INTEGRATION
OF
SPECIAL NEEDS EDUCATION
INTO
LANGUAGE CLASSES

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PRESENTATION
AND
INTENDED OUTCOMES OF THIS STUDY
The National Curriculum changes and school policies often need to be adapted to new requirements. Unfortunately, developments are not always promoted equally in the share or support that is allocated to the departments within a school. It has been noticed that foreign languages, for instance, are not systematically offered to all pupils, and in particular to those who are labelled as 'low achievers'. This seems to be, on the one hand, a great injustice considering that all national institutions are moving towards 1992 and its implications on the job market, and on the other hand, a contradiction in terms with the comprehensive system which was established years ago. Therefore, it felt appropriate to enquire further in the assumed performance of 'slow learners' in languages. Why would a child be necessarily 'slow' in a specific subject on the assumption that he/she does not achieve very high in other areas? Would there be only one skill responsible for an experience called 'learning'? If it is largely agreed that learning involves more than one skill, then why not give all children a chance to discover what they can achieve in languages? This study started with the observation that in many schools* some children are not sent to language classes because teachers and members of the management teams think that these pupils would not be able to cope with learning a foreign language since they already have difficulties in working in their mother tongue. Not only are these children not given the opportunity to experience something new which could broaden their horizon but they are also withdrawn from their daily environment when their peers go to the language class.

*Past experience showed that 8 out of the 9 schools visited in Lothian were not providing learning support in language departments.
This double injustice raised the following question: why not integrate the learning support they receive outside INTO their usual class work?

For a long time, Special Needs Education* only referred to mentally or physically handicapped children. However, the 1978 Warnock Report altered this definition and S.N.E was no longer orientated only towards the disabled but also identified as a service that any pupil might need at some point in his/her school education. This need has been considered by many teachers, lecturers and education psychologists such as O. Robinson, G. Thomas and L. Barton as a right to which each pupil is entitled.

This study will not only reinforce such an argument but will also support it by showing how some children who require help in Foreign Languages can equally benefit from this right. This will be developed after giving a definition of the terms 'integration' and 'Special Needs Education' as understood in this work, which will lead to a discussion on what can realistically be done in order to apply the theory of integration of some children into language classes. Finally a question will be raised as to where the support necessary to such changes should come from.

* Special Needs Education will also be referred to as S.N.E, learning support and remedial help (old term for S.N.E) further on in this study.
PART I

APPROACH TO THE TOPIC

Definitions and rationale
1- The concept of integration adopted in this study.
Although the concept of integration has been interpreted in many different ways over the last twenty years, this study will not refer to all of them but will concentrate on one aspect of integration related to Mittler's idea of "matching provision to need" (Mittler, 1979). However, Booth's assertion (1988) that integration is mainly a "political process...a transfer of power" which aims at reducing discrimination is also a valid explanation of the reason why this project was initiated. Indeed, so many schools used to withdraw children with learning difficulties (i.e. mainly needing help in their education) from subjects considered as secondary (such as Languages) that this could hardly be representative of the equality of value praised so much at the time. Therefore, after hearing these schools advocating equality in their curriculum, it would be natural to expect them to offer to their pupils with learning difficulties the same opportunities as any other student would have in attending ALL subjects. Thus, Booth's belief of reducing discrimination as a basis for integration is certainly essential for the understanding of this work.

2- What is meant by 'Special Needs Education' .
In order to be more accurate as regards the extension of the project, it is also necessary to define what will be referred to as 'Special Needs Education' or 'Learning Support'. Both terms are broadly used to indicate that a child needs help in one or more areas (personal skills or subject related problems).
This study will concentrate on pupils who either suffer for a short period of time from difficulties in performing some tasks required in the class or on children who are commonly
3- Potential causes of learning difficulties. What could help?

As mentioned in the booklet on children with learning difficulties produced by Lothian Regional Council, the causes of learning difficulties are multiple and come from various grounds including home environment and inabilities to cope with personal problems occurring outside school. However, some reasons for showing difficulties in the course of one's school career can also lie in "the nature of the school curriculum or in the form of its presentation" (Lothian Regional Council, Department of Education, p.3, 1987); whether a child needs help because he/she has lost enthusiasm due to some family problems or because he/she experiences constant difficulties in tackling the class activities, the class teacher (in cooperation with other members of staff if possible) should design various tasks and apply different strategies in order to allow this child to stay with his/her peers. This implies that pupils with learning difficulties, who should cover the same syllabus as any other child, can only do so if appropriate activities are devised to enable him/her to take part in normal class work.
PART II

FACTUAL ANALYSIS
1- Historical developments.

After the Warnock Reports (1978) had considered that Special Needs Education should not only apply to children with severe learning difficulties due to mental or physical causes, pupils experiencing various learning difficulties were then included in a much broader group of children who would need special help at "some point in [their] school career" (JCCES, p.5, 1988). The Progress Report (HMI, 1978) also claimed that not only should S.N.E. be extended to all pupils in need of help but it should also avoid extracting these pupils from their normal class. Indeed, until recently (and even still now), pupils receiving 'remedial help' were withdrawn from their usual class in order to be helped individually or in small groups by a learning support teacher. These children were generally only assisted in order to improve their level in Maths, English and sometimes Science. Emphasising the inequality of the extraction system, the Progress Report suggested that this should no longer happen and that learning support teachers should henceforth offer extra help IN the class and TOGETHER WITH the class teacher.

Although many people like Marion Blythman have always supported the idea that "by being segregated from the others in some subjects, they [the pupils] are convinced that they are inferior and worthless" (Blythman, 1988), it is noticeable that some schools are still not operating what was recommended a long time ago*. In fact, this attitude towards accepted inferiority is well known amongst segregated people; when one is recognised by a certain group as departing from the norm, it will internalise it to such an extent that

* observed during placements
he/she will genuinely believe that his/her abilities are really low. Therefore, by being extracted from the main group, the pupil will not necessarily be helped and might simply adopt a fatalistic behaviour.

2- Implications in foreign language learning.
Avoiding segregation is not only a problem which affects the reasons for a comprehensive education but it is also an attitude which goes against the recent developments entailing 'Languages for All'. Indeed, since children with learning difficulties are only given extra help in subjects which are considered as being of prime importance, they are not offered the wide range of subjects that other pupils can get the taste of. Modern Languages happened to be thought of as a secondary subject and children in need of learning support are still sometimes not sent to language classes in order to receive more help in English or Maths. However, now that languages are becoming part of the core curriculum, schools should be revising their policies on learning support and allocate more teachers (including learning support members of staff) to the classes instead of withdrawing pupils. The main obstacle is that some learning support teachers do not have necessarily the knowledge of the foreign language to be able to assist efficiently the pupils with learning difficulties. Discussions with these teachers * have often shown a reversal of the situation, whereby they felt that they needed as much help as the pupils they were helping. This has the advantage of putting them back to the level of some children and of

* information obtained after a discussion with a learning support teacher who was trying to help in a language class for the first time.
enabling them to understand better what can go wrong when, for instance, a child expresses some difficulties in acquiring some concepts of the foreign language. Hence the necessity for the subject teacher to operate a teaching system which is both attractive and applicable to low and high achievers. In order to undertake such arrangements, the subject teacher must be familiarised with what is done in learning support and how it is done. Thus, it is essential that subject teachers keep consulting and working WITH learning support teachers even if this does not necessarily take place in the classroom. Indeed, this emphasis on partnership is not only beneficial to children with learning difficulties since it opens these pupils to other horizons and cultures while allowing them to share their perceptions with their peers but it also enriches teachers with a greater experience. This largely agrees with the new 5-14 educational programme which focuses greatly on the pupils' personal development. In fact, as shown in the next part of this study, the learning of a foreign language encompasses many different skills which can be used and developed equally in other subjects considered as essential in a child's curriculum. Looking at what is stated in the English Language 5-14 official document (SED, 1990), for example, it is interesting to notice that almost any attainment target (described p.8-17 in the document) or suggestions listed in the programme of study (p.26-53) could also refer to foreign language learning. Therefore, the integration of 'slow learners' into language classes should not only be taken into consideration but should also be put into practice in order to re-balance EVERY child's curriculum without discrimination.
3- Schools' staff perception of 'Languages for All'.

The inclusion of 'Languages for All' into the curriculum has raised two main issues: one is based on political reasons and the other one relates to social and moral contexts. Indeed, since this programme offers languages compulsory for all S1, S2, S3, S4 children, schools fear that some pupils will not be able to cope with a foreign language as part of their core curriculum. Although the schools themselves are generally in favour of the theory supporting this new national decision, some of their staff members have already exposed a few problems that could arise*. This change in the curriculum would require more investments since schools will need more staff, material (like listening posts around the classroom for example) and in-service sessions in order to train language teachers to adapt their teaching to 'low achievers'. In fact, the local authorities' budget will not allow some schools to implement 'Languages for All' next year since they would need to invest too much money in these schools. Therefore, offering a broader education to children from all ranges of abilities also sets up specific targets which do not seem attainable by a certain number of schools' management teams*. However, giving all their pupils a chance to reach 1992 with the educational background that they will need is a challenging option that all subject teachers and management teams would like to undertake. One of the incentives that some teachers need is the proof that many activities can be adapted to a wide range of abilities. Naturally there is always a chance that some tasks which are well carried out by some pupils might not be as successful with other pupils but they will

* discussed during placements in two different schools.
definitely show that there is always some achievement in anything that a child does, even at a very low level. Thus, the following part of this study will give practical examples which have managed to integrate some children who were expressing learning difficulties into their language class.
PART III
FIELDWORK AND DISCUSSION
1- Introduction.
This study would have never been initiated without the children who were identified by many teachers as 'low ability' or 'lazy' children and who happened to perform rather well at some point in the language class.
The following examples are drawn from past experiences* and describe three different sets of pupils; one first year class with at least 30 % 'low ability children', a second year boy who seemed to be completely demotivated and two second year Polish boys who have been in Britain for only three months, who do not speak much English and will have to do a compulsory foreign language next year. In none of these pupils' classes had the syllabus been altered and all the children mentioned above were aware of (and sometimes concerned by) their poor performance in languages.
However, it was noticed during some lessons that the standard of their work was much higher than in recent months. Therefore, it would be worth trying to examine why these children suddenly performed better.

2- Examples in their contexts.
A- Teaching the Spanish words for colours and some parts of the body to a first year class with many 'low achievers'.
This group was a small class since the policy of the school was to keep the number of pupils in first and second year classes under 20. There were only 16 pupils on the day of this lesson, which undoubtedly helped pupils to take part in the activities.

* occurred during placements in two different schools.
The following task was an introduction to further developments. In order to present the new items of vocabulary, cards and coloured wooden dice were used. The pupils were shown each colour, asked to repeat it several times and the same was done with the cards on the parts of the body. Then the children were asked, within a group of four, to close their eyes, pick up a card and throw the dice. A second person took the card, could tell (or just show) the part of the body represented on the card and the colour of the dice to the other two pupils. Finally the first person had to open his/her eyes and put the part of his/her own body on something of the colour indicated on the dice. The aim of the exercise was to help in memorizing and showing comprehension of the words. It appeared that all supposedly 'low achievers' who were in different groups managed to show their understanding very well without having to say, write or read anything in the foreign language, which was a further step up from their usual work.

B- Working on the topic 'describing people'.
This second example shows how a second year boy who had not done much work since the beginning of the year unexpectedly produced an excellent piece of work (see appendix 1). He had never been considered as a 'low achiever' by any teacher but his language teacher was starting to feel concerned by the lack of positive results in his work in recent months. However, when this pupil was asked to draw at home an 'imaginary creature' in order to describe it to his partner and make him/her draw it back according to his instructions, he put a lot of time and effort into the task and achieved a very good piece of work including some French sentences.
Although there were a few mistakes in the language, they did not impede any communication and showed that the pupil COULD perform at a good level if he was motivated.

C- Teaching to non-natives of English.
The third example illustrates the difficulty of integrating two non-English speakers into a second year class. A lot of controversies arose when teachers and members from the management team discussed the possibility of giving them more time on English rather than sending them to language classes. Indeed, it was thought that they needed more help in a language that they have to use extensively every day (i.e. English) and which is a second language for them. One of the arguments against the previous suggestion was that the boys will have to study one language in their third year since the school will be establishing compulsory languages next year. However, even though these pupils were far from being fluent in English, their French seemed to progress much more rapidly when they were given some 'real' situations which they could associate with their own experience of life. For example, the boys shared in more activities with their peers when they were asked to bring some photos of their own family, house or country to describe to other pupils in groups.

3- Discussion: factors of success.
The previous examples enhance some key elements contributing to the successful learning of foreign languages as well as many other subjects:
- use of concrete material/ visual aids
- motivation
- adoption of a 'real situation' context.
These three factors are not recent discoveries influencing the learning of 'poor ability' children. Indeed, many writers such as Gary Thomas (Thomas, 1988) specialising on children with learning difficulties have always acknowledged the fact that children learn better when having a 'physical' experience of the teaching material. In example A where the pupils have to throw the dice, pick up cards or move in the class, the success is undoubtedly connected to the way they first approached the topic. It is also important to notice that, in this particular example, ALL children are working TOGETHER without any level discrimination. The focus on 'experiencing together' was deliberate and proved to be very successful. Indeed, in many cases, it has been observed * that if a teacher tries to help out one particular child when the others are not seriously engaged in an activity, it often results in chaos because the rest of the class probably feels neglected. It also has the disadvantage of pointing more at the pupil who is working with difficulties. In fact, it seems that the successful integration of any child with learning problems depends very much on how interaction is structured and on how instruction is organised (Thomas, 1988). Indeed, examples A and C showed that, by working with their peers, these children proved to themselves (before proving to anybody else!) that they could do as well as any of their classmates; in fact, the need for exchange of information was strong enough to encourage them to take part in the activity. The notion of 'being able to' is also essential in the child's performance and this is probably half the battle won; if the pupil as well as other members of his

*Observed during placements in two schools.
surroundings (class, family...) can recognise a good performance, it will help him/her to volunteer for more tasks and he/she should eventually forget his/her fear of trying activities due to the anticipation of failure. Nevertheless, if all these elements must be born in mind when considering the promotion of effective learning amongst ALL pupils, the children's motivation is also essential to remember when preparing activities. Examples B and C clearly illustrate that the three pupils achieved the tasks at a higher level than usual because they had a real interest in what was offered to them. Although the activities were very different, they both fostered the pupils' motivation. Indeed, the pupil from example B was given a chance to explore something he liked (the world of the 'extra terrestrial'), which was the only incentive for him to produce an excellent piece of work. In a similar way, the pupils from example C felt a necessity to communicate with their peers through genuine situations which prompted their willingness to share experiences with others (talking about their OWN life...).

Both cases refer to a different kind of motivation which is not necessarily long lasting but could be enough to help them build up the confidence they need in order to improve their present level. Trying to keep up this level requires some follow-up activities which can maintain the pupils' achievements at a reasonable standard. The fantastic creature from example B, for instance, served as the starting point for a further speaking activity where the pupil actually went on performing well since he WANTED to tell his partner about what he had drawn.

The three factors mentioned in the above discussion are certainly important for the understanding of the success of
the examples given previously but they are only part of a whole strategy which allows teachers to operate integrated teaching. Indeed, if teachers should be convinced that they must keep 'low achievers' in their classes, the children themselves must feel that it is worth staying in the class! Very often, because some of these children have always experienced withdrawal from their usual class, they genuinely believe that they cannot cope in a 'normal' class (Blythman, 1988). Therefore, it is vital to allow them to learn together with their peers as much as possible.

The following part of this study will try to analyse various other 'tips' relating to theories on language learning.
PART IV
FURTHER DISCUSSION

Some theories which can help designing activities for children with learning difficulties.
1- Theories relating to first and second language learning.

As mentioned by several linguists such as Skinner (1957) or Chomsky later on, children need an active environment in order to develop their language according to the accepted rules of 'a' society. Therefore, whether they will have been exposed to a wide variety of language or not, the most fortunate children will arrive at school at the age of five with many different patterns of language while the least fortunate ones will have to struggle for a long time before acquiring a reasonable amount and quality of language. Thus, the acquisition of the mother tongue is greatly influenced by the home experience that parents or guardians provide. This home experience being almost inexistant in the learning of a second language (unless one of the parents speaks the language), the teacher will have to play the part of the model on whom the children will initially base their first acquisition of the foreign language. Consequently the first piece of advice that could be given to a language teacher is to use simple forms of the foreign language as much as possible and without any discrimination. This implies that ALL pupils are required to be in the SAME classroom at the same time. If a child is extracted and goes to see a learning support teacher who might not have much knowledge of the language, it is likely that he/she will suffer from a lack of language exposure and will be disadvantaged right from the beginning of his/her learning.

However, while applying this technique, it is essential to bear in mind that every child also has a right to silence (Krashen, 1988) in his/her learning and although the child might not show his/her competence by producing the language immediately, his/her understanding will be fostered by the amount of language he/she will have to cope with. A lot of children have proved to be excellent speakers after a long silent period. Many teachers could rightly claim that this is not always applicable when children have to perform much earlier at school because of the pressure imposed by tests or exams. Then teachers should really be careful with pupils who are not necessarily ready to speak and should try to balance silent and speaking times.

The problem that arises here is how to prompt language production amongst children who are experiencing learning difficulties. Although it is not easy, there are some 'tips' which can help these pupils to achieve something in the language. A lot of the following suggestions could often be adapted to subjects other than languages.

2- What can 'make it work'?

Many factors necessary for a positive development of the language originate from social and emotional needs. This is one of the reasons why keeping children who have learning difficulties IN their class can only help them to develop their language skills; any child needs to establish a friendly and secure relationship with other children and with the teacher (see Downes, 1978) in order to achieve something. If this is encouraged, the pupil will perform many more activities in languages as well as in other subjects. For example, it should be much easier for the pupil to imagine the situations.
suggested in Standard Grade exams (making arrangements for meeting penfriends/organising holiday plans...) if he/she has already experienced a similar situation within a group of classmates. How could the same pupil develop these language skills largely based on socialising if he/she has always been extracted from the class?

However, if allowing such pupils to stay in their classes is a prime necessity, other elements can also facilitate their learning. Extra materials such as listening exercises that the child can take home will provide a great help. These exercises can be listened to and repeated as much as required and should the child have no possibility to do it at home there must always be some time allocated to this in his/her language class, either during the class time or after it (Brown et al., 1978). Together with these tapes should be used written scripts or visual aids (sketches, drawings etc). This is to provide the pupils with extra concrete help on which they can focus their attention, as well as to give them a purpose to the activity or, at a different level, to improve their reading and writing. What is important when creating such material is to be able to distinguish background knowledge from activity tapes. On the one hand, if the teacher is really concerned with the pupil's accent, memory or gaps in the acquisition of the language, 'practice tapes' should be devised (see appendix 2/ I- A). On the other hand, if the teacher wishes to integrate the child into listening activities that other pupils in the class can perform, then special tapes concentrating on 'listening and doing' should be provided (see appendixes 2/ II- A, 3). In this case the teacher must be careful that the task does not involve other skills like reading or writing. Indeed, listening exercises designed for children with learning difficulties
often involve reading instructions (when it would be easier to
give the instructions on the tape), writing answers (when
ticking boxes would be more appropriate) or memory skills!
Finally, developing various activities where the pupils can
choose what they can cope with is also something to take into
account. An arrangement of three different activities based on
the same topic but offering three levels of achievement is,
for instance, one possible way to let the children decide on
what they can perform; it can also bring back some confidence
in those who have never been able to achieve much in the
subject. Another advantage of such an arrangement is that it
gives the teacher the opportunity to see the pupils
individually without making it obvious to the whole class that
X or Y is receiving more help or attention because of his/her
inability to deal with particular skills.
To conclude this part, it would be useful to summarise which
successful factors can allow children with learning
difficulties to take part in their language classes. The
examples described in part III showed that motivation,
physical contacts with materials and reality of the situation
exposed might help some pupils to perform at a reasonable
level. In the previous section, it was pointed out that, in order
to promote the development of the language, it is necessary to
provide activities of various levels of achievement where the
children can select for themselves the level they can attain or
wish to attain. It was also suggested that the creation of
extra material will give some children the opportunity to
practise more and at their own level the areas where they are
encountering problems. However, in order to carry out what
has been developed previously, the teacher must be aware that
external challenges will arise.
3- External factors influencing a successful integration of S.N.E into language classes.
The success of any attempt at integrating children with learning difficulties into normal class life depends on other factors which are not necessarily in the hands of the subject teacher. Although it is important to adopt a positive approach, i.e. to be convinced that it is possible and for the benefit of the child to mix with his/her peers and get an equal chance at learning the language, everyone must be aware that external forces will play a considerable part in the establishment of the whole process. Indeed, it is not only likely that some teachers, because of their personality, their doubts as regards their own performance and consequently their success with the children in need of help will oppose the idea of integration but it is also probable that, at a higher level in the distribution of powers, some authorities will not allow a great deal of the budget to be geared towards, for example, the development of material. If resources might be one of the problems, there is no doubt that providing adequate training to both learning support and language teachers will also be contested on the grounds of the financial investments that this would entail. Providing extra teachers to cover the classes of the teachers receiving training always seems to cause concern at regional and school levels*. Therefore, whether a political consensus will determine how much time and money teachers should be provided with in order to carry out such developments in their classes or whether the economical context will constrain the authorities to certain decisions, the probabilities of having to encounter barriers

* observed during the last 4 years spent in the region.
are further considerations that teachers must be ready to face.

Finally schools themselves will have to follow what will be decided by the local authorities. Thus, even though a school policy is to extend learning support within the class and to help subject teachers to understand what happens in their classrooms when some children experience difficulties, it might not always receive the financial help which would foster such developments. On the other hand, if the school policy is largely influenced by a management team who sees more benefits in providing help to the Science or Maths departments for instance, language teachers might have to be ready to wait before being allocated the time and money necessary to develop various strategies and approaches in their own department.
CONCLUSION
When this project was started, it mainly aimed at correcting the injustice done to children with learning difficulties and to show that it is not impossible to teach Foreign Languages to these pupils. In order to support these two ideas, the study had to be focused from two angles: the child's and the teacher's. In fact, it appeared that the child's personal development must be the centre of any teaching experience and is one of the teacher's motivations for providing ALL children with a wide curriculum. This is one of the reasons why children with learning difficulties must and can be integrated into language classes. This study showed that many skills used in Languages can help children in other personal and educational areas. For example, by helping the pupils to develop their listening abilities in a foreign language, teachers give them the possibility to improve their general listening potential in any other field.

However, in order to promote the learning of children with various abilities, teachers also need to be given extra support and training to be able to elaborate new strategies and appropriate materials. Indeed, if some children are demotivated or cannot cope with some class tasks, it could also mean that the presentation of the syllabus somewhere failed to catch these pupils' interests and resulted in low performances on their part. Thus, even though a lot of teachers are very willing to change and rethink their class or work organisation* in order to adapt their syllabus to a wider range of abilities, other influential studies should also be reported to the educational authorities which are largely responsible for assisting teachers in their career.

* Information gathered during the past 4 years working for the region.
APPENDICES
Appendix 2: examples of two listening activities for pupils at intermediate levels.

I A 'practice tape': for pupils with pronunciation or memory difficulties.
IMPORTANT: provide a script with the cassette.
- Repetition of words in the foreign language accompanied by gaps to let the child repeat each word. (Translation can be given).
- The same may be done for spelling or counting in the foreign language for example.

This example emphasises the integration of pupils with learning difficulties into groups of higher levels. Therefore, two tapes based on two levels should be distributed to pupils of different levels. The challenge of the task is that the worksheets should not ask directly for the answer but should only lead to it through discussion. For example, in order to avoid giving the answer straight away, puzzles for a higher level and colouring exercises for lower levels can be provided (see appendix 3). Only the teacher will know the answer.

All children should first work individually and, after two or three listenings, should join in groups to compare their results and work out where the treasure is. When they think that they know the answer they go to tell the teacher.
- Tape for higher level: should give a lot of information and details about where to find the treasure + worksheets to fill in and hand in to the teacher.

- Tape for lower level: should have simple sentences, mostly about directions and landmarks + a copy of a simple map where the route to follow can be drawn.

IMPORTANT: this task should involve a minimum of reading or writing.
Appendix 3: tasks for the "listen-and-do" tape

Although the following materials will refer to French tasks, the instructions will be in English (apart from the actual puzzle in task 2 of the higher level tape) for a better understanding of how to use them.

Higher level

TASK 1:

Listen to the tape and write step by step notes of the route to follow. Look at the map to help you.
TASK 2:
The following puzzle will give you the names of two famous cartoon characters. The second one of those would have loved to go to the place where the treasure is hidden in order to find one of his favourite "objects".
What is this place?

---------------- (answer: the quarry)

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(answer: Asterix & Obelix; "As-terre-x-[e]-eau-bé-lit-x")
**Lower level** (all the instructions for the following tasks should also be recorded on the tape).

**TASK 1:**

Listen to the tape and trace on the map the route that you think you must follow in order to find the treasure.
TASK 2: you will need some colour pencils for the following task. Colour in the grid and it will give you a better idea of where the treasure is hidden. Each number on this grid represents a colour:

1 = light blue
2 = dark blue
3 = red
4 = yellow
5 = light green
6 = dark green
7 = black
8 = pink


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