in communication and teaching performance. Some teachers avoid writing long texts or using the board. While reading is not a significant issue, some struggle with memory retention. Most teachers spend more time on work tasks due to their SLD and prefer to avoid giving tests, or they give students extra time to complete them. In addition, further research helped to reveal teachers' work duties affected by the presence of these challenges, showing that SLD teachers are presented with disadvantages in all teaching roles.

In relation to these difficulties, supporting factors have also been found to play an important role in compensating for these difficulties. It was evident that all the respondents have developed their own compensatory strategies that enable them to work with the manifestations of SLD. Educators use detailed lesson planning, visual techniques, coloured paper, and

technology to cope with memory-related challenges. They also utilise bookmarks and precautionary measures to avoid mistakes. Technology plays a significant role in aiding their teaching practices, from digital writing to lesson planning. An important part in compensating for the disadvantages was played by mental strength in the form of solid confidence and self-acceptance. Individuals who have this advantage show the ability to use the SLD to their advantage.

The research also brought a number of additional outcomes. SLD English teachers are confident that their strategies counterbalance for occasional mistakes, as evidenced by examination outcomes not adversely affecting students' English proficiency. In other words, there is no reason to say that students of SLD teachers are in any way negatively impacted in their English language learning because of their teachers' disorder. On the contrary, SLD in teachers provides advantages, including increased sensitivity to students' needs and adaptation of teaching styles.

The research also brought up the question of acceptance. According to the outcomes, disclosing the presence of SLD challenges with students fosters empathy and strengthens rapport. However, stigma prevents disclosure to peers and employers, affecting teachers' decisions. While informing students is beneficial, informing employers may not offer significant benefits, as teachers can manage their own needs. The stigma around SLD persists due to lack of education, emphasizing the importance of self-awareness and acceptance for teachers to thrive in their profession. The focus group advocated for destigmatisation and being accepted as individuals, not their disorders. They call for better education of school about SLD. By acknowledging and addressing SLD, educators foster understanding and collaboration within the educational setting.

The thesis thus highlighted a number of difficulties that English language teachers with specific learning disorders face in relation to language processing and the additional effects on their professional practice. The study also focused on the strategies that these teachers find useful in dealing with difficulties. It highlighted a variety of compensatory tools and strategies that are crucial in helping these individuals with specific learning disorders overcome challenges. It is therefore possible to say that the research aim was achieved.

The findings of this research can provide a better understanding of the struggles faced by English language teachers with specific learning disorders. They also underscore the importance of supporting individuals with specific learning disabilities, particularly during their

teaching practice and into adulthood. Finally, the results show that these teachers are no less competent in teaching English than their colleagues who are not handicapped by any disorder.

Resumé

Tato diplomová práce se zabývá dopadem specifických poruch učení (SPU), konkrétně dyslexie, dysortografie a dysgrafie, na profesní praxi učitelů anglického jazyka. Tento výzkum si klade za cíl identifikovat konkrétní problémy a překážky, s nimiž se učitelé, kteří trpí těmito poruchami, potýkají, a rovněž zkoumá kompenzační strategie, jež využívají k překonání obtíží spojených se zpracováním jazyka ve své profesionální praxi. Celá práce je rozdělena do dvou hlavních částí, ty jsou následně rozčleněny do příslušných podkapitol.

První polovina práce nabízí teoretický vhled do problematiky výzkumu. První kapitola zkoumá obecnou definici termínu „učitel“. Kromě vymezení pojmu dle českých právních předpisů a odborných standardů pro učitele se tato pasáž zabývá analýzou profesního růstu pedagogů. To zahrnuje identifikaci klíčových fází tohoto rozvoje od začínajícího učitele po učitele experta. Učitel expert představuje jakýsi ideál pedagoga. Takový učitel je schopen zaměřit se na různé typy podnětů od žáků a předvídat je. Zkušený učitelé a ti, kteří dobře znají své žáky, jsou mnohem lépe schopni vhodně reagovat v neočekávaných situacích. Kromě toho musí být schopni vést vyučovací proces efektivně, k čemuž je dle Tomkové et al. (2012) a Kyriacoua (2007) důležitá schopnost plánovat, hodnotit, vytvářet vhodné prostředí, spolupracovat a profesně růst. Tato kapitola končí zhodnocením různých rolí učitele ve vzdělávacím procesu. Důraz je kladen na potřebu flexibility a důležitost modelového chování učitelů při práci a komunikaci se žáky.

Druhá kapitola popisuje blíže učitele anglického jazyka jako pedagoga, a to nejen v českém právním rámci. Učitele angličtiny lze označit za člověka, který má komplexní znalosti anglického jazyka, pedagogických technik a širších kompetencí, jako je znalost jazyka, multijazyčnost a mezikulturní kompetence. Jedná se o kvalifikované odborníky, kteří se orientují ve složité dynamice výuky angličtiny a propojují obsahové znalosti s efektivními pedagogickými postupy, aby uspokojili rozmanité potřeby svých studentů.

Kapitola třetí identifikuje SPU jako přetrvávající problémy při osvojování akademických dovedností, jako je čtení, psaní nebo matematika, které začínají již v raném školním věku. Způsobují výkony pod očekávanou úrovní vzhledem k věku a schopnostem, což zhoršuje studijní nebo pracovní uplatnění. SPU jsou odděleny od jiných problémů a zahrnují specifické nedostatky ve vnímání nebo zpracování informací, které přetrvávají navzdory intelektuálním schopnostem. Může postihnout jedince bez ohledu na intelektové nadání a vést

k celoživotním problémům při plnění úkolů závislých na těchto dovednostech. Pro tento výzkum je však nutné identifikovat pouze dyslexii, dysgrafii a dysortografii jakožto specifické poruchy učení ovlivňující zpracování jazyka. Tyto poruchy mají vliv na osvojování jazyka, zejména na výuku angličtiny jako druhého jazyka. Dyslexie je specifická porucha učení, která ovlivňuje rychlost čtení, techniku, porozumění, pravopis, psaní, verbální paměť a rychlost zpracování. Dysortografie je porucha pravopisu často spojovaná s dyslexií, která se vyznačuje četnými pravopisnými chybami. Dysgrafie je specifická porucha učení charakterizovaná poruchou písemného projevu, která ovlivňuje tvorbu písmen, organizaci myšlenek a grafomotoriku.

Poslední kapitola této části propojuje kapitoly předchozí a přináší informace o vlivu SPU na dospělé jedince - a to s primárním zaměřením na učitele anglického jazyka. SPU ovlivňuje učitele anglického jazyka tím, že vytváří neviditelné překážky, které brání efektivní výuce, zejména v kontextu výuky anglického jazyka, kvůli problémům s hláskováním, fonologií a zpracováním složitých jazykových struktur. To může mít dopad na výuku čtení a psaní. Mezi poruchy čtení u dospělých patří problémy s identifikací slov, únava při zpracování rozsáhlého textu, potíže s fonologickým zpracováním a sekvenčními dovednostmi. Také se objevují obtíže s rozpoznáváním písmen kvůli problémům s krátkodobou pamětí. Poruchy písemného projevu, které jsou spojeny zejména s dyslexií, zahrnují potíže s pravopisem, dekódováním a souvislým uspořádáním myšlenek na papíře, což ovlivňuje čtení, porozumění a psaní. Tyto problémy vyžadují cílené intervence na podporu jednotlivců při efektivním zlepšování jejich dovedností v anglickém jazyce.

Dospělí se specifickými poruchami učení, často zažívají negativní pocity a snížené sebevědomí, což ovlivňuje profesní život. Na pracovišti se mohou cítit nedocenění a mohou váhat se sdělením svého stavu kvůli obavám ze stigmatizace. Navzdory tomu jedinci s dyslexií často vynikají kreativitou a strategickým myšlením. Kompenzují své obtíže tím, že si rozvíjejí silnější pravou mozkovou hemisféru. Tento posun ve vnímání od postižení k výzvě jim umožňuje využít jejich silné stránky k úspěchu v různých oblastech.

Další část této teze se zaměřuje na samotný výzkum. Ke sběru dat byla využita kvalitativní technika polostrukturovaného rozhovoru s učiteli anglického jazyka, kteří mají diagnostikovanou alespoň jednu ze zmíněných poruch učení. Z každého rozhovoru byl pořízen audio záznam, jenž byl následně přepsán do textové podoby, aby byla zachována anonymita a práce s daty byla jednodušší. Data byla kódována pomocí techniky „trsů“ a následně

zanalyzována. Výsledky rozhovorů byly nakonec porovnány s výsledky jiných nalezených studií, jichž je bohužel v tuto chvíli k dispozici omezené množství.

Výzkum odhalil, že tito učitelé se ve své profesní praxi opravdu setkávají s různými problémy, které pramení především z obtíží zpracování jazyka. Problémy se čtením, psaním, pamětí nebo zhoršená sluchová percepce bohužel nejsou vyloučeny. Problémy nastávají při četbě dlouhých textů v podobě přeskokování částí textu či domýšlení si slov. V písemné komunikaci se objevují překlepy, vynechávání či prohazování písmen, pravopisné chyby nebo problémy s rukopisem z pohledu čitelnosti. Kromě toho se objevují potíže s dekódováním informací, a to především ve fonetické podobě. To ovlivňuje učitelovu schopnost monitorovat děj ve třídě při výukových činnostech a interakcích ve třídě. Může být však ohrožena i oblast předávání instrukcí z důvodu občasných problémů formulovat myšlenky.

Učitelé se SPU však nejsou o nic méně kompetentní než učitelé, kteří žádnou poruchou nedisponují. Zvládají své potíže minimalizovat až zcela odstranit pomocí nejrůznějších kompenzačních technik. Využívají technologie v podobě aplikací, notebooky, tablety či grafické tablety, které provádějí kontrolu a úpravu pravopisu v reálném čase. Důkladně se připravují, aby minimalizovali chyby při psaní na tabuli. Objevují se nástroje na podporu čtení, jako jsou záložky, barevné papíry a fólie a zvukové nahrávky. Tito učitelé si také osvojují adaptivní výukové postupy. Jelikož si jsou vědomi určité nevyhnutelnosti projevu jejich poruch zapojují je do výuky jako hru. Studenti jsou tak více zapojeni do průběhu hodin tím, že cíleně vyhledávají a případně opravují chyby svých vyučujících.

Mimo jiné podle výzkumu v této problematice hraje významnou roli otevřená komunikace a sdílnost. Respondenti sdílí, že informují své žáky o svém SPU, nejen aby upozornili na potenciální hrozbu, ale především aby podpořili empatii a porozumění v rámci dynamiky celé třídy. Bohužel se v některých případech vyhýbají stejné otevřenosti s jinými dospělými kvůli stále přítomnému stigmatu. Z výzkumu však vyplývá doporučení sdělit případnou diagnózu zaměstnavateli, aby daný učitel získal potřebnou podporu.

Navzdory těmto výzvám vnímají tito učitelé své SPU jako přednost, především v oblasti práce se žáky se SPU. Jejich společné zkušenosti jim umožňují lépe porozumět těmto studentům a podpořit je. Oproti neovlivněným učitelům jsou lépe schopni se do těchto studentů vcítit. Jejich osobní vlastnosti, jako je empatie a kreativita, mohou být přínosem nejen pro tuto skupinu studentů.

Přestože se učitelé anglického jazyka se SPU potýkají s řadou znevýhodnění, projevují odolnost a schopnost se adaptovat. Jejich znevýhodnění nijak negativně neovlivňuje jazykové schopnosti jejich studentů, a naopak mohou být velkým přínosem pro školy v otázce práce se studenty se SPU.

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Appendices

Appendix A – The interview questions outline

1. Můžete mi prosím na úvod říci pár informací o sobě: věk, stupeň školy (věk žáků) na které učíte?
2. Mohl/a byste uvést nějaké informace o své pedagogické praxi? Kolik let již učíte Anglický jazyk?

Specific Learning Disability (SLD):

3. Jaké SPU je u vás diagnostikováno? V jakém věku jste byl/a diagnostikován/a?
4. Sdílel/a jste se svými kolegy nebo nadřízeným v učitelském prostředí, že trpíte specifickou poruchou učení? Vědí o vašem SPU vaši studenti?
5. Pokud jste se svěřil/a o svém SPU ve škole, mohl/a byste se podělit o své zkušenosti týkající se toho, jak bylo toto sdělení přijato?

SLD and Work:

6. Jak se vaše SPU projevuje ve vašem profesním životě, zejména v roli učitele angličtiny? (Typická chybovost, pomalé čtení, paměť, ...)
7. Můžete se zmínit o tom, zda jsou některé z následujících oblastí vaší práce učitele Anglického jazyka ovlivněny vaší poruchou učení, a jak?
 - a) Plánování
 - b) Přípravy
 - c) Vedení hodin a organizace
 - d) Předávání instrukcí
 - e) Zpětná vazba a hodnocení
 - f) Opravování a kontrola

Support and Compensation:

8. Jaké osobní strategie nebo techniky kompenzace jste si osvojili, abyste zvládli problémy spojené s vaší poruchou učení v praxi učitele Anglického Jazyka?
9. Dostalo se vám případné podpory ze strany kolegů či vedení školy pro vaši praxi jako učitele/učitelky AJ?

Impact on students education:

10. Ovlivnila podle vašeho názoru vaše specifická porucha učení nějakým způsobem vzdělávání studentů ve vašich hodinách angličtiny? (Dostali jste od studentů nějakou zpětnou vazbu týkající se vašich výukových metod nebo dopadu vaší SPU?)

Positive Experiences:

11. Můžete se podělit o nějaké pozitivní zkušenosti, které jste ve své učitelské kariéře zažil/a navzdory problémům spojeným se SPU?

12. Dala by se vaše porucha učení naopak v něčem vnímat jako benefit v práci učitele AJ?

Future Aspirations and Recommendations:

13. Máte na základě svých zkušeností nějaká doporučení pro vzdělávací instituce, jak lépe podporovat učitele Aj s SPU?

14. Máte na základě svých zkušeností nějaká doporučení pro další učitele AJ jako jste vy (s SPU)?

Closing:

15. Je ještě něco, o co byste se chtěl podělit vzhledem ke své zkušenosti s výukou angličtiny a co jsme v tomto rozhovoru nezmínili?

Appendix B – Example of a transcribed text (Interview 1)

Interviewer: Je 28-02-2024 já jsem Kateřina Koditková a ptám se, zda jsi byla seznámena od cíle výzkumu a jestli souhlasíš s tím, aby byl rozhovor zaznamenáván pro účely magisterské práce?

I1: Ano a souhlasím.

Interviewer: Mohla bys mi říct, kolik ti je let a na jakém stupni školy momentálně učíš?

I1: Tak mě je 25 let a učím na 1. a 2. stupni ... základní školy.

Interviewer: Mohla bys uvést něco ohledně toho, jakou máš praxi v učitelství? Kolik let učíš, jestli jsi předtím například při studiu doučovala?

I1: Před začátkem... vlastně... mé práce na základní škole, tak jsem učila 2 roky na jazykové škole. Učila jsem dospělé a teď na základní škole jsem začala v září. Takže necelý školní rok.

Interviewer: Jaká porucha učení u tebe byla diagnostikována? Vzpomeneš si kdy?

I1: U mě byla diagnostikována dyslexie, dysgrafie a dysortografie na základní škole během 4. 5. třídy. Teď si nejsem jistá, ale bylo to tak na přelomu 4. 5. třída.

Interviewer: Takže až po nástupu vlastně do školy?

I1: Jo... Až po nástupu.

Interviewer: Sdílela jsi se svými kolegy nebo nadřízenými, že trpíš specifickou poruchou učení?

I1: S kolegy ano.... to jsme se o tom bavili už v rámci, když jsme diskutovali žáky... tak přišla na to řeč... tak kolegové to ví, ale vedení ... s vedením jsem to nějak neřešila.

Interviewer: Vědí o tom tvoji studenti?

I1: Ano... Ano vědí. Většina ano.

Interviewer: Jak bylo toto sdělení přijato žáky... a vlastně i kolegy?

I1: Tak kolegy to bylo přijato... bych řekla jako úplně normální věc. Ne že by bylo něco jinak, nebo tak... Prostě, když jsme se o tom bavili, tak kolegové to ani nijak nekomentovali, ale prostě dál šla řeč o tom... protože v tu chvíli jsme zrovna porovnávali...co budou ty naše některé děti s těmahle potřebama dělat až budou... až budou dospělí. Protože oni mají tendenci... někteří z nich ... se hodně na to vymlouvat i ve chvílkách, kdy nemusí. Tak v týhle... v tomhle okamžiku na to přišla řeč, protože já jsem to sama udělala, že jsem těm svým dětem řekla, že... já to mám teda taky, protože oni rádi to... některý opravdu se tím vymlouvají a kolegové to přešli úplně v pořádku... Nijak to nekomentovali. Nic zvláštního to vlastně pro ně ani nebylo a děti se někdy tak jako trochu podívají. Když na to přišla poprvé řeč tak se podívali, že to nečekali, ale taky nějak dál to nekomentovali, nebo nevadilo jim to.

Interviewer: Jak se teda tvoje porucha učení nebo poruchy učení projevují ve tvém profesním životě, zejména v roli učitele angličtiny?

I1: Já to musím zařadit přímo do plánování i příprav hned předtím, než jdu do těch hodin, když se na ně připravuju, když plánuju, protože já.... jak učím na tom prvním stupni, tak mi už učíme třetíáky a oni se tam začínají učit psát. Tam už by byl problém, kdyby se odemě naučili špatně to slovíčko napsat. Takže já si například už během plánování dělám seznam těch slovíček, který vím... že budu muset napsat na tu tabuli, aby si je děti mohly třeba opsat. Nebo je jenom viděli, tak já si je už...prakticky... sama ještě předem, i když je vím, že je znám, tak si je nacvičím jak se.... jak se píšou. A tím, že jsem na tom prvním stupni musela přejít z tiskacího písma na psací, tak si musím znova opakovat psací... Prakticky cvičím stejně jako oni, jak napsat některý slovíčka, takže mě to ovlivňuje spíš více v tom psaní než v něčem... třeba v tom čtení nebo v té paměti.

Interviewer: Takže psaní je tam ten hlavní kámen úrazu?

I1: Největší ano.

Interviewer: Takže když si představíš svůj den, jak probíhá...Co všechno je tím SPU ovlivněný v rámci tvé práce? Tím myslím plánování, organizace a vedení hodiny, hodnocení... a jak třeba tě to v tom ovlivní?

I1: Já třeba musím mít vyloženě nejenom ten plán hodiny, ale seznam, jak jdou aktivity za sebou, protože já často mám chvílky, kdy.... ztuhnu zapomenu...‘a co teď? Tak mám seznam. Vyloženě papírek, do kterého já rychle kouknu a hodina jde dál. To už dělám při té ...při té

přípravě a plánování. A to dělám obojí zároveň, takže pro mě je to propojené. Tak to je jedna věc, která... kterou dělám. Potom, co se týče... jak aktivity na sebe navazují, tak třeba v dávání instrukcí... tak já plány píšu tak, že si je píšu ve formě těch instrukcí. Že si třeba napíšu dejme tomu: aktivita čtení a pod tím mám napsané... napsanou vyloženě tu instrukci. Že nepopisuji, co v té aktivitě budeme dělat, ale rovnou si napíšu tu instrukci, jak jí řeknu.

Interviewer: Co třeba zpětná vazba a hodnocení u dětí? Jak opravuješ a kontroluješ?

I1: Při opravování potřebuju mít předlohu, jak ten test má správně vypadat. Když třeba máme test na co celou lekci, tak já si jeden vytisknu sama pro sebe... kterej je prázdněj ...a z klíče, protože máme testy s učebnicí, tak já si ten klíč přímo přepíšu do toho testu. Mě by dělalo problém ho opravit jenom z toho klíče... ty testy. Takže já si ho musím znova sama napsat a u každého testu... každej test, co opravuji... tak při tom koukám do tý ...do tý my předlohy a tak je to se všema testama.

Interviewer: Co kontrolování nebo sledování takhle výuky dětí při hodině ... rovnou?

I1: No to je... to je u některých oříšek. Protože na druhém stupni se nám děti dělí, takže tam mám nejvíc 14 dětí, ale na tom prvním stupni já mám třídu, kde mám 25 dětí, a to už ... obzvláště když jsou čtvrtáci... tahlenca velká třída... tak někdy nevím, ke komu dřív. Nebo se mi stane, že jsem zrovna s jedním žákem a pomáhám tomu žákovi a všimnu si na sobě, že ztrácím přehled o zbytku té třídy... že se musím sama sobě připomenout. Mám tady ještě dalších 24 žáků.... Takže to mi ještě dělá problém. Na to jsem obzvláště... na tom prvním stupni se vždycky jednou za čas přistihnu že.... A teď nedávám sama já pozor.

Interviewer: Takže připomínat si, že tam s tebou jsou ještě ty ostatní děti.

I1: Přesně tak, přesně tak. Někdy naštěstí v 1. třídě mám paní asistentku, takže tam ...tam se mi to tak často nestává. Tam třeba jenom kouknu a vidím, že zrovna paní asistentka u někoho je, tak tam to jde rychleji. Ale když jsem v té třídě opravdu sama v tom velkém počtu, tak si musím připomínat.

Interviewer: Jak to máš se samotným vedením hodin?

I1: Já si třeba i strukturu... záleží samozřejmě na třídě kdy jakou aktivitu dám. Třeba když opravdu na tom prvním stupni mám dvě třetí třídy, ale vím že jedni rádi píší a jedni ne a tím že já s nima to psaní musím udělat tak s těmi co to nemají rádi, vím ve které části té hodiny to

musím udělat. A tím pádem to i pro mě je problém. Já radši to psaní dám hned na začátek hodiny a je hotovo, ale právě to musím přizpůsobit i těm ... těm dětem, že to není... není tak jednoduchý. Když to řeknu tah...

Interviewer: Takže tady nepocítuješ, že bys něco upravovala kvůli sobě. Spíš kvůli těm dětem?

I1: Upravuju kvůli dětem právě.

Interviewer: Jaké osobní strategie nebo techniky kompenzace jsi si osvojila, abys lépe zvládala problémy spojené s tvými poruchami učení v praxi učitele Anglického Jazyka?

I1: Já třeba... co jsem začala dělat je...že si plány píšu na barevný papír. Já teda plány dělám v tabletu. Já si nastavím... mám i každou... každá třída má jinou barvu vyloženě. Ten plán je napsaný na barevném papíru a ne na čistě bílém a pro mě je to v tu chvíli... nevím, nevím proč, ale jednodušší si i tu hodinu představit jak by vypadala... už během toho plánování. Oproti tomu, když jí píšu jenom na čistéj bílej papír. Takže to je jedno... a potom to už jsem říkala, že si všechno přepisuji. Já musím všechno mít... jakmile budu psát v tý hodině, tak to musím před tou hodinou napsat ... někdy i kolikrát během přestávky to píšu ještě podruhé a u těch slovíček u kterých si nejsem jistá ... napíšu je třeba na sticky note. Ted' nevím, jak se to... na papírek prostě... a ten si nalepím na učebnici a беру si ho sebou. Takže já mám i spoustu barevných papírů s sebou. A záložky. Třeba když máme velký čtení se staršími dětmi, tak já si do učebnice vložím záložku, ať můžu po... prostě, ať mi nejdou oči mimo řádek. Ať můžu stejně pozorovat, kde jsou děti a kde ne, protože i děti někdy přeskočí. Já, kdybych neměla tu záložku, tak si nevšímnu, že ty děti přeskočily ten řádek. To jsou asi takové hlavní věci, co já dělám.

Interviewer: Je nějaká podpora, které se ti dostalo ze strany kolegů nebo co ti sama škola nabízí, aby se ti líp vyučovala angličtina, ve vztahu ke tvým SPU?

I1: V rámci tý poruchy ne, ale my máme uvádějící učitele, takže všechny problémy, co máme tak jdeme za těma uvádějícím učitelama. Já v tu chvíli neřeším, jestli je to problém v rámci té poruchy, nebo je to prostě můj problém. Jdu rovnou za tou mojí uvádějící nebo za vedením a řešíme všechny problémy a nějak neřešíme z jakého důvodu je ten problém... Teda u některých ano, protože u některých se musí vyřešit, proč se tak ... tak děje, ale když třeba potřebujeme jenom radu... tak poradí a tím to, když to řeknu blbě, tím to končí.

Interviewer: Jasně, takže je tam hlavně pro tebe ta uvádějící učitelka nebo učitel.

II: A musím říct, že i celý kabinet, ve kterém jsme... nás, je tam celkem šest v kabinetě... my máme půl na půl. Máme velký kabinet a tam se řeší prostě všechno... všichni. U nás na škole je fakt ten podpůrný systém výbornej... že i když jdem za vedením, tak poraděj... a není vůbec žádněj problém i za ...za nimi zajít. Že vlastně vždycky jsou ochotní poradit. Vlastně nám i posílají materiály. "Zkuste tohle, jestli vám bude vyhovovat" a posílají to vždycky celému tomu... tomu sboru, co máme na škole. Takže jak na prvním stupni, na druhém stupni... tak to posílají vždycky všechno... všem.

Interviewer: Využíváš třeba interaktivní tabulí, aby ses mohla vyhnout psaní na klasickou tabuli?

II: Někdy ano, ale převážně ne, protože u nás interaktivní tabule ...každá třída má jinou. My máme různé druhy interaktivních tabulí. Třeba první třída má obrovskou televizi, která slouží jako interaktivní tabule a na té se píše hůře, protože je... je pojízdná není... není na zdi. A tady máme vlastně dva druhy interaktivních tabulí a ...na tý jedný píšu, ale na tý druhý nikdy. Pro mě je pak obtížný to pero... k tý interaktivce nebo mít přímou promítnutý slovíčka.... Ono my... moje děti mají radši, když píšeme, když to opisuju ode mě. O tom jsme už s těma dětma měli diskusi... že oni i sami o to poprosili, abych já psala na tu tabuli místo toho, aby oni viděli prostě napsaný to slovíčko. Protože jak píšeme, obzvláště na tom prvním stupni tiskace, tak oni mají problém.... To pak... teda psace, promiň.... Oni mají problém přejít z toho, co vidí na té tabuli v tiskacím na to psací. Takže oni mě sami poprosili, jestli můžeme psát na tabuli.

Interviewer: Myslíš si sama, že tvoje porucha učení ovlivnila vzdělávání žáků ve tvých hodinách angličtiny?

II: Myslím si, že ano, protože tím, že já mám problém s písmenkama a vynecháváním, prohazováním, tak děti musí i samy si kontrolovat... i to moje, co já jim předávám. To my jsme si hned na začátku hodin... když jsme začínali jsme... jsem to s nima diskutovala a promluvili jsme si o tom... aby o tom věděli, že to co dostanou ode mě nemusí být vždycky správně. Myslím si, že v tomhle v ostatních hodinách oni... jenom můj názor.... myslím si, že nad tím nepřemýšlí... kdyby měli jiného učitele angličtiny... jestli jim to ten učitel napsal na tu tabuli správně, nebo ne. Že jo.. že jo, oni musej opravdu kontrolovat nejenom sebe, ale i mně, když to řeknu. Takže v tomhle si myslím, že je to jiný.

Interviewer: Brala bys to jako pozitivní nebo negativní ovlivnění?

I1: Já bych to viděla jako obojí. Že přece jenom si myslím, že by ve mně měli mít nějakou tu jistotu a já jim ji nemůžu dát... Ale na druhou stranu... díky tomu oni opravdu musí se sami naučit, jak se ty slovíčka píšou... Takže já bych to viděla na obou stranách.

Interviewer: Napadá tě ještě něco?

I1: Museli jsme začít dělat teď spelling ... a to já ... vůbec, to já nedávám, takže já dělám úplně jiný aktivity.... místo toho, abych je kontrolovala já... tak oni pracujou spíše samostatně nebo ve skupinách, protože hláskování a takhle... to já vůbec toto.... To je jediný co jsem nikdy nedokázala překonat, takže to musím upravit vlastně celou tu hodinu, že jo. Oni... v tu dobu se oni stávají jak učitelé, tak i ti co se učí.

Interviewer: Dostala jsi třeba od studentů nějakou zpětnou vazbu týkající se toho, jak učíš? Právě ve vztahu k tý poruše?

I1: Ve vztahu k ty poruše ne. Si většinou říkám o zpětnou vazbu a někdy je obecná, někdy na ... přímo aktivity... Ale co třeba studenti na tom prvním stupni dělají, tak když... zrovna vezmu to znova na to psaní, ale když já píšu na tabuli a oni tam vidí nějaký písmenko, který je třeba špatně napsaný nebo nejde poznat, jestli je to áčko, očko, učko... takhle, tak oni se sami zvednou a jdou to opravit a nic neříkám. Prostě u nás je to takhle v hodině normální... a jde se dál. Takže, my se spíš navzájem opravujeme.

Interviewer: Spousta lidí nevnímá poruchu učení u učitele jako pozitivní. Mě by zajímalo, jestli ty jsi měla nějaké pozitivní zkušenosti, které jsi ve své učitelské kariéře zažila navzdory problémům spojeným se SPU?

I1: Mě většinou... co mám děti se speciálními poruchami, tak už se mi stalo, že mi i poděkovali, že třeba jsem jim pomohla ve stylu, kterým jim jiný učitel nepomohl. Vlastně jsem jim dala radu "mě v tvém věku fungovalo tohle ... zkus to a uvidíš" anebo řekli, že jim i víc rozumím oproti ostatním učitelům. Takže mě překvapilo tohle, že ... že by viděli to ... že já vidím, jak pro ně je to nelehký.

Interviewer: Určitě, takže... dalo by se vnímat tvé SPU jako benefit pro tvoji práci učitele angličtiny?

I1: Já to tak vidím, protože si myslím, že bych měla sama potíže pochopit, jak ta porucha ty děti ovlivňuje. Že přece jenom my si to můžeme načíst, nastudovat... ale myslím si, že dokavad'

to nezažijeme, tak nevíme, jak opravdu těžký to pro ně je. Myslím si, že v tomhle je to velký benefit, že jim můžu porozumět.

Interviewer: Měla bys, na základě svých zkušeností, nějaké doporučení pro školy nebo vzdělávací instituce, jak lépe podporovat své učitele angličtiny, kteří mají SPU?

I1: To je těžká otázka. Jak podporovat? ... Já si myslím, že hlavní je ta otevřenost. Když už ten učitel nějakou tu poruchu má, tak stejně, jak to je na ... na mé škole, že to nikdo nevidí... když to řeknu blbě... jako poruchu, ale spíš jako něco, co je jeho součástí. Stejně jako je někdo choleric a nebo... a takhle, takže si myslím, že to je hlavní než nějaká... nějaká podpora, protože když ... když už to vezmou, tak že je to součást toho učitele, tak. Pak už v tom případě podporuji to učitele jako celek. Ne jenom tu jednotlivou část, ale všechno, což je právě tak u nás. Proto si nedokážu zrovna představit přímo pro tu poruchu, jaká by mohla být podpora.

Interviewer: Jasně, takže taková ta podpora toho učitele jako osobnosti.

I1: Jako osobnost, ano.

Interviewer: Jsou nějaké techniky kompenzace, které bys doporučila dalším učitelům, aby si na ně nemuseli přicházet sami, tak jako ty?

I1: Já bych právě doporučila ty barevný papíry nebo i barevný fólie. Já třeba mám děti, který mi... během psaní nebo v učebnici psali na bílou destičku nebo na průhlednou fólii... tak oni mají ty fólie barevný, což je pro ně... pro ně už taky trošku změna... takže já bych doporučila opravdu experimentovat s barvami na jakýchkoliv površích. ... Fidgety. Já jsem si všimla, že u dětí... i když třeba nemají ADHD, ale třeba mají jenom dyslexii, tak spousta z nich je docela nervózních a potřebují mít pořád něco v ruce. Tak my jsme jim ve škole pořídili fidgety pro všechny děti co mají specifické potřeby... ať už je jakákoliv. I kdyby byla třeba jenom ta dysgrafie nebo samotná dyslexie, tak pořád mají tu možnost si vzít do ruky... bez toho, aniž by to ostatní děti vysušovalo. Takže nemůžou dělat s tím zvuky, takže nejsou takové ty cvakací, ale třeba mají jenom plyšovej povrch a dětem to opravdu stačí... a oni se pak i zvládají lépe soustředit... čehož jsem si všimla.

Interviewer: Tak já už se asi jenom zeptám, jestli je ještě něco, co si myslíš, že je důležitý sdělit vzhledem k tvým zkušenostem, jakožto učitele angličtiny s poruchou učení. Je něco co jsem třeba nezmínila a myslíš, že bys to chtěla říct?

II: Si myslím, že i když už v tom jsme skoro prakticky náš celý život a už jsme na té cestě s tou poruchou dlouho, tak mi přijde, že někdy i sama mám tendenci... ne být zklamaná, ale když nějaká ta pomůcka nefunguje... že přece jenom každá pomůcka funguje někomu jinak... každému z nás jinak. Tak si myslím, že takovýto... experimentování i v našem věku je pořád důležitý.

Appendix C – Examples of coding

personal experiences

how did I find out?

Self-Compensation Strategies
recollections

Impact on Teaching

Disclosure and acceptance
compensation from the outside
redemondations for compensations

Interview 1 Interview 7 Interview 6

chvílkách, kdy nemusí tak v týhle v tomhle okamžiku na to přišla řeč, protože já jsem to sama udělala, že jsem těm svým dětem řekla, že..... Já to mám teda taky, protože oni rádi to ...některý opravdu se tím vymlouvají a kolegově to přešlo úplně v pořádku..... Nijak to nekomentovali nic zvláštního. To vlastně pro ně ani nebylo a děti se někdy tak jako trošku podívají, když na to přišla poprvé. Řeč se podívají, že to nečekali, ale taky nějak dál to nekomentovali, nebo nevadilo jim to.

interviewer Takže vlastně či já to tak nějak bez větších... jakoby...

I1 Přesně tak, jak kdyby to bylo naprosto normální.

interviewer Super. Tak. Teď se posuneme do takové další části a ta se věnuje vyložení tomu, jak tě ovlivňuje tvoje porucha učení aaaaa mě by zajímalo. Jak se teda tvoje porucha učení nebo poruchy učení projevují v tvém profesním životě, zejména v roli učitele angličtiny? jakože ta typická chybovost nevím pomalé čtení horší paměť podobně.

I1 Já to musím zařadit přímo do plánování i příprav hned předtím, než jdu do těch hodin, když se na ně připravuju, když plánuji, protože já.... jak učím na tom 1 stupni, tak mi už učím třetáky a oni se tam začínají učit psát. A tam už by byl problém, kdyby se ode mě naučili špatně to slovíčko napsat. Takže já si například už během plánování dělám seznam těch slovíček, který vím... že budu muset napsat na tu tabuli, aby si je děti mohly třeba opsat. Nebo je jenom vidět, tak já si je už..... Prakticky samy ještě předem, i když je vím, že je znám, tak si je nacvičím jak se.... jak se píšou. A tím, že jsem na tom 1 stupni musela přejít z tiskacího písma na psací, tak se musím znova opakovat psací a.... Prakticky cvičit stejně jako oni, jak napsat některý slovíčka, takže mě to ovlivňuje spíš více v tom psaní než v něčem..... třeba v tom čtení nebo v té paměti.

interviewer Takže psaní je tam hlavní kámen úrazu.

interview 1 Interview 7 Interview 6

nebo je to prostě můj problém, tak jdu rovnou za tou mojí uvádějí nebo zavedením a řešíme všechny problémy a nějak neřešíme z jakého důvodu je ten problém... Teda u některých ano, protože u některých se musí vyřešit, proč se tak tak děje, ale když třeba potřebujeme jenom radu, tak poradí a tím to, když to řeknu blbě, tím to končí.

interviewer Jasně, takže je tam hlavně pro tebe ta uvádějí učitelka nebo učitel.

I1 A musím říct, že i celý kabinet, ve kterém jsme nás, je tam celkem šest v kabinetě my máme půl na půl, máme velký kabinet a tam se řeší prostě všechno všichni. U nás na škole je fakt ten podpůrný systém výborne, že i když jdem za vedením, tak poradě a není vůbec žádný problém i za za nimi zajít. Že vlastně vždycky jsou ochotní poradit.

interviewer To je super, takže i kdybys třeba nevíš, přišla na to, že.... Plácnu.... tady je nějaká výuková aplikace, která by mě třeba osobně pomohla, jakožto člověku s SPUčkem. Tak když za nima přijdeš, tak se to dá nějak vykomunikovat.

I1 přesně, dá. Vlastně nám i posílají materiály. "Zkuste tohle, jestli vám bude vyhovovat" a posílají to vždycky celému tomu tomu sboru, co máme na škole. Takže jak na 1 stupni na 2 stupni tak to posílají vždycky všechno všem.

interviewer Ještě mě tak napadlo v návaznosti na minulý rozhovor, co jsem měla. Využíváš třeba interaktivní tabuli, aby ses mohla vyhnout psaní na klasickou tabuli nebo. Ne

I1 někdy ano, ale převážně ne, protože u nás interaktivní tabule každá třída má jinou my máme různé druhy interaktivních tabulí, třeba 1. Třída má obrovskou televizi, která slouží jako interaktivní tabule a na té se píše hůře, protože je je pojízdná, není, není na zdi. A tady máme vlastně dva druhy interaktivních tabulí a na ty jedny píšou, ale na ty druhé nikdy. Pro mě je pak obtížný to pero.... k ty interaktivně nebo mít přímou promítutý slovíčka.... Ono my my děti mají radši, když píšeme, když to opisují ode mě, co co o tom jsme už s téma dětma měli diskuzi, že oni i sami o to poprosili, abych já psala na tu tabuli místo toho, aby oni viděli prostě napsaný to slovíčko, protože jak píšeme, obzvláště na tom 1 stupni tiskace, tak oni mají problém.... To pak teda psace promiň.... Oni mají problém přejít z toho, co vidí na té tabuli v tiskacím na tu psací, takže oni mě sami poprosili, jestli můžeme psát na tabuli.

interviewer Super je fajn, že tam probíhá ta komunikace, což mě vlastně přivádí úplně perfektně se mi teďka nakopla a myslíš si? Teď je to spíš asi hodně o tvém názoru. Myslíš si sama, že tvoje porucha učení ovlivnila vzdělávání žáků ve tvých hodinách angličtiny?

I1 Myslím si, že ano, protože tím že já mám problém s písmenkama a vynechávání prohazování, tak děti musí i samy si kontrolovat i to moje, co já jim předávám, to my jsme si hned na začátku hodiny, když jsme začínali, jsme jsem to s nima diskutovala a promluvíli jsme si o tom, aby o tom věděli, že to co dostanou ode mě, nemusí být vždycky správně a myslím si, že v tomhle v ostatních hodinách oni a jenom můj názor. Myslím si, že nad tím nepřemýšlí, když měli jiného učitele angličtiny, jestli jim to ten učitel napsal na tu tabuli správně, nebo ne že jo že jo, oni musej opravdu.... Kontrolovat nejenom sebe, ale i mně, když to řeknu.

interviewer Jasně.

I1 Takže v tomhle si myslím, že je to jiný.