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Faculty of Psychology and Educational Sciences.**

Summary of PhD THESIS.

The Etiology and   Therapy of Disabilities   Involved   in the Learning of English by Israeli Students during their   Secondary and High School Education.

TEZĂ DE DOCTORAT.

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<u>The Key   Words</u>:

- Disability ;
- EFL- English   Foreign Language Learning ;
- Environment: Positive and Learning;
- Affective ;
- Case Study,
- Intervention ;

.

"Enjoy your students. It's the only way to survive
as a teacher". Mohammed Zeidan ELT

I N T R O D U C T I O N.

This work was devoted to learning disabilities of Israeli   schoolchildren displayed in learning English Foreign Language, that become rather serious problem in the society which needs more technological development and modernization and so more educated citizens capable to participate in this process.

 A vast quantity of the students-children and teenagers- are detected as non-able to study based on their low thinking forms , i.e to process, reproduce the pieces of information ,   nothing to say about analyzing and creativity, to show the high thinking forms.
A bunch of psychological problems such as anxiety, a lack of confidence, lowed self-estimation accompanied the learning disabilities performance at children. These children grow up in the adults who continue to obtain learning disabilities that damage their future living in the professional and personal fields.
English subject is very important for Israeli curriculum. The language has a special place in the society with an existence of a lot of immigrants and tourists from the Anglo-Saxon   countries, much written documentation   , medical recordings held in English . Israel is switched to the world , and a lot of Israeli citizens travel and their language of the communication becomes English . So, the language on the whole is learned by the students without aversion, however   a lot of children experience big difficulties and they are often defined by   school educators as completely unable to study and are sent to special schools , so separating them from a regular body of students.

Many children can be simply slower in developing and show natural differences in   their rate of it, sometimes what seems to be a learning disability may simply be a delay in maturation but it is mistakenly taken as a learning disability. The number of such students is becoming more and more.

It becomes very difficult to   define   children   who have real learning disabilities and separate them   from the children who have   the imaginative ones caused by emotional disturbances that can be part and parcel of the disadvantages such as economic, cultural, environmental including non- friendly   surroundings, their influence ,difficult family circumstances such as orphan hood , parents' divorce ,abuse, socioeconomic difficulties; faulty teaching-- inappropriate exercises, insufficient or lack of genuine interaction (openness, trust) between the student and the teacher, defective command of the instructor /teacher of the material being learned and its methods of teaching.

I got enough experience to observe such students. My own observations and reflections   led to my great desire with the help of the done research to check my built inner opinion that many students are done as having learning disabilities by their own teachers and educators, and so they have imaginary , false disabilities. And the second thing: I would like to try to improve their learning state by teaching in my own way that I had worked out during long time before. I tried it on a definite number of students and I described it in the case studies.

CHAPTER 1:   THEORETICAL   BACKGROUNDS   OF THE RESEARCH.
1.1Environmental and Personality Interaction Theories.

The ties, that connect everybody with the surrounding world, express his mutual social interactions: a person reacts on what surrounds him by doing it with all his mind, feelings and senses and he is influenced , affected, formed   by his environment that can treat him positively or negatively, friendly or with hostility , indifferent for him, attracting or pushing from itself.

An environment can change, turn itself in somebody else by building or ruining his personality that it forms. How many people could become scientists and writers if they had been in a proper environment their development.

Sigfried Engelmann(1977)claimed that perhaps 90% or more of children who are labeled as " learning disabled"   exhibit a disability not because of anything wrong with their perception ...or memory but because they have been seriously mistaught.("Causes of Learning Disabilities"
http://www.education.com/reference/article/causes-learning-disabilities).
Learning Disabilities are made   not born.(Pandit, R 2004   ).

" ... many children with learning problems were simply not receiving needed educational services". (Lovitt, T(1978) pp.509).
Even genetic studies of reading disability show that only about 50% of the variability in reading skills can be explained by genetic factors----the remainder is **environmental** ones.

1.1.2. Lev Vygotsky's **Theory of Social Interaction.**

    What can be a receipt for growing up an educated, cultural, moral and simply happy person ?
A child does not stay in vacuum, he/she exists with the help of a constant interacting with his/her   environment that can give development that is so necessary for a proper studying .
 Lev   Vygotsky   discovered that social interaction   precedes development ;
 consciousness and cognition are the end product of socialization and social
 behavior. "Every function in the child development appears twice : first on the
 social level, and later, on the individual level; first, between people (inter-
 psychological   ) and then inside the child (intra-psychological)" (Vygotsky,L,
 (1978)" Mind in Society).Vygotsky thought that a child belonged   to his socio-
 cultural group that   could be responsible for his higher mental functions , and
 the more people come to interaction with a child the more one can say about
 enhancing of his/her mental functions. These people are first of all his/her parents
 , but they can be the other adults as well. They are

 the More Knowledgeable Other(MKO) with who dialogue the social interaction
 concretely expresses itself.

 Social , cultural interaction forms their personal development   that can
 effect nicely on   performing of their learning   abilities.

The tendency for learning disabilities to run in families can suggest a correlation between environmental influences on children's early development and subsequently achievement in such evidence for this relationship can be found in longitudinal research such as that conducted by Hart and Risley (1992,p.1096). They found that infants and toddlers when receiving the infrequent communication exchanges with their parents were more likely to show deficits in vocabulary, language use and intellectual development before entering school.
    A social interaction with knowledgeable people plays an important role in developing thinking abilities for these students, that can be expressed in a development of a creative thinking, which would significantly advance students' results in learning.

1.1.3 **Lev Vygotsky's** Zone of Proximal Development .

The MKO plays an important role in determining <u>Zone of Proximal Development. (ZPD),</u> the distance between a student's ability and its present realization. According to Vygotsky, learning occurred in this zone, where a child performs a task under adult guidance and or/with peer collaboration, and the student's ability solves the problem independently, fully involved in a learning procedure. He constructs his study, using his knowledge taken from a surrounding world. The interaction between an adult and a child shows its dynamic and mutual nature, because the child <u>is no longer a passive participant but an active partner in the learning process.</u> Vygotsky was convinced, that best children's potential can be demonstrated when they work with more competent person than when working on their own.

1.2   Emotions and Learning.

There is a relationship between learning and emotions. Learning requires thinking. Thoughts influence upon feelings. The connections between emotion and learning are bi-directional and complex.

A current mood influences the way people think, perceive events, remember and make decisions (Lawson,C) . What one expects to happen influences his emotional reaction.

Emotions are connecting a sensory input and thinking. When the input is interpreted positively, a person is motivated to act and achieve a goal. When the input is interpreted negatively, the person does not act ,and he does not learn. Negative emotions can be the cause or the effect of problems with learning. Anxiety, depression and anger or frustration can interfere with learning and can result from problems with learning, creating a maladaptive and self-defeating pattern of behavior, which prevents learning and stunts mental/emotional growth.

Lack of success to achieve the goals can express itself in the form of anger, frustration and acting out, anxiety and depression.. Enjoyment motivates a student to succeed. One cannot become emotionally intelligent if he is unable to learn.

2.2.1 Fredrickson's Theory of Positive Emotions.

Barbara Fredrickson did work studying the power of positivity. According to her theory, positive emotions *broaden* the way

people think and act , motivate them to approach, explore and
act in their environments. Through experiencing positive emotions,
people   transform   themselves,   becoming   more   creative,
knowledgeable,   resilient,   socially   integrated   and   healthy
individuals.
One of her main hypothesis states, "Discrete positive emotions broaden the scopes
of attention and cognition and lead to a widened array of thoughts and action
impulses in the mind. A corollary to this hypothesis is that negative emotions shrink
these same arrays. Several recent studies from our lab provide converging support
for this hypothesis." As one can see from Fredrickson's hypothesis, positive thinking
can improve the state and functionality of a child.' (Fredrickson, B 2001p. 221). But"
the bottom line is finding ways to cultivate meaningful positive emotions"
.(Fredrickson, B " Leading with Positive Emotions".)

1.2.2   Martin Seligman's Research of a Positive Thinking.

Martin Seligman made the research that explored the tremendous value of
positive thinking. He has stated that a positive attitude "allows people to rise to life's
challenges, overcome adversity, resist illness and depression and lead happier,
more successful lives."(Seligman, M, Randal, M, Gillham, J. 2009,p.293).

Martin Seligman   was one of the founders of the positive psychology movement
which advocating affirmations as the Effective Devices in Improving of Various
Learning Disabilities, where an affirmation is a positive statement that is repeated
over and over , it triggers the subconscious mind to change in a positive direction,
allows children to have more confidence in their abilities to learn.

The affirmations serve to assist truly the students with a variety of learning
disorders and the developmental disabilities.
They set a positive intention. These intentions allow students to focus on what they
want to achieve instead of negative emotions like what they lack.

When the subconscious has negative associations with learning, learning becomes more difficult. The positive affirmations   work to restructure these beliefs. As a result, learning can become easier and more pleasurable.
In addition to helping with learning, positive affirmations   improves social and communication skills.

1.2.3. The Influence of Self-Esteem and Motivation on a Psychological Side of Learning Process.

According to research(Helmstetter,Sh1986) 77% of what people think about is negative ,and it works against people, where poor self-esteem   causes feelings of inferiority and despair. For example, children with learning disabilities   have a great deal of trouble with their self-esteem. Human emotions strongly affect motivation.

If students feel unmotivated, low self-esteem and with it they put out effort, they are never successful ,and they fail to achieve their goals. As a result, they begin to feel stressed out by school and start to feel helpless and hopeless. In this situation, their thoughts affected or caused their negative feelings.
   Other times students seem unmotivated because they are anxious or depressed. As a result,   they have trouble concentrating in school and they can't keep their mind on their work. They may think too much about personal problems and focus on the negative. In this situation, their emotions affected or caused their negative thoughts. In both situations, a lack of motivation prevents new learning; it "turns off the switch".

Positive affirmation statements can make a big difference in improving self-esteem and also allow kids to heal from negative experiences.

1.2.4 "Pygmalion Effect".

For a successful performance of a child at school the way parents and teachers view a child, their beliefs in him are also important ,and it has an   impact on his learning ability.
   Teachers' expectations can really affect children's achievements in school. If they think their classes being capable and should do well during the year, the children achieved beyond anyone's expectations .

   This phenomenon   where the greater the expectation is placed upon people, often students, the better they perform was called the **Pygmalion effect**,
(after Pygmalion, a Cypriot sculptor in a narrative by Ovid in Greek mythology, who fell in love with a female statue he had carved out of ivory that she became alive), or Rosenthal effect or   more commonly known as the   Teacher--expectancy

effect.

The Pygmalion effect is a form of <u>self-fulfilling prophecy</u>, and, in this respect, people with poor expectations internalize their negative label, and those with positive labels succeed. <u>Rosenthal</u> showed the purpose of the experiment as to support the hypothesis that reality can be influenced by the expectations of others.

Positive emotions, teachers' beliefs and high expectations will be remaining a powerful intervention device for successful work with any students more over including students branded as having learning disabilities.

Low teacher expectations for his students, who show dyslexia, are one of the risk factors that may further slow students' achievements and beliefs of teachers regarding students' disabilities may thus be affecting their instructional practices, even frequency of interactions between teacher and students.

1.2. 5 Self— Efficacy.

<u>Self-efficacy, the belief in one's own abilities</u>, makes a teacher most effective in the classroom ,more than teacher experience or teacher education, as

 a recent study in **The Elementary School Journal(September, 2012)** found, where it was reported that teachers with a <u>higher sense of self-efficacy</u> provided more support for student learning and created a more positive classroom environment.(Ying Guo, Carol McDonald Connor, Yanyun Yang, Alysia D. Roehrig, and Frederick J. Morrison, 2012, p.3).

The findings indicated that fifth-grade students learn more when their teachers communicate with them in" <u>more emotionally supportive and responsive ways</u> and provide evaluative feedback and a classroom environment that support learning."(ibid, p.3).

1.2.6. <u>Howard Gardner Theory of Multiple Intelligences= MI.</u>

A big importance for the effective   teaching to students, including the students defined as having learning disabilities has the theory of Howard Gardner(1983) that makes the cognitive approach to such students being more exact and finally , successful,

    This was the theory about a variety and   diversity sorts   of **human** intelligence, the different ways that individuals learn and process information .

He distinguished a number of intelligences:

    1. Linguistic Intelligence----the capacity to use language effectively on all its levels.

2. Logical-mathematical Intelligence--the capacity to use numbers effectively;

3. Spatial- Intelligence--the ability to perceive the visual---spatial world accurately;

4.Musical Intelligence----the capacity to perceive , discriminate, transform and express musical forms;

5. Bodily Kinesthetic Intelligence== special skill in using one's whole body to express ideas and feelings, for example a mime or a dances;

6.Interpersonal Intelligence: <u>extroverted</u> ,the ability to mixing with people;
7.Intrapersonal Intelligence : <u>introverted,</u> a skill of an individual to exist in agreement with himself , they prefer to work and even to stay alone;

8 . Naturalistic Intelligence== a strong connection to the outside world or to animals activities, being aware of even subtle changes to their environments.

As   Gardner pointed out in his book<u>"</u> *Frames of Mind: The Theory of* Multiple *Intelligences",1983,* people have different types of   intelligence rather than just one level of intellectual functioning and they <u>may be particularly strong in certain types of intelligence, while weak in other</u> ones.

Although there is an opinion of learning disabilities as being incurable, thanks to Gardner 's theory of the Multiple Intelligences,
      it is in a power of teachers and other   educationists   to decrease the level of learning difficulties functioning

 one of the possible ways in delivering successful   intervention   to children with learning disabilities can originate   from the idea   that children have different ways of thinking and understanding reality a learning material is based on , and forming special opinions to "dressing up" individual tasks and strategies on children who   come to finding   their individual route of learning.
A   lot of students fail in their studies attempts at school, considered being disabled, sent to special schools because of a one-size approach to them
from the side of their educators, taken logical-mathematical learning styles
 are dominant and children with a musical learning style are not realized ,just neglected, because these children showed gifts in the other intelligences
, for example: the artists, musicians, naturalists, designers, and they can't function well in   those learning surroundings determined by their teachers.

     Besides, a teaching style - learning style of a teacher can go opposite to a preferable learning style of a student, so making his existence in class so miserable.

OUR EDUCATION SYSTEM

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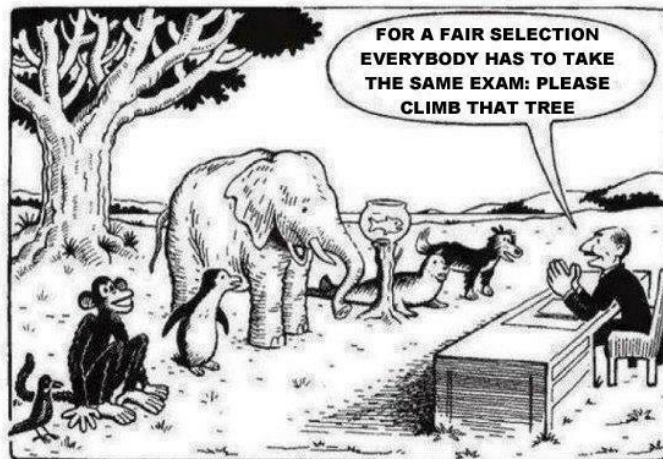
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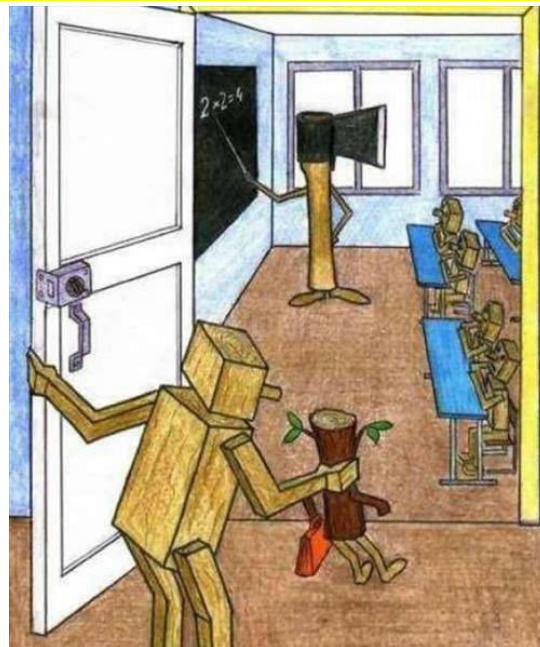
Gardner's theory gives evidence that students will come to better
results , when they are treated through a broad vision of education,
where teachers apply to different methodologies, even the gamut of

exercises and activities, ,to reach all students, not just those who are especially good at linguistic and logical intelligence, that is usually dominant at school, confronted with a student having difficulties, giving him a different approach to teach the material, using Multiple Intelligences as a framework.

1.2.7.Learning Styles and Their Application in Class.

Learning style or styles are described as " cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment."(Keefe, J 1979a,pp.1-17). There   are   no absolutely disabled students! Every can study under right circumstances.(Sprenger, M 2003).
According to **Fleming's VAK model**, each individual may possess
 visual ,**auditory** and **kinesthetic** learning styles. And   each individual may possess a single style or a combination of different learning styles.

Visual Learners.

Individuals , who fall into this category ,typically learn through what they are able to see with their own eyes. Visual learners need to see material in order to understand it. These students commonly use visual aids, such as graphs and diagrams, underlining, highlighters various colors to assist them in putting material into perspective.
They are typically good at seeing pictures and modifying things in their minds that visual-spatial intelligence allows.

Auditory learners.

They tend to absorb information   through hearing it , i.e through sounds, music and discussions, for example. Auditory   learners   prefer to hear materials as they are spoken. Individuals with an auditory or verbal learning style typically learn most effectively through audio books, lectures, oral presentations and verbal instructions .

Kinesthetic Learners.

Kinesthetic learners are tactile learners, who absorb information best through moving, doing, acting out and touching, i.e being active in some manner. Kinesthetic learners   prefer situations which are hands-on and which provide them with the opportunity to assemble parts and take part in a physical activity.

Within the kinesthetic learning style, there is also a sub-category known as interactive learning, a method of acquiring information involving active participation. The individuals learn best when they are in situations in which they can actually perform or do something.

Tactile/kinesthetic learners   prefer to learn on base of experience—moving, touching , and doing(projects, experiments, active acquire of the world ,i.e strong connection with their surroundings).

    VARK model is highly helpful for a child who is identified as a learning disabled , because   realizing that   each student when he really learns , he approaches to it in his own way, with his own pace he is unique , being capable of succeeding.

    It is interesting to mark that a study concerning learning style liking   was held among native speakers and non-native speakers of English.(Reid, J1987pp.87-110). A questionnaire was given to 1,388 students to identify their perceptual learning styles preferences. As a result, the statistical   analyses of these questionnaires showed that non- native speakers learning style preferences often differed significantly from those of native speakers. Non-native students, who studied English as a second language, strongly preferred <u>kinesthetic </u>learning style as a major learning style. As for the native speakers, the most learning style preference was estimated as   auditory one..(Reid,J 1987, p.96).

    The other researchers (Carbo, M 1983,pp.486-494) when investigating the perceptual styles of readers , distinguished good and bad readers, where they discovered that <u>good</u> readers prefer to learn through their <u>visual</u> and <u>auditory</u> senses , while poor readers have a definite preference for kinesthetic learning.

1.3   The Ways of   Learning as Being Effective Ones For the Students Who Perform Learning Disabilities.

... . **Incidental   Way of Learning.**

  An **incidental** learning is some form of an indirect and <u>unplanned</u> learning , a random learning, what is referred to "unintentional learning occurring at any time and at any place , in everybody life"(<u>UNESCO</u>, 2005,p.4). Here,   an individual does not make any conscious effort to acquire information or skill, he   is merely exposed by chance to some experience – such as passively observing the actions of another person or watching a film.

   Incidental learning is effective for decreasing learning disabilities of students, who   sense a lack of concentration, in fact, <u>they obtain an incidental attention,</u> they get tired quickly of a class material delivered in an ordinary way.
A non-direct learning goes in some "natural" way through observation, frequent social interaction and problem solving, it permits students with learning difficulties acquire learning material more willingly and in such a way effectively.
So, a lot of Israel schoolchildren perceive language skills outside of school classes through watching   English movies with hearing English and simultaneously reading

Hebrew translation in titles , listening songs in English ,traveling abroad with their parents ,using English as an international means of communication , chattering in English through a social net , entering and reading Internet sites in English.

Incidental learning   is fostered through small-group interaction ,it is situated, contextual, and social, in incidental learning a students' natural interest is used so they come across such facts incidentally, in the course of pursuing their interests. How one learns a fact is as important as what fact one learns.

The characteristics of incidental learning permit to <u>increase of affective factors presence i</u>n learning process that is especially effective learning disabilities decreasing.
It is believed that many of the attitudes, beliefs, and values we hold, are acquired mainly <u>through incidental learning rather than from deliberate instruction</u>. Some contemporary classroom approaches rely fairly heavily on children's incidental learning capacity to acquire basic skills and concepts.
In many English-speaking countries in the 1980s and 1990s teachers believed that children would all acquire word recognition, phonic knowledge, spelling skills and the rules of grammar <u>through incidental learning</u> by engaging in reading and writing activities each day (Goodman,K1986).

Advocates of these approaches regard incidental learning as preferable to direct instruction because it is considered to be a more 'natural' way of acquiring information and skills till learning without the intent to learn.

Vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary.

Picture illustrations support the reading process by clarifying the meaning of unfamiliar words (Hudson,T 1982 , pages1-31).

<mark>1.3.2</mark>   <u>Meta-Cognition   and Self—Regulated   Learning.</u>

 In order that a student can become conscious about etiology of his   learning difficulties , his strong and weak sides in learning ,when and how to use particular strategies for learning, to be involved and   highly interested
in getting success, I   introduced meta-cognition notion -thinking about his thinking, which "refers to one's knowledge concerning one's
 own cognitive processes or anything related to them"
(Flavel J,1976,p.232) delivered in the form of free discussions, group and individual.

Meta-cognition guides self-regulated learning. It can become significant for students who display learning difficulties and   disabilities, but obtaining a strong and quite individual character, they can be masters of their learning .
During self-- directed learning   students   invent their own   learning   strategies that can be useful for their homework doing.

1.3.3   Learning Autonomy- LA. Its   Use   in Class.

  A Learning   Autonomy(LA) has been defined and applied, as an enhanced ability of learners to make the independent decisions about their learning , teachers' beliefs influence their instructional choices
(Phipps, S and Borg ,S 2009,pp.380-390).
LA involves   learners in having the freedom and/or ability to make choices and decisions.
So, connected   with the concept of learner choice, autonomy means that learners can make choices about how they learn, what kinds of things they will learn, for what reason they are learning'.
LA has a positive effect that allows language learners to learn more effectively than they otherwise would. It is more efficient , because it is more personal and focused. Learners are actively committed to their learning, that lead to a high level of motivation and generally, positivity in educational state.
The practices used for Learning Autonomy promotion involve in
talking to students about autonomy and its value, making them confident to work by themselves, encourage students not to be afraid to make mistakes, making them being independent learners, involving students in having freedom to make a choice and decisions concerning materials, topics, activities and grades.

1.4   Several Conclusions on the Theoretical Part.

 The theoretical sources conclude that successful learning does not have only cognitive aspect. Learning is connected with feelings and   emotions ,that also can affect it this or that side, increasing or decreasing acquiring of material.
The Effective forms of learning, such as incidental learning and autonomous
 learning, for example, increase the presence of positive affective
factors that can be a sort of therapy for learning disabilities.

Psychological state of a student has a great meaning for achieving
  success in learning. If a student is   seized with the negative emotions
  such as, for example fear, anxiety ,anger, a sense of hurt and humiliation ,
  he can't   catch the material ,understand it, so he can't learn successfully.

And the task of a teacher consists in creating
good feelings , a feeling of success with   such students who sense
themselves being "diminished". A good strategy in prevention of learning
disabilities can serve in a   high expectancy of teacher toward his students,
belief in them , his ability to estimate their Zone of Proximal Development and
 maximally bridge the gap between what is displaying and what
is potential.

If to observe a set of useful devices for therapy , it consists in weighty combination
of various ways of teaching with taking into
 consideration a preferable learning styles of their students that go in harmony
with a teaching style of their instructors. he development of high order thinking ,
creative thinking , independence in the learning (learning autonomy that is very
characterized for the students who have the special needs –learning disabilities)
can help such children in a high way to reach good
results in their learning of English Foreign Language , although a usual opinion is
that students with learning disabilities need in developing of the concrete (low)
forms attached to a simple memorizing.

CHAPTER 2 .   Research Methodology.

2.1 Objectives and Hypotheses.

The objectives of this   thesis   deal with the reasons
of the learning disabilities performed in the English foreign
language by the students of a secondary school and high
school and the ways of effective therapy   was:
1. To find the possible reasons of the learning disabilities,

In order that it could help students   in future to avoid the faulty
conditions of arising and development of learning disabilities when
learning the English foreign language.
2. To give a clear and real possibility for each student
to find his/her own way to learning achievements.
   3.To compile the program that can become fruitful and
an effective Instrument for teachers in their work with the students
who sense difficulties-disabilities in learning .
Working on the formulation of the hypotheses for my work, I took into the
consideration my past and current   experience of teaching
to dyslexic students in state schools ,the observations
of other teachers' work with the students defined as learning
disabled ones, my own perceptions   on organizing and state of
the Educational   system in Israel, the understanding of Israel
as a peculiar society in the past and present.

Based on these factors ,I formulate the **hypotheses** as the following
ones:

1.It is assumed that a deprived learning environment with a
lack of   proper interactions **between students---teachers-----students**
causes learning disabilities : functioning learning   disorders
and difficulties are more frequently than the quality of genes.
2.Social, pedagogical and school organization drawbacks---
educational ones- create students with psychological problems
in learning, which are mistakenly taken for disabilities, and many
children, who are defined as obtaining learning disabilities
and   severe learning disabilities, have imaginative learning
disabilities in reality.
2.It is assumed that the affective variables play a   primary role
in the effective therapy of learning disabilities.
                  3. Incidental Learning promotes Study
                       Success of Students with LD.

2.2 **Participants.**

   The participants were the students of 3 schools ,2 located in
   Jerusalem   district and the other one was in the North of Israel.
   The school that is located in Jerusalem is called "Gymnasia ha-Ivrit".
   It is located in a luxurious and beautiful district of the city.

   A student population there is rather diverse in socio-economic

and cultural status , is accepted in school
from different districts of Jerusalem. The school provides
the policy of the integration of the students with
the special needs in regular classes.

The children are treated toughly and in the same way <u>regardless if they are</u>
(regular students or students with the special needs , controlled, they are
demanded to be obedient and calm in an unnatural way for
their age .
The conditions of teaching turned to be much favorable than
it was before , but the atmosphere of school is
rather cheerless .

Another school is named "Kedma". It is located in Jerusalem
district Katamon, one of the poorest neighborhoods, settled mainly
with the population of the North African origin, Russian and Ethiopian
immigrants.
"Kedma" is a relatively new school, founded in 1994.It is a fully
academic high school, considered as a special one, opened for
the needs of children from disadvantaged families, aimed to help
them to pass Matriculation Exam.
Nowadays passing Matriculation Exams, including English 3 points
level, is a main learning policy of the school administration.
But, unfortunately, English foreign language is not on its proper place in a
school schedule. So, it is often removed from the schedule in favor of other
activities.
The third school belongs to the professional net "Amal" , where
students should combine learning of the main academic subjects
with the special ones, needed for their profession. It is located
in the North , In resort city Tiberias , near a Sea of Galilee . In this
school students learn from the 10 th to the 12 th grade, between 16 and even
older than 20 years old.

The most student population is the young people of
the Oriental Jews families and new immigrants from the former
Soviet Union. Mostly, they were cast from the regular schools.
There are teens with a risky behavior. Some of them have their files
in police.
So, It is a school of the special education , intended to give
Matriculation. But, unfortunately , students take and pass
Matriculation Exams not according to their abilities or the level

 of their knowledge, but according to the wish and possibilities of
 that school.
In this school, as well as in "Kedma", English is not on the place of the main
 disciplines for study, but for taking Matriculation Exam.
 The students, who participated in my research, studied in Junior High
 and High grades of above described schools. they were between 13
 and 19 years old.
 The number of girl-students were prevailing.

 The research was divided into 2 parts according to the theme:

 " The Etiology and Therapy of Disabilities Involved in the
 Learning of English by Israeli Students during Secondary and High School
 Education":

1.Etiology of the learning disabilities in English Foreign Language:

 Concerning establishing the probable causes—etiology-- of learning
 disabilities experienced in English as a foreign language,
 the participating students were of the **mixed** kinds: those
 who experience from mild till severe learning difficulties, and
 those students who   consider themselves and were defined as
 regular ones , who did not feel difficulties or did not show disabilities.
participating students: **51**students ---14-17 years old;
 48   students (10)-13 years old.
(there was no division according to gender.)

Subjects Participants at the reseaerch.

51 stud. 14-17 years old

48 stud.10-13 years old
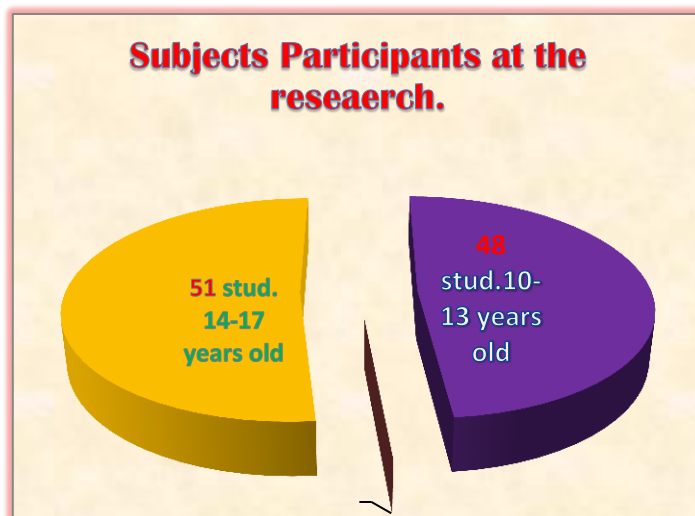
2. **Therapy** of the Learning Disabilities in English
Foreign language learning.

There were**7**students, belonged to these separate and different
schools, who were defined as being unable to study and particularly, to study
English by school counselors and with the help of diagnosing test.
They could not learn English, they sensed themselves
strangers in school, had the psychological problems and so,
a difficult behavior.
These students were chosen from the junior and high school grades for more
individual work with them in the research.
These students were described in the following **case studies (1-3).**

2.3. Research Methods /Instruments Used.

I construct my research work first of all with the help of quantitative
And qualitative research methods.
The qualitative research methods suit to study individual with his
perceptions, beliefs and his interpretations. They are combined
with some of quantitative ones intended to make up the hypotheses and there
testing them dressing their up in rigor and attempting to make
generalizing that is hard doing with the help of qualitative research
methods only.==

C h a p t e r 3

F i n d i n g s.

3.1. Etiology of Learning Disabilities in English Foreign Language Learning**.**

Statistical analysis :

The statistics results are based on the anonymous
questionnaires that were received from the students
of 2 schools.

=The definite themes that were researched.

The hypotheses on the probable reasons of learning disabilities in

English Foreign language were checked on the following themes :

…1.**Students' feelings toward their English classes**.

The main conclusion: Growing older pupils lose a sense of like

to English subject in class and increase of the sense of dislike to

English subject in class.

2 .**The students' perception the textbook of the English content as a difficult one.**

2 a.The students' perception of

textbook content difficulties.

■ 11 students experience difficulties

15

10

5

0

10-13 14-17 ldr. age general number

31   27
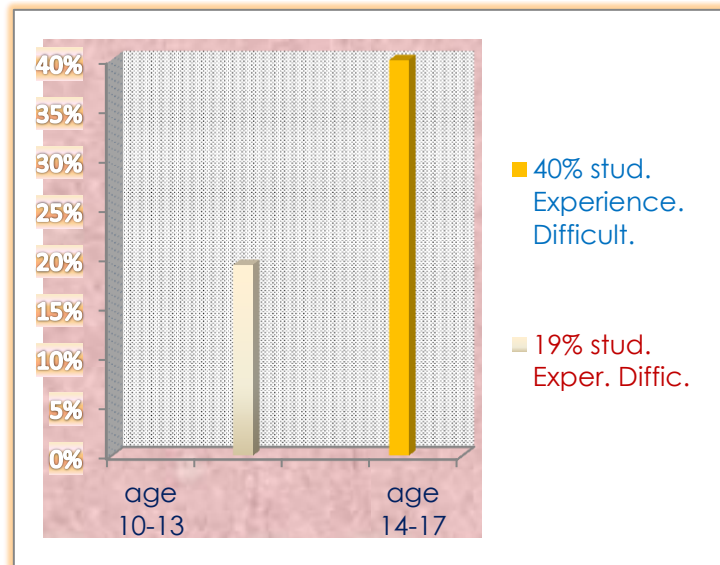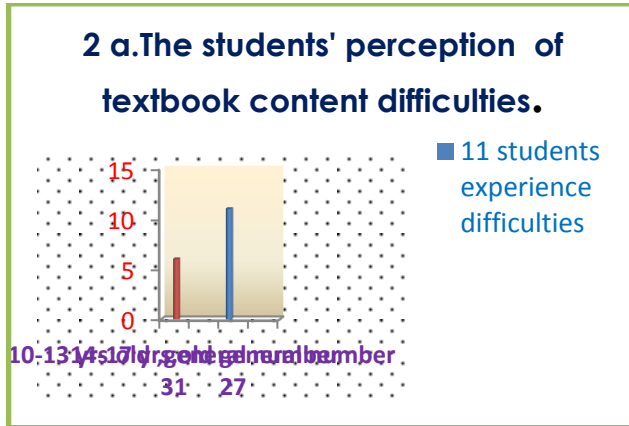
General conclusion: The number of students who sense difficulties
To learn English with the help of their classroom book increase
significantly with their growing older.

40%
35%
30%
25%
20%
15%
10%
5%
0%

■ 40% stud. Experience. Difficult.

■ 19% stud. Exper. Diffic.

age 10-13   age 14-17

3.<u>Teacher------- Student   Interactions. How the students sense</u>

their teacher attitude toward them.

How the students perceive their teacher personal attitude to them
 during their English classes. In spite of the large classes, for English
 subject learning they are divided into less numerous groups
 according to their levels of knowledge from level **A**--- strong- to level
C--- weak.
In a group , level "C", where students, such defined as weak or slow
 learners, are very sensitive to teacher personality , usually   entered
 into interaction with their teacher , forming their emotional opinion
 about their **teacher attitude**.

0%   **3 a. Good Attitude to Students from the Side of a Teacher.**   0%

good **62%** 14-17 years.old   good **70%** 10-13 yrs.old

3b. Bad attitude to students from the side of their teacher.

bad **6%** 14-17 yrs.old

bad **13%** 10-13 yers.old
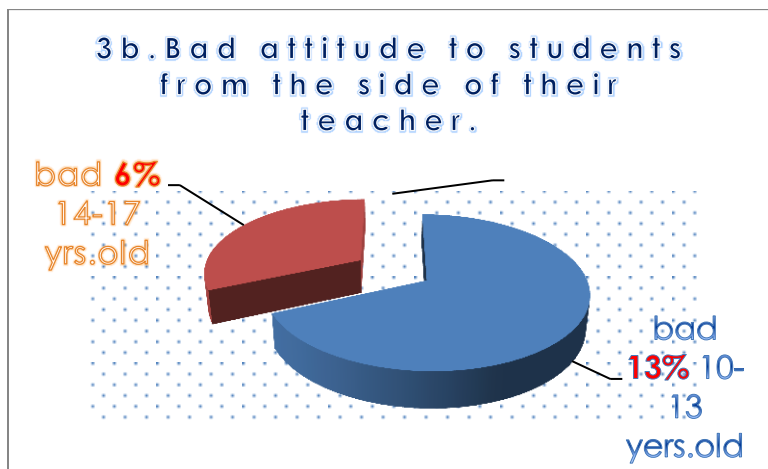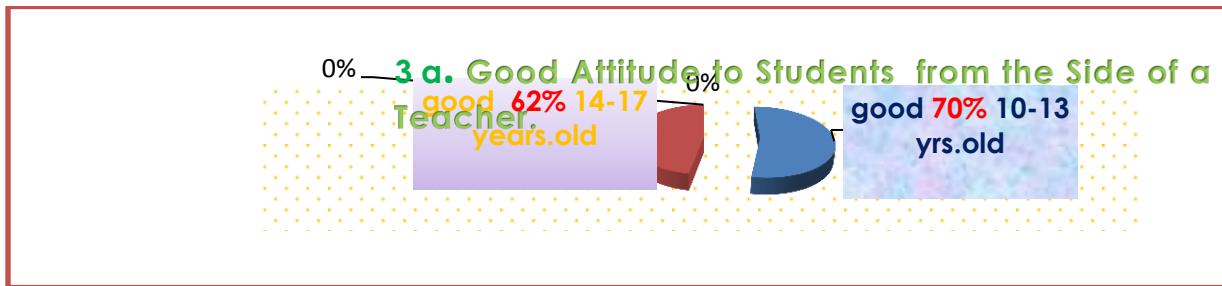
3c.Indifferent attitude to students from then side of their teacher.

indiffer.**17%** 10-13 yers.old

indif.**32**% 14-17 years old
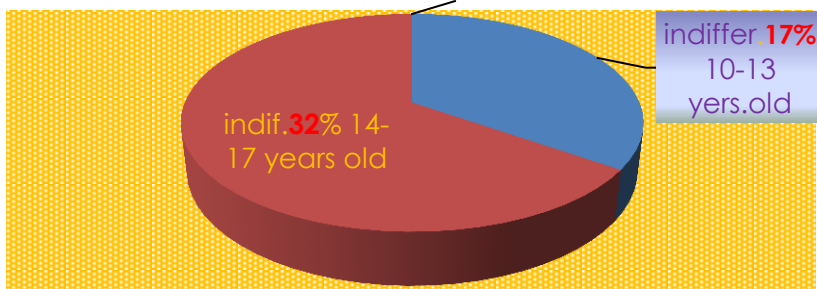
General   Conclusion: There is a decrease of positive and negative treatment of their English teacher to students, as the students perceive becoming older, however there is a definite increase –almost two times-of the number of students ,who perceive **indifference** from the side of their teacher.

4.The Preparation of Homework.

How frequently do students fulfill their homework in English subject?

4a.The students who always do English homework.

80%
60%
40%
20%
0%

Age 10-13

Age 14-17

■ always do 42%

■ always do 68%

■ 0

4 b....never do their   English   homework.

never do 11%

never do 32%

4 c...**sometimes** do their homework.

sometim.10-13 yers.old 20%

0

sometim. 14-17 yers.old 18%
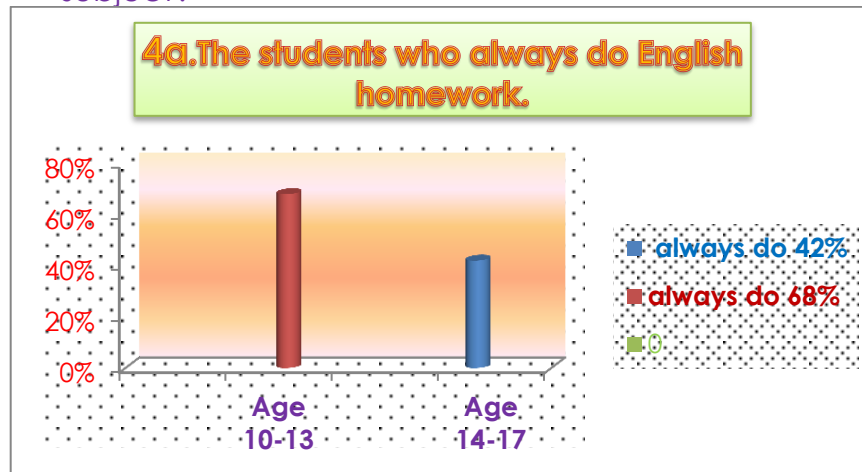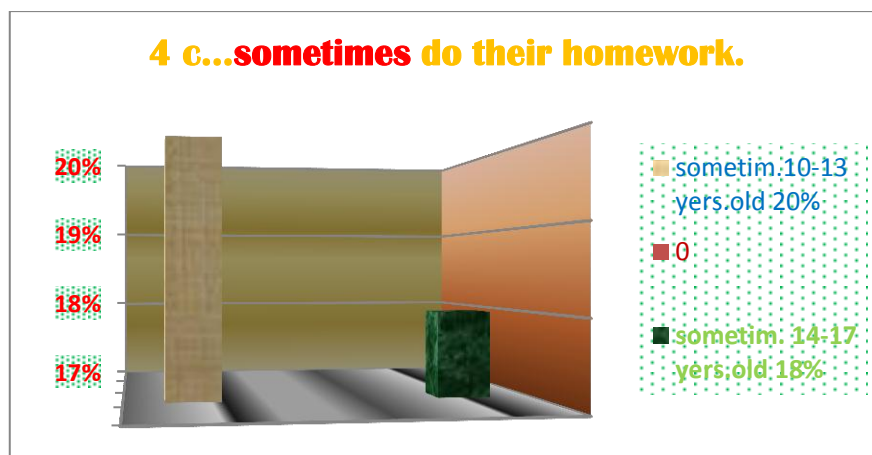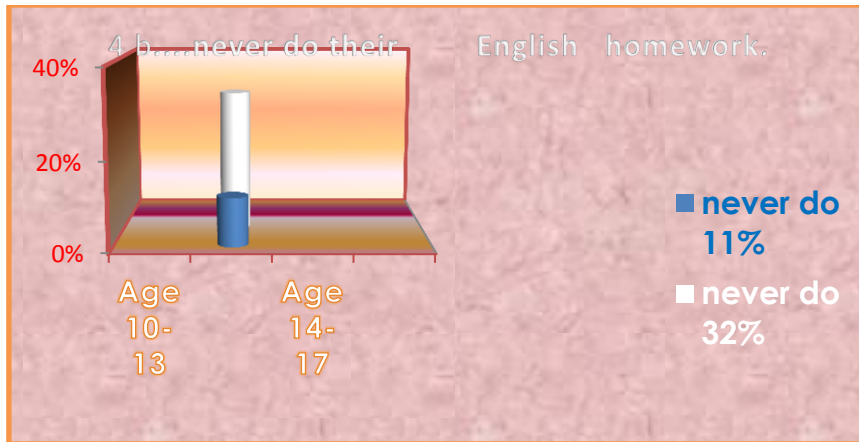
General   Conclusion: There is an increasing of negativity. The highest figures concern the number of students who **never** do their English homework.In older age group the percent of students is 3 times more (32%) in comparison with younger age group(11%).

5. How does the behavior of other students
   in class influence upon their
       classmates studying?

The behavior of children during a lesson is an important factor for a successful learning. The teacher should create and establish a proper learning environment.

According to these charts the position is unbearable. Among the students between 10 and 13 years old, 22 students out of 31ones- **71%**- suffer from a bad behavior of others in class, and so, they can't learn in class with their teacher. There is just the same picture is observed among the students of 14-17 years old , where 19 students of 27—**70%**---

can't learn in class because of others' behavior to prevent them from it.

.
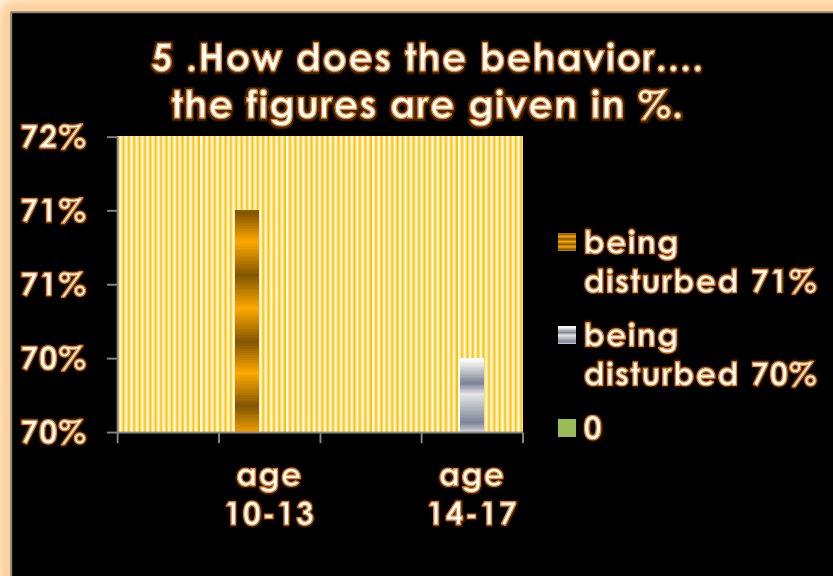
A general conclusion: A learning environment remains practically unchangeable for both age groups. It does not benefit in learning for majority of students , slightly decreasing on 1 percent in older age group (14-17).

...6.The Quality of a Teacher's Explanation.

Teacher explanations are not clear .
6.The figures are given in %.

50%
40%
30%
20%
10%
0%

10-13 yrs   14-18 yrs

■ don't underst:19%
■ 0
■ don't underst:48%
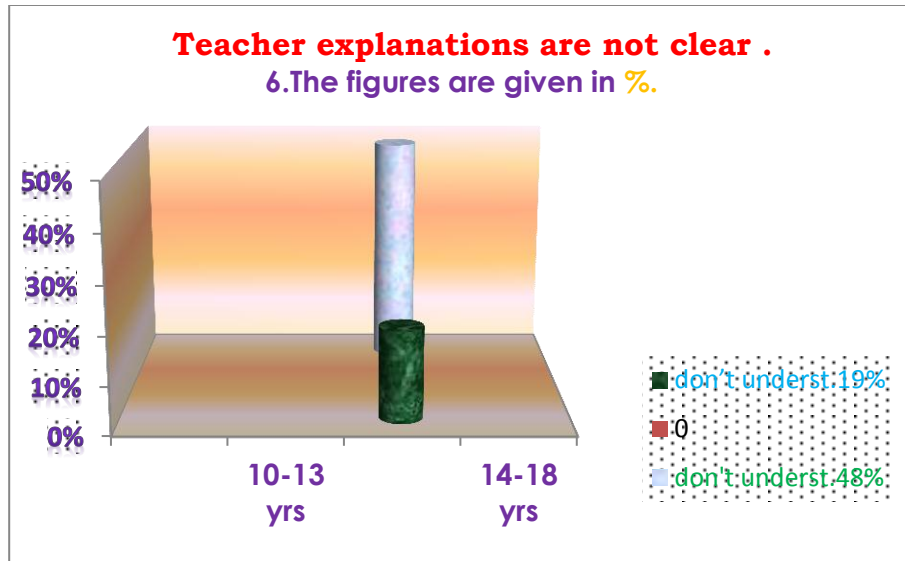
If to compare two age groups it can be seen that the number of students who feel difficulties to   understand their teachers explanations in class grow
In older group 14 + from 19% of a general number of students among 10-13 years old to 48% of a general number of students , i.e almost **half** of the general number of students. A general conclusion :A negative growth of the students who don't teach with the help of his teacher explanations can be observed more than **two** times.

7. Teacher 's approach to the students.

A general conclusion: A negative sense of hurt on their teacher approach grows significantly from **13%**in a younger age to **30%**in an older age, each third student, there is an increasing in more than 2 times.

8.Students' Level   of Attention and Concentration on a Lesson.

8.A lack of concentration---getting tired of lessons.

60%
50%
40%
30%
20%
10%
0%

10-13 yrs.

14-17 yers.

10-13 yers. 29% cor.-o.03%

14-17 yers. 56% cor.+0.5%
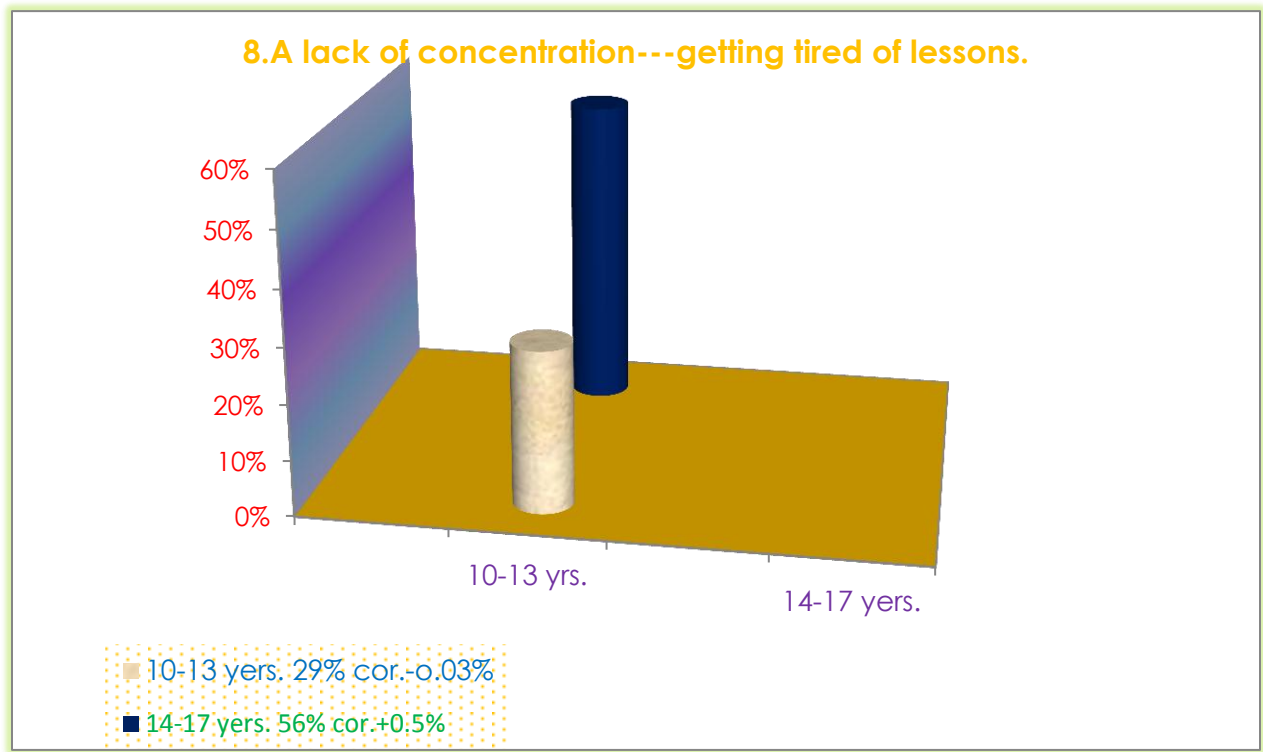
If to compare two age groups , it can be observed a rise—almost two times

(27) of the number of students 14+, who sense a lack of attention and quick tiredness on their English classes.

It goes that each <u>third</u> student in a junior school and each <u>second</u> student in a high school sense quick tiredness from their English lessons.

A general conclusion: There is a growth of students in higher grades who stop participating in English lessons , they so "switch off", feel physical incapability, lose an interest and motivation in such a way.

There can be a definite connection between the statement where children prevent of studying and quick tiredness.

9. The State of the School   Environment.

There are no students , opposite to 1 student from the age group 10-13 years old, who think school environment being hostile to them. There is a slight decrease from 5 students 10-13 years old to 4 students 14-17 years old, who consider school environment as being indifferent to them.

On the whole, students perceive their general school environment as being friendly to them.

The Probable Reasons for Learning Disabilities Performance can be displayed in the following Summary Tables.

A SUMMARY TABLE 1.

Number Question.	S T A T E M E N T.	Age group 10-13 years old. -%-	Age group 14-17 years old. %
1.	Students feel dislike to their Engl. lessons at school.	28%	44%
2.	The content of English textbook is incomprehensible.	19%	40%
3.	Teacher-student interaction:		
	a. bad	13%	6%
	b. indifferent	17%	32%
4.	Students never do their homework	11%	32%
5.	Students sometimes do their homework.	20%	18%.
6.	Behavior of other students in class prevent from proper studying.	**71%.**	70%.
7.	Students don't understand their English teacher explanations on a lesson.	19%	48%
8.	The teacher approach to students hurt students.	13%	30%
9.	Students get tired quickly of their classroom English lessons .	29%	56%.

The probable reason s of learning difficulties—disabilities in English of the students age 10-14 were evaluated according to these nine themes in school classes of English.

--2--

The figures are given from the most to least.

Number	STATEMENT.	10-13 years old.	
1.	Behavior of other students in class prevent from proper studying.	71%.	
2.	Students get tired quickly of their classroom English Lessons .	29%	
3.	Students feel dislike to their Engl. lessons at school.	28%.	
4	Students sometimes do their homework.	20%.	
5.	The content of English textbook is incomprehensible.	19%.	
6.	Students don't understand their English teacher explanations on a lesson.	19%.	
7.	Teacher-student interaction is indifferent.	17%	
8.	Teacher-student interaction is bad.	13%.	
9.	The teacher approach to students hurt students.	13%.	
10.	Students never do their homework.	11%.	

An addition : Students always do their homework, in percent:42%;

According to this table, where the reasons were indicated from the most to the least, for the students age 10-14the most students-71%--

think the reason of their learning difficulties--- disabilities in English learning lies in interaction with others in class, where a safety learning environment is not established, and a number of students don't switch on a lesson,they feel demotivated, quick tiredness , and so they prevent the other ones to study properly in class. The least number of the students **–11%--**named the reason of their difficulties---learning disabilities as "never doing their homework".Together with it, 42% of the students replied that they always do their homework on English,and20% of the students do it sometimes. It means that half of the students work on their language tasks at home,i.e put their efforts in learning more or less. 28% of these students feel **dislike** to their English classes, it is almost every third student. And it can be a consequence of many factors, connected with a level of a teacher explanation , interaction with students , the state of the learning environment and the nature , personality of a student.

It can be interconnected directly with the quick tiredness that 29% of the students—---so, every third one—experience, i.e a deep demotivation, dislike of the material , a feeling of boredom and tedium bring to the state of tiredness.

--3--

Number	S T A T E M E N T.	14-17years old.
1.	Behavior of other students in class prevent from proper studying.	70%.
2.	Students get tired quickly of their classroom English lessons .	56%
3.	Students don't understand their English teacher explanations on a lesson.	48%
4.	Students feel dislike to their Engl. lessons at school.	44%
5.	The content of English textbook is incomprehensible for students.	40%
6.	Students never do their homework	32%.
7.	Teacher-student interaction :indifferent	32 %.
8.	The teacher approach to students hurt students.	30%
9.	Students sometimes do their homework.	18%
10.	Teacher-student interaction: a bad one.	6%

From chart 3 it goes out that for the students of age 14+**(70%)**the main reason remains as for the students of 13+: interaction with classmates, a faulty learning environment formed in class, only there is a slight decrease on 1 %. The second main reason – students'quick tiredness of a lesson- also remains the same as for the students 13 +. However, the figures rise from **29%** for the students 10+ to the **56%**for the students 14+, these figures are almost twice as high, i.e more than every other(second) student in a high grade get **tired quickly**of the classroom English lessons. The third main reason of the difficulties—disabilities in English subject learning appears another than it is for the students 10-13 years old. It is incapability

To understand teachers' explanation . In comparison with the students

 10+, these figures rose from 19%((age 10+) to 48%(age 14+), i.e the numbers have more than doubled.

If comparing these two age groups of the students , it can observe that for the age group 10- 13 years old , the main reasons for their incapability to study English as a foreign language properly are

Behavior of other students in class prevent from proper studying.**71%**
Students get tired quickly of their classroom English Lessons . 29%
Students feel dislike to their Engl. lessons at school. 28%

i.e   they lie in the field of student-student and teacher-student interaction that cause bad attitude of students to the subject, their demotivation and dislike to study it in the conditions of a   faulty learning environment prevailing in the classroom.

And for the age group 14-17 years old are

Behavior of other students in class prevent from proper studying.**70%**
Students get tired quickly of their classroom English lessons .56%
Students don't understand their English teacher explanations on a lesson.48%

i.e the causes lie in the same field as it is for the students of 10-13 years old : interaction in class bringing to non-proper learning environment.

If for the students 10-13 years old the third main reason lies in bad feelings toward their English classes, for the students14-17 years old the third main reason lies in a lack of learning interaction with their English teacher.

It can be   concluded that negative emotions raised in junior grades affected on understanding the learning material delivered by a teacher in senior grades.

The reasons are the same for both age groups, but the figures rise greatly in senior grades. The negative factors that bring to learning disability experiencing only   sharpen, and the general picture worsen.

♥ 3.2   Therapy of Learning Disabilities in EFL:

The **Case Studies** of the Students.

Case Study 1: Yaffit V.,18 years old, 11th grader

Professional School Net " **Amal**", Tveria.

When working with this student, I did not put forward the cognitive variables at first in her learning, but concentrated first of all on the affective variables, which opened an emotional side in learning ,such as attitudes, motivation and inner senses and feelings (self-esteem, self-efficacy, confidence, anxiety, a sense of success).It led to establishing a positive attitude toward English and growing motivation.

The importance of positive atmosphere in a learning process was also enhanced with Stephen Krashen's theory of "affective filters", where he claims that learners with high motivation, normal self-confidence, a good self-image and a low level of anxiety are better enable for success in second/foreign language acquisition—they have low Affective Filters-- in
comparison with the learners who obtain low motivation, low self-esteem and anxiety, so if their attitudes towards language-learning are negative, they have high Affective Filters, which form a "mental block" that prevents comprehensible input and so impedes language acquisition.

My teaching was **action**-oriented ,involving **constant interaction** with the student, the simultaneous use of multiple sensory input channels, where the student listens, speaks, reads and writes – all at the same time.

I gave Yaffit to do the exercises on training phonemic hearing and auditory discrimination where she simultaneously learned meaningfully the definite, high-frequent vocabulary, in such a way developing and so enhancing her short –term and then long-term memory.

Since the start I spoke more often English than Hebrew, I broadly used **body** language., and where it was necessary, I gave Hebrew translation. I did much

listening input.

As one of my **teaching** strategies ,since the beginning I set up the definite **goal** in front of her : to pass Matriculation exam in English ,level "A " in the end of year (May).

I considered this goal as specific, hard but quite achievable, for Yaffit   being a non-reader in English, has knowledge in her deep passive.

Goal setting   promoted   and raised motivation and self-efficacy.
I devoted a definite quantity of time on raising and enhancing her self-confidence. I gave   her a positive feedback after she reach effort in doing activities   well , besides, praise served as an encouraging measure   in her further fulfilling tasks.

I showed her that I had the high expectations to her as a student. Here, I followed the so called **Pygmallion effect**, referred the described phenomenon in which the greater the expectation placed upon people==they are often students==the better they perform . I talked to her much , persuading and convincing her in the use and advantage to learn English, in her abilities and

 capacities to do it.

So, conversing in such a way, I attempted to restore (enhance) her self-confidence .
I   provided Yaffit with **meaningful** and success -oriented material ,in such a way combining affective and cognitive variables of a learning process.
When I wanted to enhance her learning strategies at first , I defined her learning style -----the way of learning that is characteristic and individual for an each person. There are different models of learning described in literature , but in my work I took Fleming VARK model for a base.

Really, Yaffit   understood   materials better as they were read to her .
I devoted much time to adjust my teaching style to her learning one that I defined as an auditory one.

 The next stage of learning from the cognitive point was based on the goal of passing her Matriculation Exam on English in the end of a learning year, together with my putting more proximal goals ,such as to acquire the skills of reading comprehension: Yaffit had an   intrinsic motivation to take Matriculation Exam in English.

I watched that Yaffit demonstrated confidence in producing English letters ,and she could read simple words loudly with fluency, and also she read them silently in sentences. Then, I started to give her the texts for Matriculation exam level "A". I selected texts according to their **interesting** content being for her , relatively not so complex language ,not complicated grammar structures and not many difficult words, clear on the meaning and simple on their structure sentences. I enhanced her knowledge of vocabulary by unceasingly circulating them in other sentences . So , she gradually increased a word stock . There was a lot of meaningful practice, concluded in meaningful repetition :listening tape recording of texts listened many times at home as a good music ,made their work. Yaffit became quite confident , she showed fluency more than accuracy , that needed more efforts. I was surprised , the girl opened as a nut and I discovered that she was an **excellent** student , a sociable person who was capable for full and good interactions with others .

It proved my opinion that Yaffit was a good , intelligent student and nice girl but the faulty pedagogical professionals within unfriendly school environment damaged her personality in its normal development and existence.

The Results of My Teaching to Yaffit.

I made an experiment here ,taken to prepare the student to Matriculation Exam in English as a main learning goal and to develop the language skills during a quick period of time.

I think that the experiment was successful: Yaffit began to perceive English. She got the skill of the phonemic hearing and auditory discrimination: blending the sounds into the words, segmenting a word. She started read and caught the meaning of sentences. She significantly improved Her verbal memory , because the material was interesting to her and brought her a sense of pleasure. Her learning strategies were worked out on the base of her learning style that turned out to be an auditory one. My teaching style was adjust to her learning style. I attempted to create a learning environment that eventually ,she could thrive.

Even she improved her personality. On the example of Yaffit I clearly saw that affective factors play more role than cognitive in the success of the learning process. Yaffit felt happy on the lessons , she became frank and she much told me about her family . She became more and more committed. She spent much time on doing the homework , she listened the tape with English texts at home , worked with a dictionary. I f to compare with a start , when she did not enter class, it was a success!.

 It was very hard to define her real capacities and abilities ,because they were hindered by the negative attitudes, low confidence, deleted self-esteem and learned helplessness which she got at school since the elementary levels.

In the beginning   Yaffit   felt very   difficult in English acquiring, she was lack of self –confidence in learning, she was sure that she was disabled in mastering English. Then, when I could remove   negative emotions –a sense of humiliation and a deep hurt to her previous English teacher—she remarkably changed for better.
And in the end, after   taking some therapy steps , so restoring and enhancing her confidence, she opened as an excellent , even bright student with the initiative and determination.
  How many children remain in the position of Yaffit in Israeli schools with   Israeli teachers !

==3.2.2 .CASE STUDY 2 :Noy, Tziil, Eden, Gaal   14 years old, 8 th grade, Intermediate School " Kedma", Jerusalem.
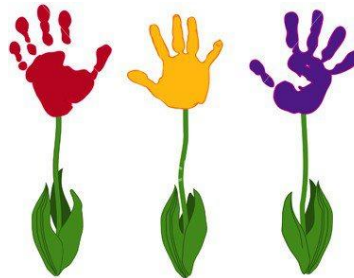
TESOL , Yamen.

This case   study   deals with my teaching   to   4 girls- Eden, Gaal, Noy and Tzliil,

the students of the 8 th grade, 14 years old. My work with these students lasted during 2009--- 2011 learning years . It began when the girls were in the 7- th grade ,they just started to learn at school "Kedma".

 In this study, I   applied to   the methods , which were worked out ,compiled with my experience going, and I attempted to match them with the students' learning needs, desires and interests, preferable learning styles , eventually   bringing to their own way of English   language acquiring.

Here ,I also made an   accent on the **affective** factors, I inserted the principle of "**pleasure"**, which was marked by a famous Czech educator **John Amos Comenius** in the 17 th century as a vital factor that helped to reach a successful learning state (Laurie, S 1972),

It became an easy thing to teach them in my own way, and it was rare happiness, so they accepted my personality , then my way of teaching from the beginning , and I did not need much time in order to build the good relationships with them.

All the girls were in friendly interactions with each other.

They did all the tasks in a strong cooperation. I found some negative shape in this: it made the complications to find their individual ways of learning.

Another thing that I mark is that the learning environment was equipped and so, enhanced: the classes were held in a computer room, which is provided with the modern computers and Internet enter that turned the lessons being variable and colorful with using a lot of visual—info-graphics-- and auditory aids.

Before starting working with the girls, the following school environments were watched: a learning one- current educational setting-an observation was done during their English classes: how they behaved, interacted with their English teacher(if teacher established rapport with students generally and with each other) and much with their peers a social/emotional one: how students are treated from the side of the staff. Also, I observed these students in informal surroundings- during the breaks between lessons or after school, where I could make my full impressions about them as the personalities.

Then, the **opinion questionnaires** were given to the students, and one opinion questionnaire on demographic of school and its students was given to their teachers. The main conclusions that were made concerned the state of the students defined as having the learning disabilities : 60 students ,or 40% from the total number, were defined as having learning disabilities. The number of teachers in this school compiled 2O, in the ratio there is one teacher on six students.

In class, where today this is the 9 th grade, there are 21 students, who study together with Eden, Tzliil, Noy and Gaal, there is more girls (11) than boys(10),and all of them are defined as having learning disabilities.

So, the demographic and social dates also prove **unfavorable**(adverse) learning environment for these girls , where they interact in class with other students, who are also decided as obtaining learning disabilities ,i.e the class can be called homogeneous in the meaning of performing poor learning,
and there are no students who could be the models for good learning.

There were defined their learning style preference with the help of **testing,** where I compiled the different statements answering of which positively or negatively could help me to decide what the preferable learning style they have. For example : When I study alone, I remember things better. I enjoy making something for a class project.

All the statements were accompanied with Hebrew translation for students' easy comprehension.

SO, after the proper processing the following results came out :

N A M E ----N A M E ---N A M E

Learning Style.	Tzliil.	EDEN.	Noy.	Gaal.
LINGUISTIC.	67%	50%	25%	50%
LOGICAL-MATHEMATICAL	38%.	63%.	38%.	69%.
VISUAL-SPATIAL	42%	50%	33%	58%
INTRAPERSONAL	31%	63%	19%	31 %
INTERPERSONAL	44%	75%	44%	69%
MUSICAL.	75%	69%	25%	56%.
Bodily –kinesthetic.	75%	67%	42%	67%.
NATURAL	42%	50%	42%	25%.

So, the common preferable learning styles for the students
were found as –bodily-kinesthetic, Interpersonal and musical
(Eden, Tzliil),
and the individual preferable learning styles were defined
as being natural(42%) for Noy and logical- mathematical(69%)
for Gaal.

I N T E R V E N T I O N.

The program of proper intervention   was based
on my opinion the girls' abilities and
formed during my teaching , the results made on the assessment of their
preferred learning styles and matching the proper learning material to
their needs and personal interests.
The learning material gathering and delivering was based on putting
the hypothesis , that the **affective** variables play a   primary role in the
effective therapy for the students with learning disabilities ,and they
promote learning success for students with disabilities .

THE INTERVENTION PROGRAM INCLUDED THE FOLLOWING PARTS:
A.

1.The providing of educational lessons by   DR. ITAY ZIMRAN, who established proper   interaction with the students, delivered these lessons in the form of the dialogue with a free expressing   opinions orally and in the written way made by the students. He put the open questions making them to reflect about the role of the English language in their life , its significance for their lucky future.

Dr. Zimran fostered this reflection of the students ,the extension of their thinking " beyond the given" in reasoning and meta-cognition, foster   strengthening **self- awareness** of the students.

From the first educational classes, according to their answers, it could be concluded that the students did want to know English.

Educational lessons held by **Dr. Zimran**, showed that these girls are different in the character of the difficulties they experienced in English subject, in learning environment they found themselves , when they started having English within their school schedule, home conditions, in their natural abilities and capacities.

So, it was   necessary to work separately with each student.

the themes on current news ,country traditions, singers and songs, movies were delivered to the students.

The materials were   **always**   delivered with the help of the visual and audio aids: pictures, drawings, photos , video clips, audio material   from the computer.

There were visuals with labels that helped to develop vocabulary.

Much attention was devoted to the development of a phonological awareness: auditory discrimination and phonemic hearing -- hearing language at the phoneme level : the ability to detect similarities and differences when listening to sounds, hear and manipulate the sounds in spoken words :

grouping words with similar and dissimilar sounds (**mat, mug) ,** blending and   splitting syllables (**foot**),

blending sounds into words (**m_a_n**), segmenting a word as a sequence of sounds (e.g., **fish** is made up of three phonemes, **/f/ , /i/, /sh/**), detecting and manipulating   sounds within words (change **r** in run to **s**).

An especial use for strengthening of a phonological awareness, auditory

discrimination is rhyming words, where one can hear and discriminate sounds, can blend syllables in a word easier than in the regular words. Rhyming words that contain the music of rhythm, reinforce the verbal memory.

For example: **Rhyming Words List**

Cat—hat; pig- wig; sun --- run ; pet- jet ; hot – pot ; fan – van ; fin – win ; pen – hen;   dad -- mad;
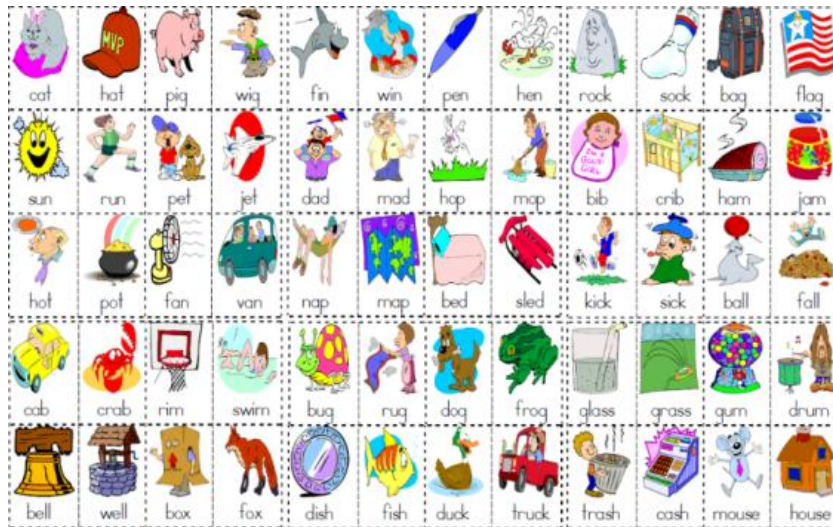
One could say about the strengthening of the verbal memory and working out of the learning strategies which would be right for the learning personalities of the girls and could benefit to their success in studying and further mastering of the English language. For example , an effective device for memorizing the words
Can be their coloring , and the use of the visual aids. Using colored pens, highlighters, index cards permits a person to impress his memory.
On the lessons it was important to provide them with a low- anxiety environment, to create a generally positive atmosphere in the group. It was greeted when students were freely moving around the room ,at the same time being involved in the lesson. Some blockage of negative emotions such as anxiety and boredom== affective filter== was established on the lessons .
The accent was made on a development of   their comprehension in English , as a vital thing before a proper construction of the language forms.
Primarily, It was made on listening , then reading and finally, speech levels. As for the writing levels, the students remained expressing themselves mainly in a target language.
The students were motivated with the help of putting **success**- orientated tasks in front of them, **reward** stimuli.
There was the possibility to compose lessons with the elements of the theatre : staging pantomimes and little scenes   on production of vocabulary.
For each lesson I prepared a definite small portion of the material in the worksheets of different levels , matching –to-their interests games.
The instructions pronounced in English emphasized and focused on a meaning over a form.

These themes included the authentic material that was taken from the daily news and it was referring to the customs and traditions of a nation.
Here it is connected with the Japanese cultural traditions of **Ikebana==** the art to make the flower compositions.
When started working on this theme, I asked the students to find in Internet or in encyclopedia what Ikebana is , to bring the pictures and photos of it that they could look for in "Google search".

Ikebana

 ("Images for Ikebana"--- www.google.co.il) `

This material caused much pleasure from their side.

=I asked them to find in their target language== Hebrew== some interesting information about this Japanese art.

=Then, I gave them a short text about ikebana in English

The content was not hard for understanding. The language is simple

with structures repetition. The grammar and vocabulary are basic.)

IKEBANA.

Ikebana is the old Japanese art. It is the art   to make   the flower compositions.
The flowers   stand as they are alive. In Japanese, they call standing flowers "rikka".
These flowers compositions often have special meanings. They express the beauty of nature. They express the beauty of hill. They express the beauty of   waterfalls.
Ikebana is very popular. 15 million people in Japan practice Ikebana.
They use other forms of Ikebana in tea ceremony.

(adapted from Simple English Wikipedia---

http://simple.wikipedia.org/wiki/Ikebana).

The students worked **collaboratively** on these texts, asking one another for formation, monitoring one another's work , even evaluate ideas.

For example, I asked them to write in Hebrew one thing that they found interesting for themselves in Ikebana. They shared their pieces of information inwith each other.
They did the tasks concerning their preferable learning style == a kinesthetic one: showing vocabulary by gesturing, pantomiming them.
For example , they pantomimed Ikebana , everyone should described .
I was writing a word from the text , gave them a card , they performed the word(for example, flowers), and the other ones tried to guess what word was it.
The idea of this activity gave the students the possibility to develop their speaking skills, to enrich their vocabulary stock, to strengthen their learning cooperation.
Students treated this activity very well. It created a pleasant, relaxed atmosphere in the group , lowered the anxiety levels , was one kind of the affective strategy, which increased feeling good and decreased feeling bad. They made the classes being interesting for the girls, familiarizing them with the culture out of Israel.
In such a positive atmosphere, the students were not afraid to make mistakes , and they were encouraged to take risks.

As a result, they started to make up very simple English sentences , developed their spoken skills in some kind.
here it was stressed meaning but not the correct form, the grammar was very incorrect.

I worked on the spelling, on a correct pronunciation of the words done the students. It consisted of much repetition that was made in a loud and quite voice , to pronounce slowly or fast . Even I was

singing the words, that caused laughter , but the students remained cooperative.
We were searching rhyming words for the text words , for example:

- Old --cold ; flowers –our(s); call-fall ; hill-bill; I used the **phonic system** as the most appropriate for the students defined as having learning disabilities in comparison with only **sight** reading. Each student got a phonetic chart(for example, as:

Iː READ	**I** SIT	**ʊ** BOOK	**uː** TOO	**Iə** HERE	**eI** DAY	John & Sarah Free Materials 1996
e MEN	**ə** AMERICA	**ɜː** WORD	**ɔI** SORT	**ʊə** TOUR	**ɔI** BOY	**əʊ** GO
æ CAT	**ʌ** BUT	**ɑː** PART	**ɒ** NOT	**eə** WEAR	**ɑɪ** MY	**aʊ** HOW
p PIG	**b** BED	**t** TIME	**d** DO	**tʃ** CHURCH	**dʒ** JUDGE	**k** KILO	**g** GO
f FIVE	**v** VERY	**θ** THINK	**ð** THE	**s** SIX	**z** ZOO	**ʃ** SHORT	**ʒ** CASUAL
m MILK	**n** NO	**ŋ** SING	**h** HELLO	**l** LIVE	**r** READ	**w** WINDOW	**j** YES

(http://www.facebook.com/home.php?sk=group_31737970668#!/photo.php?fbid=10200334956729166&set=o.177911060704&type=1&theater).

- For the development of the auditory discrimination I gave them to listen the pairs of the words , one pair consisted of the same words and the other consisted of the different words. I used the tape recorder, for example : popular-popular; popular-people; alive ---alive ; alive==live. I named the sound and asked them to find a proper illustration with a subject that began with that sound, for example:/f/-flowers== a vase with the flowers.

Result s

READING, LISTENING, SPEAKING, WRITING.

In the end of a learning year there could observe the positive results concerning mastering of a Foreign language skills by the students.

Tzliil has changed became more committed in learning English. She started to read   fluently in English, motivated to read ,she acquired some accuracy in reading, since she got the skills in phonemic   hearing and auditory discrimination of the sounds, she used a phonemic chart when she was reading, learned to blend the sounds into words, she was reading rhyming words homophones, she was comparing words in British and American English, in such a way developing the skill of a phonological awareness .

Tzliil started to understand what she read, the process of reading became meaningful and thoughtful.

She could strengthen her verbal memory , to change it from short-term to long-term.

Eventually, she   enhanced her intrinsic motivation   to learn, that could not help Influencing on her studying the other subjects.

Eden began to believe in her forces, increased her self-estimation and confidence, she strengthened   her reading skills, phonemic awareness—the capacity   to hear and manipulate the sounds in the spoken words, make blending and segmentation. Her behavior remained non -smooth , even a sharp one. She continued to take such contradictory medicine as Ritalin is.
Eden increased the stock of vocabulary , that she learned to recognize on its phonemic and semantic level.

Gaal learned   letters on the level of reproduction. She could blend sounds into word , could blend and split syllables ,segment a word as a sequence of sounds, detect and manipulate sounds within words.
She started to produce sentences orally. She got some stock of words through a lot of repetition.
Noy became a bit to learn   English and also, she became sufficiently psychologically   open. She felt trust to me . She learned phonemic awareness a bit : started hearing language, could manipulate the sounds in words, blend and split syllables, could group words with similar and dissimilar sounds, segment a word as a sequence of sounds.

=FEEDBACK ON THE MATERIAL GIVEN BY LUBA.

Please, read the following statements   attentively .
 Afterwards , put the most appropriate grade from 1 to 10.

1 2 3 4 5 6 7 8 9 10 **points**.

For example: We were asked to read the texts in computer.== 5points.
Table 1:   Feedback   results.

NUMБ	STATEMENT.	TZLIIL	EDEN.	NOY	GAA
1.	We listened some songs in English.	5	5	5	5
2.	We read the texts of the songs with teacher and tried to translate them.	7	7	7	7
3.	We got the worksheets with various tasks.	8	8	8	8
4.	We used English- Hebrew dictionary	10	4	4	8

	on a computer.				
5.	We played the games through which we learned words in English.	3	3	3	3
6.	We played the pantomimes on meaning of English words.	8	8	8	8
7.	We were asked questions in English and we tried to express ourselves in English words and sentences.	9	9	9	9
8.	We watched the film" Sound of Music" In English.	10	10	10	10
9.	Most of the material that we got to work on was colorful.	3	3	3	3
10.	Put the grade of the atmosphere of lessons.	9	10	10	9
11.	Put the grade to the relations with The teacher.	10+	10	10	10
12.	We were asked our opinion about English learning on these lessons.	9	9	9	9

Going out of this feedback questionnaire , all the girls gave
the highest grade-10 points to my interaction with them (number11).
Tzliil even put **10+** points for this.

Noy also gave 10 points to the atmosphere of the lessons.
Gaal gave 9 points to several numbers of statements:
   a. Atmosphere of the lesson(numb.10);
b. The possibility to express the opinion.(numb.7).
c.   The possibility to express the opinion about English learning.(numb.12).
      c. Eden gave 10 points to the atmosphere to the lessons (number 10).

Individually, Tzliil put 10 points to using English—Hebrew dictionary.(number
4).All girls gave 10 points to their watching the movie "The Sound of Music".

Out of this feedback questionnaire it can be concluded that the girls were
impressed more the interactions with a teacher , the atmosphere of the lessons
than the given material, where they put less points:

Table 2 : **Feedback Results.**

NUMBER	STATEMENT.	TZLIIL, EDEN,NOY,GAAL. Common points.		
1.	Please, put the grade to your **relations** with the teacher.	40+		
2.	We watched the film "**Sound of Music"** In English.	40		
3.	Put the grade of the **atmosphere** of lessons.	**38**		
4.	We were asked questions in English and we tried to express ourselves in English words and sentences.	36.		
5.	We were asked our opinion about English learning on these lessons.	36.		
6.	We played the pantomimes on meaning of English words.	32.		
7.	We got the worksheets with various tasks.	32.		
8.	We read the texts of the songs with a teacher and tried to translate them.	28		
9.	We used English- Hebrew dictionary on a computer.	26		
10.	We listened some songs in English.	25		
11.	We played the games through which we learned words in English.	12		
12.	Most of the material that we got to work on was colorful.	12		

If to observe the given materials , it can be seen that more points were given for pantomimes ==kinesthetic learning style use(32) than for games===visual learning style(12) , more points were given for free activities, connected with auditory and visual learning styles ==watching movies (40), than only auditory activities (songs)(25) ,more points were given for spoken activities==auditory learning style and the spoken activities where the opinions' of students were expressed(37). The exercises connected with reading==visual

learning style got more points(28)than listening the songs in English(25)points. On the whole, kinesthetic and auditory listening learning styles got the most points. It is interested to mark that children did not care   if the material was colorful , as it is usually considered for the benefit of students, it got the least grade ==12.

Tzliil		91
Gaal.		89
Eden.		86
Noy.		86

3.2.3 CASE STUDY 3.

Yaniv, Liron,19 years old, 11 th grade, High School " Kedma", Jerusalem.

This case study dealt with my work of 2 students the 11 th grade   Liron
(a girl- student) and Yaniv(a boy-- student) , who belonged   to the same Jerusalem school "Kedma" .I had been working with these students
during 2010 learning year, but it was not the whole learning year .
They were taken out of their regular English classroom   lessons and taught   4 hours a week, according to their schedule, at the time of their usual English classes were passing . The students were observed within   their school environment among the students of the 7 th, 8 th , 10 th and 11 th grade.
Before starting   work with these students Lior and Yaniv and during my work with them, the questionnaires – opinion and in-depth interviews were given to the separate students of the 7-10 th and 11 th grades and then to Liron and Yaniv. The questionnaires were anonymous. One questionnaire was on English Foreign Language knowledge. It included the questions concerning their family and school conditions, attitude to English , likes and dislikes in learning, difficulties and felt problems in learning English , interrelations with their teachers and

their English lessons was negative==each 3 rd student did not like his English lessons at school. They   have keen senses of their teacher's negative attitude toward themselves. Almost each third student feels that teacher treats him badly and **indifferently** , although majority of the students(85.9%) wrote that school environment was **friendly** toward them (Question 21).

A Questionnaire 1

==ON ENGLISH FOREIGN LANGUAGE KNOWLEDGE.

QUESTIONS 19-21.

19. Do you enjoy your English lessons at school?

Yes------------   72.3%

No -----------   27.7%

20. Is your English teacher good or bad for you?

Yes   good --- 71.2%

Yes   bad   ---- 10.6%

indifferent ---- 18.1%

21. Is school surrounding is a

a. friendly   ==== 85.9%

b. aggressive ==== 1.6%

c. indifferent ==== 10.9%

d. other for you ?

 It can be taken into conclusion that a cognitive aspect is taken more into account, in comparison with an emotional one ,which is often simply dropped out at school. Here , students react negatively to English classes, they look upon their teacher as a person, not just a grade—giver , and they feel that their teacher is indifferent to them, and it creates a negative attitude to English on the whole.

I gave the **Questionnaire 2 . On** English Foreign Language Learning

to Liron and Yaniv to answer.Here I was interested to learn about their family conditions of life , about their like and dislikes , about their daily routines

about their attitude to learning English , when and where they started to learn English , how they perceive it in comparing with their mother-language , what is difficult and what is easy they feel being in the language, what problems they have when they learn English.

   With the help of the questionnaire and through conversing to the student, I got to know that **Yaniv** comes from the family of Moroccan Jews, he is18 years old, he did not learn English in a primary school, because he was

       told to learn Hebrew at first and after that, to start learning English , that is why he   was taken out of English classes then. At that time ,he could not acquire English, because of a faulty professionalism of teacher, a native English speaker. In Intermediate school, he did not learn English too, he started to learn English letters since the 10 th grade. He continued learning English at home alone, in his own way without relying on a textbook or a teacher explanation.

       He was highly motivated to know English and eventually , he wished to take Matriculation Exam in English.

    He worked at night as a barman, and all his main life was out of school and probably, out his family, it was full of the conflicts and even hardships. he felt hurt toward some teachers in their eagerness to force him to be obedient. He did not keep a school mode, and he got tired quickly on lessons.

   All these factors could not help affecting on his study generally and   English , particularly.

   He sensed reading in English as being very difficult for him, felt difficulties in recognizing and producing letters ----- writing them, auditory discrimination of the sounds(to detect similarities and differences when listening to sounds.), phonemic hearing(to hear and manipulate the sounds in spoken words),   partial difficulties in remembering the meanings of words—verbal memory, where he had retention of the words in memory in a weak way. He has difficulties in understanding what he reads and hears in English, in speaking English sentences , in writing words. However, he recognized some English words, and he could read them with some accuracy, not saying about fluency : he thought before he read words.

       It was hard for him to translate   English sentences into Hebrew ones without my reading to him before .

        My initial conclusion was : Yaniv is a dyslexic student, who   was lack of   a special attitude from the side of his teachers that include the deep understanding of his personality and respectful treatment to him.

       He   reacted sharply on a rude behavior of teachers. He felt being sufficiently adult not to be afraid of his teachers and their probable revenge toward him.

       Liron studied with Yaniv in one class of the 11 th grade.

She was a very closed girl in the beginning of my work with her, then, gradually, she opened herself and became frank with me. She told me , that she studied at a primary school together with Yaniv too . As well as Yaniv, she was not present on English lessons practically the whole time in primary school, because all the time she had been kicked out of the English lessons, because feeling boring on those lessons , she had been creating   the disciplinary problems to her teacher and to other students.
Liron started to learn English only in the Intermediate school.

She had the difficulties in remembering the meanings of words, in understanding, what she read in English ,but she did   not need anybody to read to her text for her better comprehension, in what she heard in English, making up and speaking English sentences. So , I supposed her being a visual learner.
Liron felt the difficulties in blending syllables in words , but she obtained some phonetic hearing and auditory discrimination of the sounds: she could make segmentation concerning first sound, segmentation concerning last sound , complete segmentation of the sounds in a word, she could distinguish similarities and differences when she listened to the sounds.
Liron realized, she could blend the sounds syllables ---make some steps toward   reading in English, but she did it purely formal:
she did not   know the **meaning** of what she read.
Here, a language was delivered purely **meaninglessly** , reading rules were taught without   meaning filling.
Liron did not speak even simple words in English, she did not understand what was said in English, she showed a low motivation to learn about it. She did not acquire English outside classroom lessons through music, movies and Internet. She didn't use English in her near environment: friends, family. At school, her favorite subject was theatre as she wrote.
She wanted to pass English Matriculation examinations, but she could do nothing for achieving this: neither putting the goals, nor reaching   them. She was de-motivated, since she did not have a necessity to use English connecting to her interests or hobbies , She did not put far goals connected with use English in her daily activities or career wishes.
   To my mind, she was a strong girl ,with her own point of view, she   was able to become a regular student.
She had concentration, she had some   sitting   to do exercises without a break. So, she could copy the English sentences much time without interruption.
She translated the book for reading through **Google** translator. Generally, she preferred   translating through **Google.**

The reasons of her difficulties and even disabilities of the learning performance in English are rooted in a faulty work of the teachers doing with

Liron in an elementary school, where usually study skills are being laid , and continuation   in a junior and high school in such a way, there is a defective(flawed) teacher--- student interaction without mutual understanding and respect, which leads to negative school atmosphere and unfavorable learning environment.

Liron told me that they   had been <u>scolded</u> all the time by their home teacher that the 11th grade   behaved itself badly.

It can be concluded, that   a   school environment does not stimulate students to learn properly when it   creates   some negative image to children, and the worst thing is that children become persuaded by   themselves, that they are being bad students , and they can't learn.

Students show a low self – esteem, <u>lack </u>of self- confidence ,   dislike of even entering the classroom, fear   and hate toward   learning material, to such teachers who act in an unintelligent, even scandalous   way, till the establishing a personal opinion, that they are incapable to study at all and finally, indifference to grades. A bad attitude to school environment leads   to bad attitude to himself, and it can be displayed in student's psychological and social behavior that can be   non-steady ,stormy, challenging even non-adequate toward various life situations. The behavior of LIRON and YANIV was such an example. So, it was not their fault that they could not conduct themselves in a regular way.

I N T E R V E N T I O N.

In the beginning, I tested   Liron and Yaniv in order to determine their types of intelligences and preferable learning styles and on this base to compile a set   of useful material and exercises for them to fulfill.

I gave them a set of tests where I asked them to read and evaluate the statements. For example:

MULTIPLE INTELLIGENCES AND LEARNING STYLE ASSESSMENT TEST .

1.Very little like me. ==2.A little like me.==3.Like me.==4. A lot like me.
Example: I enjoy physical exercises.----a lot like me.==3.

Number	Statement.	Yaniv	Liron	
1.	I enjoy team games and sports such as football.	2	3	
2.	I am happy in my own company, alone ,always from other	3	3	

	people.			
3.	I love words---- reading books, newspapers, slogans , menus.	3	1	
4.	I am observant ---- I often see things others don't notice.	4	3	
5.	I enjoy keeping pets (a dog, a cat).	1	1	
6.	I am good at teaching other people what I know.	4	2	
7.	I am sensitive to how other people think and feel.	4	3	
8.	I like to study Math school.	2	3	
9.	I like to study English at school.	3	1	
10.	I have a goal and know the directions .	3	2	

I also tested them with the help of online learning style quiz on
WWW.EDUTOPIA.ORG/MI-QUI.

This test , composed in English, was translated by me in Hebrew.
It was done after a thorough explanation of each statement.
It was fulfilled by them with pleasure.

3. The Students' Preferable LEARNING STYLES were gathered in

A TABLE

The Type of a Learning style .	LIRON	YANIV.	
Linguistic .	25%	50%	
Logical- Mathematical.	19%	56%	
Visual-Spatial .	8%	33%	

Intrapersonal	25%	31%	
Interpersonal	25%	75%	
Musical	50%	88%	
Bodily-Kinesthetic	42%	83%	
Naturalistic	17%	17%	

Going out of this testing and comparing with my opinion gained when working with them individually ,it could be concluded that Yaniv obtained <u>interpersonal</u> intelligence as a preferable one ,however, he loves staying and learning alone at home instead of being among his classmates, he has intrapersonal type of intelligence, but in less way. Also, it can be marked that Yaniv has the highest percentage of musical intelligence . He is sufficiently verbal (50%). As for his preferable learning style, it is an **auditory** one.

As for **Liron**, her preferable type of intelligence can be distinguished as bodily—kinesthetic one. She obtains intrapersonal and interpersonal intelligences in an equal way(25%).
Musical type of intelligence(**50%**) is the most preferable one for her.
Liron is not much verbal, she is not eager to tell stories and news.

Her preferable learning style is <u>visual</u> , in compare with Yaniv's an auditory one, So, Yaniv and Liron, being different individualities, obtain a common type of intelligence == a <u>musical</u> one. Both of them are prone to intrapersonal skills, although they have characteristics of an interpersonal personalities.
But concerning the learning styles performance they differ: Yaniv is an auditory learner, it can be supposed that he is dyslexic, although he tries to read accurately ,he stops and thinks before reading. Liron has a visual learning style ,and she seems to be more regular student in comparing with Yaniv being a student with special needs.
    Together with defining their dominant type of intelligence and preferable learning style, I tried to establish a <u>positive</u> atmosphere on the lessons ,arise their sense of pleasure that can develop their intrinsic motivation and enhance an external one through turning English into an attractive subject for Liron and Yaniv, the material which could be really interesting for them, giving Lior and Yaniv a constant encouragement.

The next stage was a proper therapy of learning disabilities , developing their reading, speaking and listening skills , more individualization, combination of the **incidental** learning when an individual is not making any conscious effort to acquire information or skill but is merely exposed by chance to some experience

with the **constructivist** principles of education , where material(relates to real life situations) carries an authentic character, for a student, who stands as an active participant of the learning process.

Speaking about **Yaniv**, it could be marked that   unconsciously ,he used this principle of randomness in a learning, absorbing the lexical material, getting   the meaning of words from watching English films with titles.

Such learning process is highly **meaningful** for the students   and enhanced the quality of a vocabulary memorization,   because a meaning is also conveyed by providing **extra-linguistic** support such as illustrations, photos, and realities. In this case with the movies, they are the frames of a film and photos. It is found that these extra-linguistic factors , such as illustrations, for example, provide the highest digestibility of English vocabulary as well as any other language in any state.

In order to be successful in my purpose of having positive atmosphere in class, I accepted their stormy and challenging behavior as a necessary step to the curiosity, interest and hidden intrinsic and extrinsic motivation to dominate, arranging their behavior, making it acceptable for the lessons.
So, I greeted and encouraged all the study "sprouts" --- efforts of Liron and Yaniv. I supported them with my positive feedback.

I listened to them and   creating an atmosphere of trust and respect.
I encouraged the students to share with me what they felt.The students much spoke to me ,much told me about their life, about school, shared with me their opinions sincerely and frankly. I showed that I accepted it.

- I can even state that Liron and Yaniv were the first ones to start establishing interaction with me by asking me questions about me as a personality and my life, giving their opinion about my working with them.

From the very beginning , I   asked Liron and Yaniv to reflect about their learning English.

I made Progress Chart filling forms. I periodically distributed these Progress Charts to students, asking to write down their opinion about their progress or failure in mastering the language skills of reading, speaking, listening , writing. It made both me and the pupils aware of their progress.

The progress charts, initially filled by Liron and Yaniv, identified the problem : according to their characterization and the learning style preferences ,they needed to do the different activities on the lesson, however, they got used to do the same things , they were very cooperative, but they refused to choose , they did not know to choose , be different and do the   different tasks   on lessons.

THE   PROGRESS CHARTS: 1-2.

DID IN THE MIDDLE AND IN THE END OF THE INTERVENTION.

In this period it was seen that Liron and Yaniv adapted to English language.   .
They started to gain listening skills, catch the general meaning of the sentence,
understand asked them questions , and they reacted rightly by giving an answer
in Hebrew. Yaniv tried to produce simple sentences.

He recognized   sounds and matching letters, he segmented the words, finding
the first and the last sounds , he match a picture of the subject with the first
sound of the matching word to the picture. Yaniv wrote down the sounds on
their hearing , he compared the sounds of two rhyming words and found the
difference, for example : sun—run or glass –grass , when these words are read to
him. He started to blend the sounds into the words. I introduced him with the
silent letters in words, in this case they were homonyms and how not to read
them , for example : night—knight; The other silent letters , that I worked on with
Yaniv were of a high-frequent words, for example : pie, tall , pale ,black.

SILENT LETTERS

Silent H	Silent T	Silent K	Silent B
what	witch	knife	lamb
when	fasten	knee	thumb
why	castle	knot	numb
which	watch	knitting	crumb
whether	butcher	know	climbing
ghost	scratch	knob	bomb
honest	listen	knock	comb
hour	match	knickers	doubt
while	Christmas	knuckle	plumber
white	mortgage	knight	limb
where	soften	knack	debt
rhythm	often	knew	tomb

Silent N	Silent D	Silent G	Silent U
Autumn	edge	gnome	guest
damn	hedge	gnari	guess
hymn	Wednesday	sign	guitar
column	handsome	resign	guard
	handkerchief	design	building
	badge	foreigner	guilty
	wedge		rogue
			vogue
			biscuit
			tongue

Be ready for an exercise. Study the spelling of the words.

way — Which way should I go?	stairs — Use the stairs to go up and down.	flower — A rose is a beautiful flower.	bored — The man was very bored.	one — The first number is one.
weigh — I weigh fruit at the supermarket.	stares — The cat stares at the mouse.	flour — Flour is used in baking.	board — A carpenter cuts a board.	won — I won the race!
hair — I dry my hair.	son — Dad helped his son to read.	eight — Six, seven, eight, nine……	deer — The deer ran through the forest.	eye — Dust blew into my eye.
hare — A rabbit is also called a hare.	sun — The sun shined brightly.	ate — Sally ate a sandwich.	dear — Dear Max, How are you?	I — 'I' is another way of saying 'me'.
feat — A heroic act is called a feat.	forth — To go forth is to go forward.	hear — I hear with my ears.	hole — The man climbed out of the hole.	groan — When I feel sick I groan.
feet — You walk on your feet.	fourth — After third comes fourth.	here — Here it is!	whole — All parts together equal a whole.	grown — The plant has grown.
knight — The knight rode his horse.	mail — Mail is delivered by a postman.	sew — Use a needle and thread to sew.	waist — Mary measured her waist.	write — I can write my name.
night — The moon comes out at night.	male — A man is called a male.	so — So? What is the answer?	waste — Put all of your waste in the bin.	right — That is correct! You are right.

H O M O N Y M S.

 For the effective <u>visual </u>learning, illustrations , colorful pictures , flashcards written with colors were used, for the effective <u>auditory </u>learning
using audio tapes for verbs learning ,where the student listened to a verb, then he explained the meaning of the verb , or he makes some role-playing connected with these verbs, one can say about   video plots with use of these verbs, hearing and repeating songs (For example, the song "I am sailing" sung by Rod Steward that contains the verbs of movement).
I asked Yaniv to read aloud , then to repeat facts with his eyes closed, used word association to remember facts and lines. He recorded the words and sentences and listened to them again. I put a task in front Yaniv to ask questions after hearing and repeating the words and sentences.
Yaniv began to produce simple sentences without any other help , for example with "to be" : Geese are aggressive" , (From the text " The Man who could speak to Geeze")

==1==

SKILLS.	Yaniv.(what he wrote in his opinion) , it is given in third person.	Liron. (what she wrote as her opinion).
LISTENING.	He understands better hearing words, sentences and sentences in English.= He improved his phonemic hearing and auditory discrimination of the sounds.	She perceives better in English. She began to understand questions in English.==She improved her phonemic hearing and auditory discrimination to some extent.

READING.	He started to read silently. He reads separate words accurately.== He showed the ability to blend the sounds into words.	She reads without trying to catch the meaning, i.e reads the word forms meaninglessly, The form dominates the content.
SPEAKING.	He began to produce the simple sentences in English.	She answers English questions in Hebrew.
WRITING.	He has a clear handwriting. He pronounces almost all sounds and matching letters correctly.	She can copy sentences accurately.
MY OPINION	Yaniv is a dyslexic boy. He better understands when he is read to. He is very motivated to master English.	Liron is a strong girl. She can learn, but she does it in her own way.

2

IN THE END

SKILLS	YANIV	LIRON. LIRON
L I S T E N I N G.	Has good understanding , is capable to catch a general meaning	Became advanced in understanding the meaning of the basic sentences.
READING.	Started to read silently.	recognizes and produces letters.
WRITING.	copying separate words and the whole sentences, make up simple sentences with basic grammar.	copies words and sentences accurately.
SPEAKING:	started to produce the simple sentences, attempts to express himself in English.	catches the meaning of sentences and answers correctly the English questions in Hebrew.

==

Worsening of the teaching situation and learning achievements of the students.

I had been working with Liron and Yaniv for about half a learning year .
They were thought being   problematic students. They had rather
difficult behavior , they hated to learn English in class.
Gradually, I came to the improvements. They attended
my lessons. They did it willingly. They felt trust to me and
told me truly about their life and school   events.
And suddenly, one day they entered looking hurt. Liron immediately explained the
reason to be that their English class teacher explained to other students(in the
absence of Liron and Yaniv): "Luba works with dyslexics, that is why Yaniv and Liron
attend her classes".
I felt shock, really, I had spoken to her(theirEnglish teacher) much before ,
And characterized Yaniv being a dyslexic student, but   I could not predict   so
unethical behavior from the side of this teacher.
Students told Liron and Yaniv it, and they perceived it with offense. In a student
environment "dyslexic" is equal to being abnormal. Nobody wants to be thought
and called as a dyslexic one.
Besides, it was very important to remember that going from the given earlier
questionnaires and from the conversation from the other teachers ,specific purpose
of school, it was known there were a lot of students with learning difficulties -
dyslexic and complex types of learning disabilities. This teacher was not true in
what she told it to her students. When , in a while, under certain circumstances I
asked her, she answered in an assertive manner, that never had she said such
things, but the students lie. I tried to speak to the principal , wanted to explain her
tet—a-tet , but at this moment that English teacher rushed in room , with an
expression of distress on her face and bravely interfered. So, a principal, a young
woman, very closely interacting with teachers , stood on her side, she did not
want to understand me, she   behaved even scandalously toward me.
From this moment, my successful work rolled down and crashed.
Liron lost good attitude to me : "Why should have you told them about us?"
Yaniv and Liron stopped being cooperative ,became to talk, discuss their
problems on the lesson without paying attention to me and my words . Yaniv
stopped coming each lesson, he came when he wished.
They were offended that they were diagnosed as dyslexic", thought that I simply
used them, that they were under experience, being dyslexic and the only ones ,
and they felt offense.

I attempted to persuade them, prepared the pictures of famous dyslexics,
but one time when I was waiting for them, I saw that   Liron was going
to class, and Yaniv did not come, so I sat these two hours alone,
came to conclusion that I lost these students , so I decided to abandon .
My work turned to be unsuccessful on the reason of unfavorable
school environment for it : the mocking of their peers, the actions of
their English teacher, who closed her students from me, overstepping over
the pedagogical norms with purpose to stop the other students' interest to
my work and probably, their shifting to my group(There is a weak ties of collegiality
among teachers in Israeli school), unwilling of school
administration really to support. All these factors including my own
verbal incaution were dominant in this failure.

INTERVENTION 2:
AN EXAMPLE THE PRACTICAL   MATERIAL USED IN THIS CASE   STUDY.

2.CYBER-BULLYING.

("Cyber bullying computer" **Google images** www.google.co.il).

How can you explain bullying? Have you seen bullying cases ? What are the
examples of bullying?

Brainstorming: Which words can be associated with bullying?(name them In
Hebrew, if you don't know them in English.)

What is cyber-bullying? == ask students to find it in Computer – Internet Dictionary
to explain it in Hebrew.
What words are associated with Cyber-bullying? == Students pronounce The
words in Hebrew—English. If they say them in Hebrew, I translate them In English.

What are the examples of the cyber-bullying?
        (Their harm with computers, cell phones, and other electronic devices).
What is the difference between bullying and Cyber-bullying?
(So, for example: Cyber bullying has possibly a much bigger audience, no closure
and no escape from the bully.)

"LET'S FIGHT IT TOGETHER".
A Short Film.

(http://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx)

It depicts the story of a teenager who becomes the target of bullying via the internet and his mobile phone.
=View the Film.(Duration: 10 minutes.)
(The film shows a number of ways in which cyber-bullying can occur, who it involves, and how it can affect different people, including the

teacher who in the film is also subject to humiliation.
The film shows the ways in which cyber bullying can occur, who it involves, how it can affect different people, and what can be done to prevent it and respond to it.)

a.   b.   c.   d.   e.

(http://old.digizen.org/cyberbullying/film.aspx)
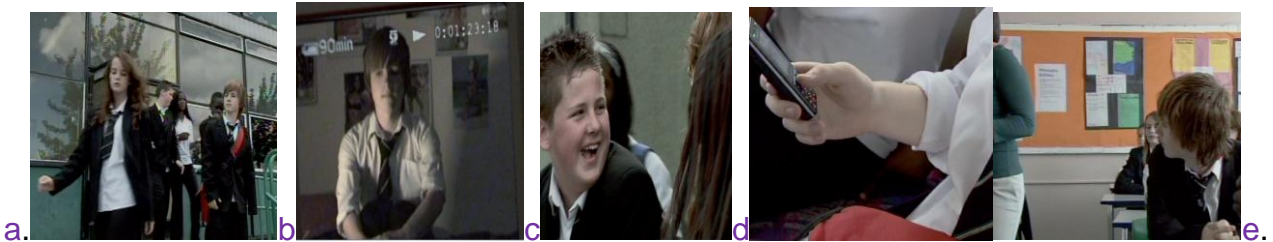
    ==Ask students to recall the actions in the Cyber-bullying film: a. arrange the frames from the movie according to the order of the action: for ex., 1-b; b. choose one frame and describe it   based on the plot.
Asking whole group questions:
What could Joe have done differently to stop receiving instant messages?
What did Joe do to stop receiving unwanted messages on his instant messenger?
Who helped or could have helped Joe?
What sort of information do people need to think very carefully about before putting it online, sending it to others, or letting others know?
 Pupils will apply knowledge of internet and mobile phone safety to support positive online experiences.
Students can discuss in Hebrew :a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, anti-Semitism and how to challenge them assertively.
b:How to resist pressure to do wrong, to recognize when others need help and how to support them.

== Discuss the meaning of the words and the response a responsible digital citizen would have to a Cyber-bullying situation.

Final questions:

== What can, and should, a school do to respond to Cyber-bullying incidents?
== Discuss prevention strategies that are working in schools across the country.

   Ask each group/individual to report strategies or advice:
=   What is the one thing that you would do to stop cyber-bullying?

   -    Does this only happen to boys? (Let's Fight It Together is focused on a teenage boy). It is important to stress to all pupils that cyber--bullying can affect all people and is not limited by physicality in the same ways that other forms of bullying are.

  children digizen website
social networking spaces safely. Within the site are
various ideas for a more in-depth look at cyber-bullying and how to combat it.

C H A P T E R 4

A FINAL ONE.

4.1 The Conclusions and Their Discussion.

 When I worked on the theme, I could not   research learning disabilities of students in English learning   from the point of their   heredity and probable neurological   mal-function , I looked upon them as acquired ones , that could have   behavioral   origin , attached to the environmental ones.

 I would stress an environment as a key word of this work. The **environment** is a main etiological factor for arising , developing and functioning of learning disabilities ,but from the other side, it creates a suitable , least restrictive environment as a real way for their proper therapy, playing an important role in blocking or facilitating the creative process in learning.
School and learning environment became the main sphere of my focusing.

The Following General   Conclusions were made:

1.There is a definite contradiction between general school environment that was characterized as favorable to students' needs and interests and learning environment that was evaluated as <u>improper</u> for those students who experience difficulties in English foreign language acquisition.

2.There exists a <u>bad effect of a peer environment in class</u> that prevents   others studying with their teacher with a very slight decrease of those number of students in senior grades(from 71%-junior high to 70% senior):

there is no change for the better with learning conditions for   students of older   age group.

The <u>proper</u> learning environment that that   should   be created by teacher, is not created by him.

3.There is a worsening(<mark>2.3</mark>times less) in teacher ---student and student—teacher interaction in senior classes with students realizing the attitude of teacher to them as more indifferent than it was in junior grades and there is a less positive perception of a teacher in senior grades in comparison with junior ones. From the other side, there is a decrease in   the number of students who perceive the teacher in a bad way : from 13% of age group 10-13 years old to 6% age group 14-17 years old.

4.There is a growth ==<u>more than in two times</u>==in senior grades in comparing with junior grades the number of the students who sense that their teacher approach hurt them in class.

The students, defined as learning disabled, are very sensitive to teacher personality , usually they stand the first ones to establish interactions with their teacher, and they do it quicker ,than he does. They form their own emotional opinion about their teacher attitude.

Students became more sensitive, and they demand respect to their personalities.

A student----teacher interaction is defective or it is rather weak, and it does not affect beneficially on a personal development and true learning achievements of students. So, consequently…

5. There is a growth---2.5 times---of a number of students in senior grades, who feel difficulties in understanding   their teacher explanations in class. It goes from each 5 th student in junior grades to almost each second student==48%=== in senior grades.

Here, there observes a faulty learning interactions between a teacher and his students, because a teacher continues his explanations in spite of the fact that almost a half of students have difficulties in comprehension of his explanation of a learning material, i.e the teacher does not feel his students' needs or he is indifferent to their learning state.

6. A high quantity of the students in senior grades dislikes their school English classes—44% from the total number of the students   in senior grades with a certain

growth --- 16%--- in comparing with junior grades . Accordingly , the number of the students who like English classes, decrease.

Here, it can be stated that <u>emotional factor</u> is decisive in students'   attitude to learning , it can be supposed that it affects on a development of skills mastering in English language leading to its worsening.

A negative affective factor toward to English school lessons is interrelated with learning disabilities performance.

7. There is a   growth -- about two times more-- of the students
 in senior age group for whom their current English textbook
 content is difficult. Here, it can be observed this learning aid is
 comprehensible for students more   in senior age group than in
 a younger one. (from 19% junior grades to 40% senior grades,
 tables 2-3 pp.6-7).

 One can observe   some negative tendency   sharply increasing in senior grades
 toward   preparing English   homework ,where more than   one third of
 students==32%== never does its   homework in English ,and   number of the
 students who never do their English homework   increased   almost 3 times more
 from 11% at junior grades .

 Only a half of students do homework on English   regularly.
 The number of students   who always do their English homework decrease on 19 %
   in senior grades going from 68%(in junior classes to 42% in senior classes.
 Incomprehension of a teacher explanations in class badly affects on
  comprehension of a textbook context which can be initially hard and
  inappropriate for students' use from the very beginning.
8.Almost each <u>third</u> student in junior school and more than each <u>second</u> student
  in a high school sense quick tiredness from English class lessons. <u>There is a   sharp
  growth of those number of students in senior grades </u>56%(!)<u> going   from 29% in
  junior grades.</u> It can be

Explained as a bad effect of <u>poor conditions prevailing in the classroom, </u>where
   students prevent each other from a proper learning a current material, faulty
   learning interaction with teachers.
Going out of all these separate conclusions , one can
observe a common thing for all of them : there is a negative dynamics of a
   development of the elements of a learning process in class, affecting badly on
   the learning processes happening outside a classroom , for example, low number
   of students who fulfill homework .

 All main factors consisting a learning process, showing themselves negatively
   ,sharply increase in numbers since students' growing up.
 It turns that   school does not provide with   a positive dynamics in learning skills
  development at students who are defined obtaining learning disabilities, their
  learning inabilities only deepen and worsen .

These negative facts can't be explained with low abilities or poor "genes", or students' nature , probably , i.e can't learn but a <u>poor organization</u> of education and lack of teachers' professionalism. It turns out that in the base of learning disabilities performed by students deep <u>social</u> reasons lie, hidden   behind the drawbacks of learning reality.

There are simply "crying " figures about sorts of mutual relations between students staying on a lesson, containing disturbance, even violence and the learning interactions between students and teachers   and teachers and students which carry <u>futile </u>character for getting real good results in learning. (**Look the tables 1-2pp.26—27).**

So, after observing and analyzing the   main characteristics of the learning environment of several schools during a set of years, the <u>general</u> conclusion can be made   that   these learning disabilities in English foreign language that I met in Israeli schools, are caused with faulty and <u>unsafe</u> school learning environment, mostly restricted to reality of a classroom.

Classroom environment does not benefit to a learning process, there is happening strengthening of learning difficulties experienced students in English foreign language subject.

 <u>Peer pressure</u> in class, expressed in its extreme forms as violence in class and generally, in school, the material, delivered by teachers in an incomprehensible way, of   proper interaction between a child and a more knowledgeable person in class, speaks about faultiness of a learning environment, where interaction is a vital element of it .

 It   This   answers a <u>hypothesis </u>**1,**where it was assumed that <u>improper</u> learning environment causes   learning disabilities, including functioning   learning disorders and difficulties the most frequently.

Students' non-participation in lessons, their damaging passivity finally, creates the students, who are completely <u>indifferent</u> to their present position, no more speaking of their future .

The work with Liron and Yaniv (Ibid) that reached a slight improvement, however, was stopped , it turned to be   unsuccessful on the reason of the **unfavorable** school environment for it : negative student pressure, non-proper attitude of an English teacher ,her stepping from the ethical norms.

The case study of Liron and Yaniv ,according to my observations of these students in class, showed that faultiness of a learning environment displayed in teacher permanent delivering a learning   material in a **meaningless** way for his students,

without receiving a back feedback on their understanding of the material and an emotional receiving of it.

 In the case study of Tzliil, Eden, Noy and Gaal(c.s 2) the peer learning environment was not favorable at school, where most part of students are defined as having learning disabilities and at school according to questionnaire answered by teachers in class where the girls stayed the whole class was determined as having learning disabilities, i.e it turns out that they stayed among the same ones like them, they don't have model students   whom they could follow after.
 In all case studies one can observe an extremely faulty learning environment that hindered or even blockaded a proper learning of the students .

     More than half students replied in their opinion questionnaire that they hated English as a school subject, where more than half students =57% = acquired English as **meaningless ,** they read in a formal way, without thinking what they read about.
  Improper learning environment worsen the state of learning disabled students,
  who will be keeping broken or faulty ties with their living environment in future ,
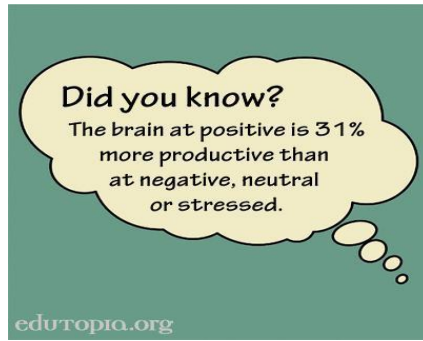 learning environment creates deficits interaction with general environment.
   There is a sharp necessity to greatly improve   learning environment
  first of all to make it secure for normal existing and learning
  to build a learning process in such a way that teaching and learning would   be meaningful !

HYPOTHESIS 2 :

It is assumed that the affective variables play a   primary(leading) role in the effective   therapy of learning disabilities.
 Another general conclusion that was made it is about the affective
 factors --- positive and negative emotions that really fill lessons .
Their role in   learning disabilities arising, development and effective
 therapy is a leading one.

 Damaging peer learning environment with disruptive ,even aggressive behavior of
 students performed during lesson in combination with pushy and aggressive
 behavior of teachers , affect an atmosphere of a lesson badly and cause
 negative feelings of students, displayed in psychological bursts and protests,
 misbehavior, everything that on the whole is called   disciplinary problems.

Did you know?
The brain at positive is 31%
more productive than
at negative, neutral
or stressed.

eduTopia.org

It turns that almost half of the students don't understand what their teacher explain to them. Usually, they don't admit to the teacher that they don't understand him/her, only some students can do it , but they can express their non-understanding in their noisy behavior on lesson. All their negative emotions caused as a result of their incomprehension can be wrapped up in a disruptive behavior that prevents the other half of students who understand their teacher to learn in normal conditions.

In the case of Yaniv(case study 2) it was brightly seen that he sought some respect from the side of his teachers. He reacted sharply on a rude behavior of them. It was more important for Yaniv to peer and friendly interaction with teachers than to only acquiring knowledge for getting grades.

Kids don't remember what you try to teach them.

They remember what you are.

Jim Henson
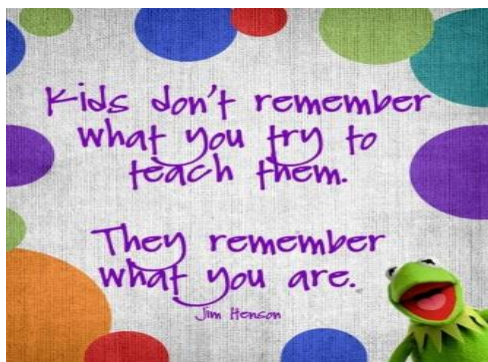
On the example of Yaffit V.(CASE STUDY 1) I discovered   that the emotive factors can play higher role than cognitive ones for a successful learning ---children are more perceived of the form of material delivering, i. e **how** the material is delivered than with the content of the material, --- so and the affect is more important than cognitive part in a learning process .

While working with Yaffit I found that she was a dyslexic girl. She beautifully perceived texts on her hearing, caught the meaning of the sentences was able to study in an excellent way, but school administration expressed the diminishing

opinion of Yaffit capacities. Her so teacher of English laughed at her in the presence of everybody in class.
Here, the negative emotions, a feeling of humiliation and a sense of hurt also drained her intrinsic motivation.

Then, when I could remove her subjective negative feelings –a sense of humiliation and a deep hurt given to her to her by her previous English teacher—she remarkably changed for better and then, after having become quite confident in her English learning, she opened as an excellent , even bright student with the initiative and determination.
Another conclusion that I made out of working with students is that students attach great to how the lesson flows, what their relationships are with their teacher, what the atmosphere of the lesson is , if they feel pleasure on the lesson.
So, the students Tzliil, Noy, Eden and Gaal (**Case Study 2**) , in their feedback questionnaire on my work with them , gave the most points to their interaction with their teacher== 40+, and to the atmosphere of the lesson 38 points. It justifies the thought that students with learning disabilities look on a teacher in their own way seeing him as a person with his individual appearance , customs and tastes. They are eager to get known everything about their teacher life, in their turn telling him about their life, i.e there exists more personal interaction than a learning one. Working for the intervention strategies , I inserted the principle of "pleasure", which was introduced by a famous Czech educator John Amos Comenius in the 17 th century as a vital factor that helped to reach a successful results in learning.

Then I based on Stephen Krashen theory of **"affective filters",** where learners with high motivation, normal self-confidence, a good self-image and a low level of anxiety are better enable for success in second/foreign language acquisition—they have **low** affective Filters in comparison with **high** Affective Filters, which form a "mental block" that prevents comprehensible input and so impedes language acquisition. Students were provided with a low--anxiety environment, in order that general positive atmosphere was created in groups.
the students with created positive attitude toward the language, they learn, were more successful than the students with less positive attitudes .
So, I set up a friendly atmosphere on a lesson, arising good relationships with the student and interaction, which could be brought to students' positive attitude toward English and growing motivation. However, it was not so simple, because it went contrary to the negative or indifferent general atmosphere of school which were formed.
I expressed my high teacher expectancy toward students and found their intrinsic motivation raised , and gradually they achieved success in mastering the learning skills , such as expressing their opinion with the help of the sentences, broken—in –the grammar structure, but clear in a vocabulary meaning.

I set up the proximal (and distant)goals ,which eventually promoted and   raised motivation and self-efficacy , led to enhancing   goal commitment fulfillment.

One of the therapy way(intervention program tasks) were educational lessons provided by Dr. Itay Zimran, based on the interaction with more knowledgeable person, where   students expressed their feelings about English   lessons , analyzed their "good-s" and "bad--s", composed on themes ,for example " a lesson that make me feel happy", the ways they would like to study English about.
The conclusion was made that communication with more knowledgeable people enhances a learning process for students with <u>learning disabilities</u> especially. The extension of thinking " beyond the given" in reasoning and metacognition could be reached with the help of these educational classes of Dr. Itay Zimran.
I would like   to stress an important role of the visual and audio aids: pictures, drawings, photos, video clips, audio material   from the computer.
The use and work with the illustrations   significantly increased the positive attitude to the material, its better memorization with language   vocabulary and basic grammar---- structures.

4 .2 Research Restrictions.

Concerning limitations of this work, I mark that I would not determine about the level of truth expressed in the opinion questionnaire answered by students , although they were anonymous, but I think it was quite high, some students expressed frankly.
Other important limitation is that I did not have any possibility to get known about students' family background, i.e to learn if their parents had disability or difficulties in learning (restriction in knowledge about their heredity). There was no chance to question students' parents or other family members.
I did not have an access to personal files of the students. I could speak to their educators , but listened to their subjective opinions.

The **other** limitations concerned the following things:

1.There was not a long period that was taken, i.e I did not have enough time for full justification of hypotheses in positive or negative plane.
2. Restricted number of students participated.
3. The students were only from urban areas of Israel.
4. In spite of the fact that there are a lot of new immigrants in Israel,
I observed   the students who were born in Israel. And I did not have a possibility to teach the students who were common mother   language and culture with me.
5. Separate schools from separate districts – Jerusalem and North ---- were embraced.

6.There was a negative influence from the side of other students who did not participate in research on the students who participated in the research. There took place a bad affect from the side of   some English teachers on their students who were participating in research.

It very impeded my work with students.

7. Regarding research limitations observations, it can be marked that   there was no possibility to observe students on other subjects' lessons than English and during other breaks

8.Regarding questionnaires, not all participants could be frank, overcome their fear in front of school staff and answer the   questions honestly in spite of anonymous character of questionnaires.

9.Concerning research limitations of <u>case studies ,</u>   the<u> following facts are stated: T</u>here were   more individual participants in view than typical ones. (One can say about some dependency on a single case exploration).

4.3   Further Research Directions:

1.During my work with children I started using the principles of Incidental or Non-direct learning theory, for example on educational lessons of Dr. Itay Zimran, through a friendly interaction with a more knowledgeable person.

Since Incidental Learning promotes Study Success in English learning of students with LD, I think that it is very needed to use it as a further research direction, it does not demand a   heavy concentration from the side of the   students do not make any conscious effort to acquire information , and learning flows as if it is natural, so children can increase their vocabulary skills, get knowledge about surrounding world in an natural way . I would continue going in this direction , researching if the principles of an incidental learning could   influence on the state of the learning disabilities in a foreign language , and how it could influence on non-verbal disabilities and the development of the thinking forms , such as the creative ones.

2.I would research how the imaginative world of movies could interrelate with a real world as a source of rich educating of students with LD.
In continuation of researching affective factors in learning, I would   observe the role of positive factors in creation and keeping <u>least restrictive learning Environment </u>for the students with LD, that is in my opinion is the best therapy for learning disabilities.

3. And finally, they say that students who have LD obtain more concrete than abstract thinking , that they are unable to creativity. I would argue with it and

would go on the way developing activities for raising such state as creativity, because it enhances self-confidence and makes person feel   happier , that can bring to   steadiness and interaction with surrounding world.
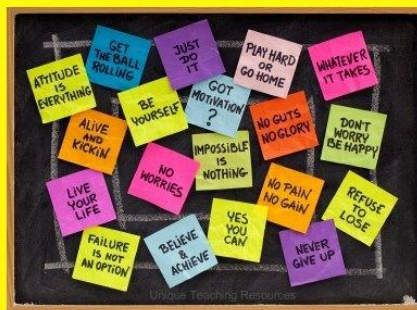

Creativity"**TIPS FOR ENGLISH TEACHERS**".

http://www.facebook.com/home.php?sk=group_31737970668#!/photo.php?fbid=250219065110410&set=a.126091664189818.23833.125871020878549&type=1&theater.

4.4 **And a final word...**

http://www.facebook.com/home.php?sk=group_31737970668#!/photo.php?fbid=212311142234536&set=a.12609

1664189818.23833.125871020878549&type=1&theater

   Finishing my work , I would say that life in today's Israel is filled with too much of negative emotions . It is seen according the relationship between people, what is going in a social life , where negativity goes out as a reaction on economic hardships and sharp poverty for majority of population and stale indifference of State rulers . And of course , all these can't help reflecting on a sphere of education , the most miserable field to my mind, where all good beginnings practically dive.

The problem of positive , free and real education with professional and <u>good</u> , open-minded , <u>moral</u> people , working inside it , stands very sharply in the country. A lot of children are damaged from the kindergarten and elementary school, falsely defined as learning disabled ones. How many basically excellent students are turned into bad , forgetting themselves, finally lost by their short sight and faulty educators. I was meeting such children in my teaching practice. This is a real tragedy for Israel!

 A therapy of learning disabilities   in English needs a program— a definite schemata , a sort of "cooking book", that could be a real helping for a teacher , who is not prepared really to work with students who are not regular, who are really slow in their learning.

I think that the theme that I raised and   developed I could , is highly   necessary for Israeli school today and consequently and in such a way   ,it   is very important.

This work is also combines my personal teaching experiences together with the research that I attempted to   conduct.

I felt this material, where I put my impressions and reflections the reality that I passed through myself., my personal positive results that I could achieve trying I   turned   the lessons into being **enjoyable** and **pleasant** ones .I included   the activities that are described in methodology ,   but generally ,they are not included by most teachers at school, for example,

learning English through the   songs and movies, being especially good for the auditory learners , being useful for students with learning disabilities, where there is a lot of repetition of vocabulary and grammar constructions can be.

At school, it goes a direct (chalk- blackboard) delivering material and teacher-centered style , the emotional side of a learning procedure- the attitude of the students , their senses- and feelings-   is dropped out by an average teacher .

 <u>What can be my personal contributions?</u> It would be said   that in my work with the students I went "against wind" ,i.e I included the elements that are omitted in Israeli school really, that I mentioned above. I met a non-friendly—to-- me environment from the side of some English teacher-coordinators. I resisted to their faulty decisions and actions toward the students. I tried to do my best toward the students to help them to come to good results in English foreign language.

I can see not only the improvement in their skills and mastering , but the improvement of their personality.

So, Yaffit V.(CASE STUDY 1) showed herself as a nice and **sociable** person. I would call her a **proactive** person, making decisions and acted upon those decisions.

From the point of language achievements , I would call reaching a phonological awareness, where the students learned distinguish sounds in a word, learned to segment and blend, syllable counting learned to hear and catch the meaning of words and sentences.

<u>Why is this work   important?=</u>

  It attempts to give some way of effective therapy for   learning disabled students.

Unfortunately, the majority of teachers put forward negativity in their teaching to students : too low evaluation, a lack of praise and rewards for some success , ,focusing only on the fails of students,   students feel   hate to study, and so not to study at all, and so considered by their educators as being learning disabled ones.

In the work this wide proven thing is justified , that is omitted in schools, that **"Students thrive in environments where they feel safe, nurtured and respected.** All students, even those who have learning difficulties and extraordinary personal challenges, **can do well when they are physically comfortable, mentally motivated and emotionally supported.**
Creating a positive learning environment…. work proactively to create a positive learning environment work proactively to create a positive learning environment will **optimize** student learning, help you build a **cohesive** classroom community and create a pleasant work environment for both you and your students."

(http://www.brighthubeducation.com/classroom-management/13907-creating-a-positive-learning-environment/).
One of the elements of a positive learning environment is a constant praising a child where there are many ways and use of the affirmative cards for example (**Appendix)**.
These are   learning ,supportive strategies. In the work praising was used and it gave good results in my teaching to the students.(Appendix 6.1, page 332).

About Applicability and Practicality of this Research.

This study focused on a marginal group of students from   the schools ,where each of them had been claiming that they had the capacity, by using special teaching programs, to help the students with learning disabilities to overcome their learning problems .

The reality is that during their study, **most of these students achieved only partial   of what they were able to achieve according to their potentials.** Actually ,most of these schools did not give their opinion to develop creative and individual ways of teaching that can fit every student according to his individual way of thinking, his individual rhythm of learning, and finally his inner emotional world referring to the adult world which surround him.(!)

The teaching approach, developed and implemented by the researcher, was based on the foundations that research and teaching were connected together in a perpetual process.

According to my point of view, researching is an essential part of a real and effective teaching and it relates(correlates) every time and in every place to the current situation and the specific students.

The research implemented this combined methods by a real and appropriate research methods (statistical and narrative together). The results proved that most of the students ,where the researcher (and also their teacher) used her special mode of teaching, showed more interest and more enthusiasm on their learning and also their achievements increased.

One of the benefits from this research can be found in its contribution to improve the teaching-learning process in multicultural classes, and especially in combined classes, who are integrated with regular and learning disability students.

Some proposals made regarding the optimization of the teaching-learning strategies for pupils with learning disabilities.

If to summarize what was said before, the proposals on the optimization teaching –learning strategies for students with learning disabilities can be based on the following principles:

1. 1. Creating positive environment, where students will "thrive" in connection to learning and peer ---teachers interaction.
   2.Relationships:
   Take children as they are. Learn to love children in any vision.
   Learn to understand children. Acquire skill to see the back side of a coin.
   Really, be on the side of students.
2. To give the material that answers the age , interest and level of knowledge.
   Feel use of the material.
   Use a lot of audio and visual material, including pictures, photos and illustrations.
   <u>Use colors! </u>(usually
    at school teachers write with a black and rarely a red marker).All these can improve learning process in a great way, enhancing memorization and the wish to continue.
   To give the material within the **digital** media, an interactive full curriculum app.
   print-driven approach and a tablet-led one, where

the application clearly help the teachers explain, illustrate, practise and correct in a more effective way than print materials. and made the work being more effective, interesting and, probably, productive. Each student can do appropriate task for their level at the right stage of the lesson.For example, **<u>Sight Words for Reading HD</u>**

This app helps students learn sight words of a high frequency . Words are presented in **context** in **fun** videos that is very effective for a vocabulary enrichment and

reading comprehension done by the students who sense learning disabilities in the English language.

Give **videos** on passing the general themes, for example :" Bullying".

3.To establish **high teaching expectations as** obligatory for **effective** teacher work, because children feel   very distinctly the attitude , and behave and act according to this attitude.
To develop incidental and autonomous learning.   students with learning disabilities distinguish with an independency, and they are capable to study in their own way, and here Internet with its endless possibilities can help them. The best learning strategy is a strategy that permits learning process flow in a natural way, without evident efforts from the side of the students, but strengthen with their interest.

 I would love to finish this work with the words of one teacher who I had some discussion in a teacher face group about effective learning. His words can be accepted as being controversial, but probably, they   could   serve a part of   a proof of the applicability of my work:

 "If we were really interested in reducing suffering, we would refuse **to give grades or homework**, we would know better than to correct with a red pen, we would stop forcing people to do what they don't want to, coercing them to take idiotic exams, follow mindless rubrics, etc. In short, we would have to eliminate our current system of "education" and actually come up with something that respects the human being we call a child and builds on his natural curiosity rather than kills it **(D. H.)."**

Made by FlorWrencia Dayao TESOL, YEMEN

S E L E C T I V E   A P P E N D I X .

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FromTeachers' Letters

on "CAUSES OF LEARNING DISABILITIES".

(www.etni.org.il)

 I want to add another comment to the previous message
I sent about students with learning disabilities. I have a student who
 seems to me to have serious reading problems and I wanted to help
 her somehow. I asked her whether she has any accommodations on
 tests and exams and this is the answer she sent me: "I don't have
 accommodations because to get a diagnosis is very expensive.
I am sure I need to be read to, it is very difficult for me to read in
English."(Hebrew) Even though I have gotten this answer before, this set off all kinds of
alarm bells in my head about what we are actually doing. Obviously,
only more well-to-do families can pay for these diagnoses. With 1/5 of
Israel's children living in poverty, what does this say? When I was
studying to be a teacher, one of the subjects we learned was how
to improve the learning of "underprivileged" children. Today, no one
talks about this. We are focusing a lot of effort on learning disabilities
and I think that we are disregarding other classroom problems.
 I ask myself how we got into this situation and I don't have an answer.
 I repeat what I said in my last message - the classroom teacher's
diagnoses must count for something. That may be a start. We can't let
   this continue.

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CREATIVE THINKING STIMULATING QUESTIONS.

a.How many ways can you think of to compare a train with
   a   car?

B.   How many endings can you think of for the sentence:

   If I had a million dollars?

c.In how many different ways could an umbrella be used?

   In how many different ways could a button be used?

d. Think of ten ways to compare a tree with a piece of spaghetti.

e.Think of as many ways as you can in which a lesson is like a wedding.

f.Find six questions to which the answer is …twelve…(tomorrow / of   course! / my other).

g.Suggest at least three advantages of being an only child. (of not having a cellphone / of having no car?)

h. What would happen if…. "questions"(these questions stimulate to real use imagination.)

   What would happen if all cars were gone?

   What would happen if everybody wore the same clothes?

   What would happen if you could fly?

i)   Ask students about changes: one way to help students to think more
        creatively is to ask them to change things to make them the way
ii)   they would like:

What would taste better if it were sweater?
What would be nicer if it were smaller?
What would be happier it   were bigger?

j)Ask questions with a lot of answers is promotion
            of creative thinking skills.
For example : What are some uses of water?

3

AFFIRMATION   CARDS ..
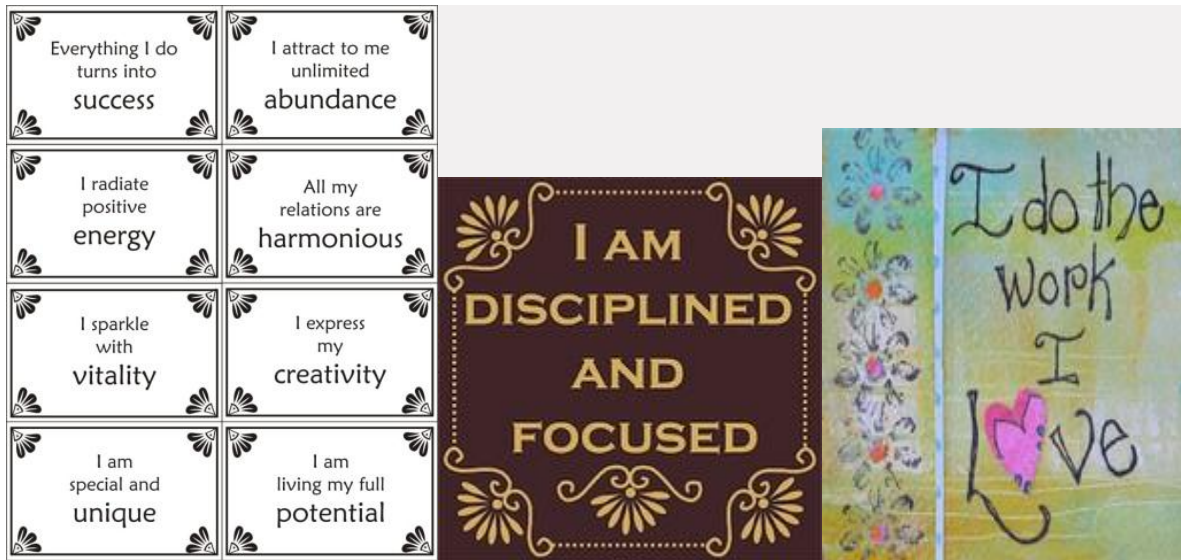
I am very intelligent.

I enjoy learning.

Learning is fun and exciting.

I understand the lessons taught in school completely and quickly.

I believe in myself and my abilities.
I have many gifts and talents.
I embrace my fears fully and calmly.
I am very creative.
I am unique and special.
I trust in my ability to solve problems.
I achieve great and successful results.
I feel confident and secure.
I am excellent in languages.

I believe in my dreams.

I have an excellent memory.

("Free Printable Affirmation Cards".
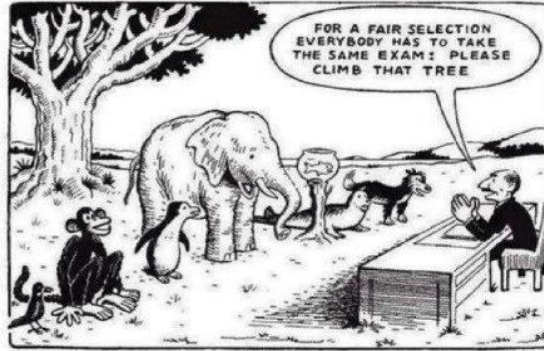http://www.squidoo.com/printableaffirmationcards).

4

___. There are many ways to praise a child. Here are some examples.

- You've discovered the secret
- Way to go.
- **I'm proud of you**
- Fantastic
- You're on top of it
- Incredible
- You're on your way
- Good for you
- Remarkable job
- Beautiful work
- Magnificent
- Phenomenal
- Creative job
- What an imagination
- You make me laugh
- You brighten my day
- You mean the world to me
- Awesome
- Hurray for you
- A hug – a kiss - a smile=== Learning Strategies : supporting strategies.

==5==

"Children learn best when they like their teacher and they think their teacher likes them."
-Gordon Neufeld

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Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

http://www.facebook.com/luba.shapiro.9#!/photo.php?fbid=475445489171536&set=a.215833985132689.49953.183270601722361&type=1&theater.