

ANALYSIS OF DISRUPTION OF COMMUNICATION SKILLS IN PUPILS WITH SPECIFIC LEARNING DIFFICULTIES

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THE MAIN POINTS OF PRESENTATION

- Specific learning difficulties
- Disruption of communication skills
- Methodology
 - Main aims and hypotheses
 - Type of research
 - Description of research sample
 - Research tool
 - Results of research
 - Evaluation of hypotheses
- Conclusion

SPECIFIC LEARNING DIFFICULTIES

- Specific learning difficulties are heterogeneous group of disorders manifests as a distinct difficulties in the acquisition and use of such skills like a speaking, understanding of speech, reading, writing and counting.

Classification:

- Dyslexia
- Dysgraphia
- Dyscalculia
- Dysorthographia
- Dyspraxia
- Dyspinxia
- Dysmuzia

DISRUPTION OF COMMUNICATION SKILLS

- Communication skills are disrupted when some of language levels - one or more together are distracting due to communication plan of the person
- It can be phonetic and phonologic language level, lexical and semantic language level, morphologic and syntactic language level, pragmatic language level, verbal or nonverbal form of communication, graphic or oral form of communication or expressive or receptive part of communication

THE AIMS OF THE RESEARCH

- The main aim of the research is analysis of disruption of language levels in pupils with specific learning difficulties on basic school with a description of disruption in language levels
- The research is focused on this language levels
 - Phonetic and phonological
 - Morphological and syntactic
 - Lexical and semantic
 - Pragmatic

HYPOTHESIS

- H1
 - The language levels are more disrupted in pupils with SLD from 2nd grade then from 3rd grade
- H2
 - The language levels are more disrupted in boys with SLD than girls with SLD
- H3
 - Phonetic and phonological language level is more disrupted than the others language levels in pupils with SLD

METHODOLOGY – THE TYPE OF RESEARCH

- The research is using elements of quantitative and qualitative research together, it means that the research is mixed
- In research were used techniques of interview and tests
- Quantitative part of research is focused on a collecting data via testing of pupils and quantification the results
- qualitative part is analyzing the quality of communication skills in interview with pupils with SLD

METHODOLOGY – THE RESEARCH SAMPLE

- Choosing the informants to the research sample was intentional
- the research was conducted in two basic schools in Brno city.
- In research sample are pupils with specific Learning Difficulties
- Research sample involved 52 participants
 - 4th grade - 15 pupils
 - 3rd grade - 29 pupils
 - 2nd grade -8 pupils

METHODOLOGY – THE RESEARCH TOOL

- Test of its own design
- The main aim of the test is to analyze communication skills in particular language levels in pupils with SLD
- The test was developed on basis of a examination of speech therapist, focused on particular language levels:
 - phonetic and phonological
 - lexical and semantic
 - morphologic and syntactic
 - pragmatic

METHODOLOGY – THE TEST

- The test is divided in 2 parts - written part and oral part
- Written part
 - 13 tasks
 - respecting the pace of individual
 - the instruction were read loudly to avoid reading mistakes
- Oral part
 - 13 tasks
 - each pupil individually
 - quiet separated room
 - focused on oral speech

1. Spoj čarou obrázek se správným názvem věci. Spočítej kolik má slovo slabik a spoj čarou se správným počtem.



Ryba

3



Muchomůrka

2



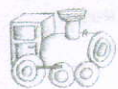
Počítač

4



Lokomotiva

1



Dům

5

8. Ke každému slovu napiš jeho opak:

příklad: hezký – škarodý

sladký a kyselý

čistý a špinavý

starý a

dobrý a _____

nahlas a _____

dopředu a _____

svělo a _____

doleva a _____

9. Napiš nadřazené slovo pro všechny ostatní:

Například:

• maso, chleba, vejce, šunka, sýr –

to všechno jsou potraviny

• okurek, mrkev, kedluben, mýče, květák

to všechno je zelenina

• vlněák, kostky, autička, panenka, autodráha

to všechno jsou

• svetr, tričko, čepice, kalhoty, ponožky,

to všechno je

• postel, stůl, židle, křeslo, sklíň

to všechno je _____

5. Vytvoř z podstatného jména, přídavné jméno. Podstatné jméno je vždy podtrženo.

Příklad: kniha pro děti – dětská knížka
 pero na psaní – psací pero
 šampon na vlasy – vlasový šampón

ručník na pláž _____
 brýle pro potápěče _____
 plavky pro děti _____
 pohár se zmrzlinou _____
 krém na opalování _____

EVALUATION OF HYPOTHESIS

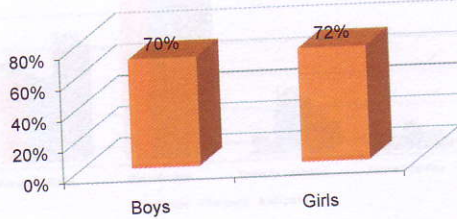
- H1
 - The language levels are more disrupted in pupils with SLD from 2nd grade then from 3rd grade
 - Falsified

Language levels	2nd grade	3rd grade
P-P	100%	93%
L-S	100%	96,50%
M-S	67,50%	76%
P	12,50%	21%
Average	70%	72%

EVALUATION OF HYPOTHESIS

- H2
 - The language levels are more disrupted in boys with SLD than girls with SLD
 - Falsified

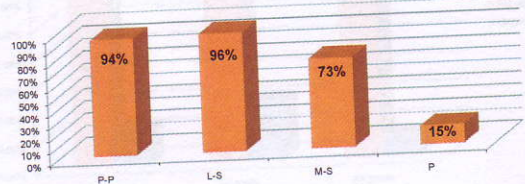
Average number of pupils with disruption



EVALUATION OF HYPOTHESIS

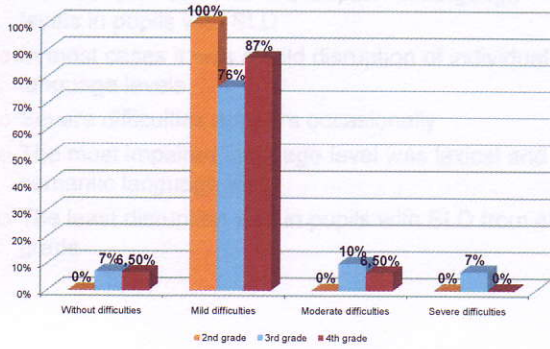
- H3
 - Phonetic and phonological language level is more disrupted than the others language levels in pupils with SLD
 - Falsified

Disruption of language levels in pupils with SLD



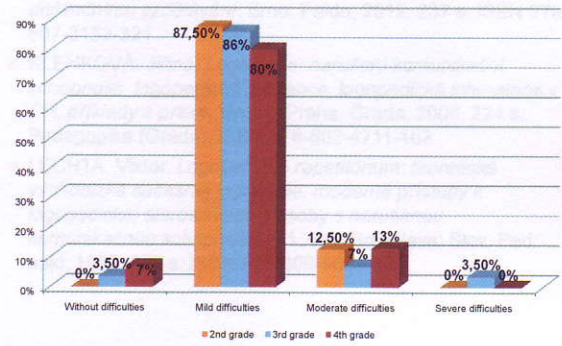
PHONETIC AND PHONOLOGIC L.L.

Difficulties in Phonetic and phonologic language level



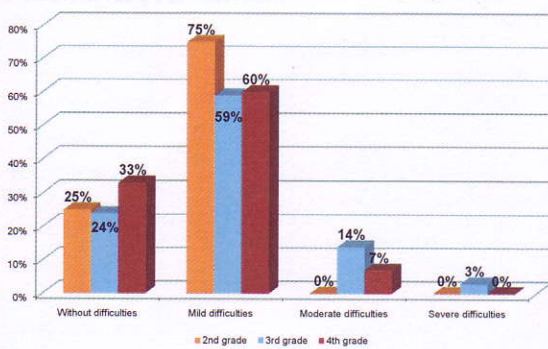
LEXICAL AND SEMANTIC L.L.

Difficulties in Lexical and semantic language level



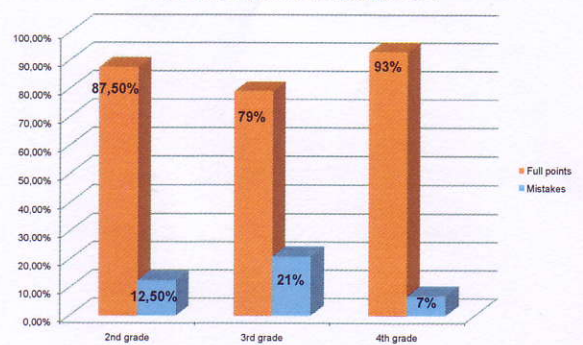
LEXICAL AND SEMANTIC L.L.

Difficulties in lexical and semantic language level



PRAGMATIC LANGUAGE LEVEL

Score in pragmatic language level



CONCLUSION

- The research confirms a disruption of language levels in pupils with SLD
- In most cases it was a mild disruption of individual language levels
- Severe difficulties appears occasionally
- The most impaired language level was lexical and semantic language level
- The least disruption was in pupils with SLD from 4th grade

SOURCES

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