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Váczi Zsombor Apród
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EÖTVÖS LORÁND TUDOMÁNYEGYETEM
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DIPLOMAMUNKA

Marslakó a tanteremben: Asperger-szindrómás diákok tanítása egy inkluzív iskolában

Martian in the classroom: teaching students with Asperger syndrome in an inclusive school

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Tanári mesterszakos hallgatók szakdolgozatának tanulmány részéhez

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A tanulmány címe: Marsiaké a tanteremben : Asperger-szindrómás diákok tanítása egy inkluzív iskolában

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Abstract

Dealing with students who have any form of autism spectrum disorder has been an area inexplicably underrepresented in today's teacher training in Hungary. Meanwhile, the number of children with autism reached 1,618 by 2008, out of which hundreds were integrated into mainstream education, and this number is on the rise. As a response to a dire need, this paper presented five consecutive English lessons in a classroom where there is a student with Asperger syndrome. The lessons were observed by two special needs educators of the school to provide professional feedback. The study revolved around the following question: how can we make a student with autism want to participate in cooperative tasks, and thus further develop their social and communication skills? The results showed that peer tutoring can be exceptionally conducive to involving students with autism in social interactions in the classroom. The participant of the study managed to carry out meaningful conversations in the target language with the person she preferred to work with. Team games nonetheless are generally not recommended. Additionally, the observation of the five lessons reinforced that children with autism may experience exclusion from their community, which is something teachers should pay special attention to both in and out of the classroom.

Keywords: autism, ASD, Asperger syndrome, AS, special educational needs, SEN

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Introduction

When we learn about how to teach children, we often overlook the possibility of facing a child who, for any reason, cannot learn at the same pace, concentrate with the same intensity or behave in the same way as the rest of their peers. If this condition is permanent, that is to say, it is not caused by a sudden traumatic event or some disease, we are probably dealing with a child that requires special treatment. In the most fortunate cases, these children arrive at the school with a diagnosis, so all we need to do is consult the psychologist or special needs educator of the school who will assist us through the challenges of including these students in our regular classroom activities. In some less fortunate cases, this does not happen. The teachers of the school either do not know about any special educational needs of the child, or they simply do not care. There might be a number of reasons for that. One of them may be that teachers are not prepared to deal with such students. Another reason could be that mainstream school classes have so many students that it is nearly impossible to cater for individual needs, even if a teacher wanted to.

Whatever the reasons may be, there is an urgent need to address the issue. Why? By 2015, there were more than 80,000 students with special educational needs (SEN) participating in public education in Hungary. These figures do not include those who, based on the Hungarian laws, have difficulties in integration, learning or behavior. This means that the group of children requiring special treatment must even be bigger. Earlier, in 2008, the number of children with autism spectrum disorder (ASD) in Hungary was already 1,618, out of which 35% was integrated into mainstream schools. Since this was preceded by a gradual increase, we can estimate that this number has risen since then. Meanwhile, general teacher training programs make little or no mention of special educational needs and how to handle them in the classroom. In my training there were two or three courses that mentioned special needs in parentheses, mostly by clarifying definitions or laws, while there was only one

(optional) course that, besides the theoretical background, provided practical tips as well on how to teach students with dyslexia. Compared to the time we spend in teacher training and the amount of courses we have to sign up for, this number is drastically low.

This paper sets out to open the doors to the world of special needs through a case study of a primary school student with Asperger syndrome from the seventh grade of an inclusive school. I have three main goals with this project. Firstly, I aim to perform a wide range of cooperative and communicative activities in an attempt to find an answer to the following question: how can we make a student with autism want to participate in cooperative tasks, and thus further develop their social and communication skills? With the results and their evaluation, I seek to provide practical tips on how to organize lessons where there are students with autism, which are efficient both for them and their non-autistic peers. Secondly, I wish to present a genuine teacher perspective with a flexible and adaptive approach, partly based on my two-year-long teaching experience in a special inclusive primary and high school. The third and final goal is surprisingly mundane: with my paper I wish to emphasize the urgent need to deal with the problem of students with special educational needs.

Literature review

Special educational needs

The concept of 'special educational needs' exists all around the globe, although there are discrepancies in the way it is viewed and treated in educational laws and regulations. According to the Department for Education and Department of Health (2015), "a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (p. 15.) The Hungarian Act CXC of 2011 on National Public Education makes a distinction between "children / students with special education needs" (SNI, or 'sajátos nevelési igényű gyermek, tanuló') and "children / students with difficulties in integration, learning or behaviour" (BTMN, or 'beilleszkedési, tanulási, magatartási nehézséggel küzdő gyermek, tanuló), which may lead to confusion when it comes to certain milder cases of learning or behavioral difficulties. The former category (SNI) includes such conditions as impairments, disabilities, autism spectrum disorder, ADHD (Attention Deficit, Hyperactivity Disorder), as well as specific learning difficulties, for instance dyslexia. For the sake of simplicity, the present paper will refer to children as 'SEN students' or 'students with special educational needs' in this particular category.

According to statistics, in 2015/2016 there were 83,594 SEN students in public education in Hungary, out of which 57,948 were integrated into classrooms of mainstream schools, and this number had been rising in the preceding years. (Hagymásy & Könyvesi, 2017, p. 37) An earlier study conducted by Petri and Ványi (2009) shows that the number of children with ASD also increased remarkably between 2002 and 2008 in Hungary. In 2002 there were only 630 such children registered, and by 2008 this number rose to 1,618 as a gradual, tendentious increase. During the same period, the number of institutes that accepted children with ASD went from 148 up to 476. It is also noted that mainstream schools usually integrate only one student while the rest of them are accepted by schools that have a

curriculum for students with special educational needs. (pp. 61-63) From these figures we can conclude that the number of children with any form of autism being integrated into mainstream schools is on the rise, and therefore the issue of the proper treatment of these children must be addressed.

Individual differences and beyond

The myth of homogeneity. As a teacher, especially during our first years in the classroom, we may cherish the misconception that we are dealing with a homogeneous group of learners. Therefore, we do not aspire to cater for individual differences within the group. What we do instead is create a one-size-fits-all package that we present to them in front of the chalkboard, erroneously assuming that—just because they are silent and seem to be listening—they receive and process all the information in the same manner and with the same degree of efficacy. However, in reality "there is in fact no such thing as a 'homogeneous' class, since no two learners are really similar; and therefore all classes of more than one learner are in fact heterogeneous." (Ur, 1996, p. 302) Even in a small group of carefully selected students, certain differences among learners will emerge sooner or later. These differences may cover a broad spectrum, including cognitive abilities, personal goals, emotional disposition, social background, behavioral patterns and so on. Once the differences have been recognized and acknowledged, the teacher's job is not done yet. As Zafar and Meenakshi (2012) explain, "[i]t is not enough to just know that all students are different from each other. The teacher should also be skilled and willing enough to help the students use these differences to their advantage in the process of second language acquisition." (p. 644) It is the teacher's duty to embrace these differences and build upon them so that everybody can benefit from them equally. If we think of any famous group or team in novels or movies, we realize that they are not strong and efficient because they carry the same characteristics and attitudes, but because they are totally different rowers of the same boat. Instead of stifling

differences in a classroom, they should be exploited in order to foster cooperation and push the members of the group towards their individual and, at the same time, collective goals. In support of this attitude, Jacobs and Farrell (2001) define a number of components of a recent paradigm shift in second language education, one of which is the following:

> Focusing greater attention on diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to and appreciated. This shift is known as the study of individual differences.

The teacher of the twenty-first century has to do whatever is humanly and professionally possible to take individual differences into account, and to adapt to their students' specific needs in and out of the classroom. Lightbown and Spada (2013) defines a language teacher who is capable of doing so as a 'sensitive teacher' whose goal is "to create a learning environment with a wide variety of instructional activities so that learners with different abilities and learning preferences can be successful in learning a second language." (p. 99) Tomlinson (2016) provides a more general and romantic perspective, which could be considered one of the cornerstones of an adequate attitude for differentiated and inclusive education: "[i]n a differentiated classroom, the teacher unconditionally accepts students as they are, and she expects them to become all they can be." (p. 10)

Individual differences or special needs? I believe that the issue of inclusive education is often overmystified with some teachers nurturing unnecessary aversions towards it. Imagine a student who, in the eyes of his peers, exhibits a remarkably eccentric behavior, has strange habits, a funny speaking style and an extraordinary way of thinking. Depending on how we label this person, he can simply be 'a weirdo', or he can be a student with Asperger syndrome. This example is just to demonstrate how fine that line may be between 'an eccentric' student and one with special educational needs, and that the two of them may need to be dealt with very similarly in the classroom. However, before we teachers reach out

to children that require special treatment, we must pass an inevitable security check with the following question: do I take individual differences into consideration at all when I am teaching? If the answer is a definite yes, that is, if we acknowledge these differences, and do our utmost to cater for the individual needs of the students, we may not experience any difficulties whatsoever integrating a SEN student into our class—provided that we acquire the sufficient knowledge about their specific condition.

Reaching our limits. However conscientiously we are trying to adapt to the individual needs of our students, there are limits to the efficiency of learning in the classroom—especially in an environment where there are too many distracting or disruptive factors that emerge frequently, or the individual needs of the students turn out to be overly divergent. Over the course of two years I have received comments from the students complaining that they could make more progress if it was not for the annoying noise and deviant behavior of their peers. Unfortunately, they are right, we do lose valuable classroom time due to these factors. It is true for the whole of education, but teachers in such an environment should pay special attention to promoting learner autonomy. “To compensate for the limits of classroom time and to counter the passivity that is an enemy of true learning, students need to develop their own learning strategies, so that as far as possible they become autonomous learners.” (Harmer, 2001, p. 335) By helping students develop well-working strategies for effective learning on their own, we provide them with a key to responsibility and self-reliance, which are just as much of a treasure as social interaction. In addition, their standards of success and failure will no longer be defined by their classroom experiences alone. This might be crucial for those children who struggle and/or lag behind in a class.

What is autism?

Autism spectrum disorder. Imagine you walk into a classroom, and you find a boy sitting in the corner, separated from the rest of the group. He is deeply immersed in a

crossword puzzle. He sometimes mumbles to himself, or begins a repetitive movement which is seemingly involuntary. Contrary to your first impressions, this boy is not simply eccentric. He is most likely to have autism (also referred to as autism spectrum disorder or ASD), a special developmental disorder. The *Diagnostic and statistical manual of mental disorders* provides a definition for autism:

> The essential features of Autistic Disorder are the presence of markedly abnormal or impaired development in social interaction and communication and a markedly restricted repertoire of activity and interests. Manifestations of the disorder vary greatly depending on the developmental level and chronological age of the individual. (DSM-IV, 2000, p. 66)

To summarize, children with autism have difficulties establishing social interaction with others, often fail to communicate in a way that is appropriate in a given context, they are prone to have a narrow field of interest, and finally, they demonstrate repetitive behavior patterns. As a result of all of the above, it is not uncommon for them to experience loneliness or isolation. Volkmar et al. (2014) mention the studies of Leo Kanner who "described both sensory fascinations (e.g., watching light reflecting from mirrors) that provided seemingly endless joy, as well as heightened sensitivities (e.g., covering ears to shield against noise) that caused distress in some children with ASD." (p. 379) The latter is quintessential in describing autistic behavior since this hypersensitivity to noise can lead to so-called meltdowns, which are outbursts of intense verbal and/or physical aggression towards self and others. This may be the single most difficult and demanding phenomenon to handle for a teacher in the classroom.

Asperger syndrome. "It's as if everybody is playing some complicated game and I am the only one who hasn't been told the rules. But no-one will admit that it's a game or that there are rules, let alone explain them to me." (Sainsbury, 2000, p. 8) This is an excerpt from

the introduction of the book *Martian in the Playground: Understanding The Schoolchild with Asperger's Syndrome*. Although there might be no more precise description of Asperger syndrome (also Asperger's or AS), it would certainly not suffice as an official, academic definition for this extraordinary condition. According to Klin et al. (2000), Asperger syndrome "is a serious and chronic neurodevelopmental disorder which is presently defined by social deficits of the type seen in autism, restricted interests as in autism, but, in contrast to autism, relative preservation of language and cognitive abilities—at least early in life." In other words, AS is an autistic disorder near the milder end of the autism spectrum. It is also often referred to as high-functioning autism. At first glance, certain people with AS may even give the impression that they do not have any sort of autism whatsoever, provided that their language skills and intelligence are sufficiently developed. The only sign non-autistic people might then discover early in a conversation is that their partner seems to be somewhat peculiar.

Inclusion of children with ASD. As we have established, children with autism have difficulties mostly in the areas of social interaction and communication, while they demonstrate odd behavioral patterns. Besides regular one-to-one support, inclusion in mainstream or special classrooms holds a great deal of benefits for these children. According to Volkmar et al. (2014), "evidence is emerging that children with ASD can profit from being in an inclusive setting from the preschool years through high school and even into postsecondary education settings." (p. 858) Fein and Dunn (2007) confirm that in an inclusive environment, children with autism can:

- develop long-standing relationships with typical peers
- model the behavior of typical peers
- be tutored by peers
- be exposed to or master grade-level curriculum and classroom routines

- learn in a group (p. 118)

Although the aforementioned opportunities may all sound convincing, it is important to note that the integration or inclusion of such children cannot be solved at the snap of a finger. A Hungarian study shows that the integrated education of children with ASD is indeed a challenge for teachers in mainstream education. Without support from professionals, the opportunity to adopt special methods, and without the necessary institutional background, integration becomes a burden for all parties. (Keszi et al., 2010) Moreover, depending on the severity of their condition, the integration of such children may not be possible or recommended at all. Children with Asperger syndrome, on the other hand, can benefit immensely from an inclusive setting. Sainsbury (2000) sheds light on an unfortunate tendency among children with AS, which should be taken into consideration whenever dealing with the problem of integration:

> Children with Asperger's seem to "fall between two stools", with those who can cope academically in mainstream being put into mainstream to sink or swim, regardless of whether they can cope socially, and special school placement being considered only after a child has "failed" in mainstream, sometimes by having a nervous breakdown and/or developing clinical depression. (p. 43)

A classroom with 30-40 students, which is not unusual in Hungary, might never be convenient or beneficial for an child with ASD. If this is the case, we should always look for special schools or smaller mainstream school where the classes have at most half as many students, and the general atmosphere is more relaxed.

Asperger's in the classroom

Behavior in the classroom. Students with Asperger syndrome demonstrate numerous eccentric behavioral patterns that may be challenging for both teachers and other non-autistic

students. Such patterns are defined as ‘problem behaviors’ by Fein and Dunn (2007), and they include

- verbal and physical aggression (towards self or others);
- repetitive and inflexible behaviors;
- socially inappropriate behaviors;
- inattentive, disorganized behavior;
- withdrawal or refusal to participate. (p. 245)

The Organization for Autism Research (2005) provides teachers with a comprehensive list of instructions that paves the way for the inclusion of students with Asperger’s. Firstly, you should avoid rushing a child with AS. They might need twice as much time to do half as much as their peers. This point is referred to as ‘Asperger time’. Secondly, children with AS may become anxious if the course of the lesson is unpredictable. You should create agendas for your lessons and give them to your students in advance. Thirdly, you should avoid using indirect communication or ambiguous language, such as irony, because people with Asperger’s may not understand the underlying meaning at all, which can lead to awkward moments. Their peers might even ridicule them for not getting the hints. The same goes for long and complicated instructions. People with autism easily get lost if the instructions are not clear and to the point. You should follow the ‘call a spade a spade’ principle. Say what you are going to do, how you are going to do it, and why—all of this in a simple and easy-to-follow manner. Besides the above, always prepare your students for potential changes of plan. Presenting a lesson plan, then unexpectedly deviating from it can be a true nightmare for them. Finally, you should praise your students with AS regularly, thus their appropriate behavior can be reinforced. (pp. 13-15) Many students with autism have difficulty starting or completing a task, which can be caused by the fear that they might make mistakes. “Some

students need constant reassurance that what they are doing is fine." (Ben-Arieh & Miller, 2009, p. 57)

If we experience déjà vu upon reading these practical tips, it might not be a coincidence. Although the useful pieces of advice above were found in a book on managing classes with autism present, I personally cannot help but think that they could be applied to any class with any kinds of children. This idea is pronounced in the following lines:

> When teachers take on the challenge of making their classrooms and schools more inclusive they become more skilful and better practitioners. This means that all pupils benefit, not just those with 'special needs'. (Understanding and responding, 2001, p. 34)

Communication issues. We have established that one of the main and most conspicuous characteristics of autism is the difficulty or inability to partake in social interaction and to communicate appropriately in a given context. Teachers of every subject should focus on developing these skills in as many ways as possible. Language teachers are in a favorable position in this respect, as their ultimate aim is to teach their students how to communicate in a foreign language. The very same reason might impose a bigger responsibility on them at the same time. Teachers should help students with ASD to tackle these communicational barriers in the long run. "Developing social and communicative competence in your student with ASD may be the most important educational goal for him to reach by adulthood." (Fein & Dunn, 2007, p 212) Sainsbury (2000) expounds why we fail to do justice to this fundamental goal: "one of the major obstacles to learning for children with Asperger's syndrome is that we fail to see the classroom as anything other than a learning environment. We are oblivious to its social context and the problems this causes can greatly complicate in the classroom setting." (p. 46) In addition to greater teacher support, peer tutoring is also an option to improve the social skills of children with autism at the school.

"Involving typical peers as tutor, mentors, or lunch buddies can increase the interactions of children with ASD." (Fein & Dunn, 2007, p. 222)

Intuition and improvisation

The paradox of teacher training. Teacher training programs as such are abundant in contradictions. Once we trainee teachers gain admission to a program, we rightfully expect our trainers to provide us with all the knowledge sufficient for becoming a good teacher. We can learn about methodological approaches, activity types, and we can absorb a vast amount of factual data with regard to our education system, or how our students' brain develops over time. We also have countless opportunities to try out our teaching skills throughout the years, both with our fellow trainees and actual primary or high school students. Besides teaching methodology and steady academic knowledge of our subject, there are other skills that are quintessential in case we seek to become something more than a mere conveyor of academic knowledge. The skills that I consider to be the most important here are: sensitivity, open-mindedness, creativity, adaptability and self-reflectivity. These skills can only be mastered on the front line, that is, through day-to-day interaction with students in and out of the classroom. They should not be interpreted on a theoretical level since they can only show as a result of real-life interaction. Being successful at mastering these skills requires an intuitive attitude on the part of the teacher. Listing and defining individual differences in an academic context may not serve as any help in an actual classroom situation where differences need to be handled and catered for spontaneously. That requires us teachers to turn to the students instead of turning to books.

This idea was elegantly reinforced by a teacher in 2015. In that year ELTE organized a diversity day where a wide range of impairments were discussed. The final presentation was given by a visually impaired teacher. With quite a tongue-in-cheek tone in her voice she gave the audience the truest and most useful piece of advice on how to teach impaired students

adequately. She said: “ask them”. We can acquire such crucial bits of knowledge as “don’t make your dyslexic student read in front of the class” or “don’t use serif fonts with him” (Rello & Baeza-Yates, 2013), but this sort of information is easily accessible to anyone and can be adopted in a split second. There is a more human side to the story, which lies in getting to know the students deeper and deeper as time passes, gathering information about and adapting to their specific needs, and accepting them as individuals with no difference in value compared to any of their fellows. Sometimes, instead of skimming through the umpteenth handbook, simply asking our students about how they prefer the material to be delivered will save us valuable time and energy. There is no handbook on how to increase our willingness to do so.

One size does not fit all. “Teachers in differentiated classes use time flexibly, call upon a range of instructional strategies, and become partners with their students to see that both what is learned and the learning environment are shaped to the learner. They do not force-fit learners into a standard mold. You might say these teachers are students of their students.” (Tomlinson, 2016, p. 2) Teaching students with special educational needs, particularly in an inclusive classroom, requires an even higher degree of flexibility, both in terms of time management and activities. This idea is further supported by Volkmar et al. (2014): “individuals with ASD present with markedly different educational needs and there is no one-size-fits-all approach to inclusion.” (p. 858) Teachers in these classrooms should be exceptionally adaptive to their students’ needs. Moreover, they should be ready to respond quickly and effectively to sudden, unexpected events. There may be a dyslexic student sitting in the room who is struggling with a short text everybody else has finished reading, a student with hyperactivity disorder who just cannot sit still and begins to disrupt the lesson, or a student with Asperger syndrome is getting closer to another meltdown. It is obvious that in such an environment we need to drop certain traditional approaches to classroom

management, and endow ourselves with the level of alertness a doctor on call has at an emergency department.

The jungle path. Having spent almost two years in classrooms full of SEN students, including children with various forms of autism, ADHD, dyslexia, dysgraphia, dyscalculia, and unspecified behavioral issues, I can confirm that in many cases it is nearly impossible to plan a lesson in the traditional way we were taught to. Some colleagues even gave me a sinister smile when I mentioned I was printing out my lesson plans. Very often these plans have to be thrown away, put aside, postponed the moment we arrive at the classroom. Why? Simply because hyperactive students are running around for ten minutes, or students with ASD say they are not willing to do a single task today. In this case we have no choice but spend a part of the lesson swimming against the flow, trying to get back on track, which may or may not end in success. Scrivener (2011) offers an alternative to traditional lesson planning called 'the jungle path', which might be the perfect fit for the aforementioned type of classroom:

> An alternative approach would be to not predict and prepare so much, but to create the lesson moment by moment in class, with you and learners working with whatever is happening in the room, responding to questions, problems and options as they come up, and finding new activities, materials and tasks in response to particular situations.

It is paramount to note, though, that jungle path planning does not mean we are too lazy to prepare for our lesson. On the contrary: being receptive, sensitive and flexible enough to weave our way through an improvised lesson which will then be considered productive both by the teacher and the students is an art in itself. Mastering our skills to be able to do so could be a long-term goal for all teachers across the board. Furthermore, if we accept the fact that a 21st century modern classroom has a direct connection with the outside world, we have to be ready to bring in any current issues, even at the expense of giving up your well thought out

plans. “When something of particular interest happens in the world, they want you to depart from your lesson plan so that they can talk to you about it (hopefully in English).” (Maxom, 2009, p. 29.)

This is again something that teacher training today does not prepare us for, since wherever we go to practice teaching, our mentors expect to receive detailed lesson plans so that they can analyze and reflect on each and every activity that we perform in the classroom. Hardly ever can we hear stories of mentors who tell their trainees: “don’t plan anything, just walk into the classroom and see what develops”. They probably assume this would be a risky move, although being thrown in at the deep end occasionally might improve our tolerance to spontaneity early on in our career, and might serve as a springboard to becoming a truly flexible and sensitive teacher.

Research design

An overview of the research design

The present study sets out to follow five consecutive English lessons in the seventh grade of a special inclusive school, focusing on one 13-year-old student with Asperger syndrome. The lesson plans will be designed in a way that there will be a transition from individual tasks towards more cooperative and communicative tasks. The main goal of the research is to reveal what types of activities can foster the willingness of students with autism to cooperate with their non-autistic peers in order to further develop their social and communication skills, and ultimately help them feel more included and accepted in their community. For the time of the classroom work, an attempt will be made to find a peer tutor for the participant. (In case it turns out to be successful, the maintenance of the peer tutoring will be encouraged.) In addition to documenting the lessons, feedback will be requested from two people after each lesson: the participant herself, and one special needs educator of the school who will be observing all five lessons. In summary, the case study rests on the following three pillars:

- observation and evaluation of the five consecutive English lessons by means of a teacher journal
- regular feedback from the participant
- regular feedback from the special needs educator

Background and context

Participant. The participant of this case study is a 13-year-old student with Asperger syndrome who is currently studying in the seventh grade of a special inclusive school in Budapest. She will be referred to as Lea throughout the paper. Lea began her studies at this school in the fall of 2016, a few weeks after the start of the term. In the first half a year she was best known for her daily meltdowns, which meant having an outburst of anger and

cursing, and finally running out of classroom, slamming the door behind herself. These instances were triggered by mainly two situations: the amount of sensory (mostly auditive) stimuli became overwhelming, or she experienced failure in solving a particular task. The frequency of these meltdowns dropped by the end of the term, but it increased again with the start of the next school year, probably due to the arrival of seven new classmates, and because she had to move to a new classroom. Whenever Lea goes through a meltdown, she needs to find shelter, which—most of the time—is the teachers' room. It takes 5-10 minutes for her to calm down and get back on track. During this period, it is extremely difficult or even impossible to communicate with her, and it is generally not recommended. Unfortunately, owing to this peculiar behavioral pattern, she has occasionally been exposed to public ridicule by her peers since the day she arrived. Meanwhile, she has developed techniques to cope with her 'explosions', as she calls them. She often leaves the building to sit down cross-legged on a nearby rock. There have been examples of successful prevention of such explosions as well.

Lea's academic skills are better than the average in the class. She is the one who keeps paying attention until the end of the lesson, works diligently on the tasks, and writes down everything in her exercise books with beautiful handwriting. She always does her homework and other extra tasks, she prepares conscientiously for the tests, and her grades are outstanding. In spite of her exemplary academic achievements, working with her in the classroom is not always easy. She has a tendency to diverge from the course of the lesson, as she immerses herself in the task, works at her own pace, and does not pay attention to where the rest of the class is. This alone would not be a problem, but she often demands undivided attention from the teacher. During English lessons, she keeps raising her hand to check if a single word or sentence she has written down is correct or not. Due to her communication deficits, these requests do not always come out as kind or appropriate, although she has improved immensely over one and a half years. She still becomes somewhat anxious if she

does not understand the task or she experiences difficulty solving them. She is completely unwilling to pair up with any of her classmates or participate in small group discussions. Whenever there is a whole class discussion lead by the teacher, however, she usually pays attention to everybody and waits patiently for her turn to speak. In certain activities she may give the illusion of cooperating with others, but this illusion is maintained only as long as everything goes according to her desires or preferences. If there is a task she does not like or feel like doing at the moment, she can become impulsive, hostile and uncooperative. In the most extreme cases, she simply stands up and walks out of the classroom.

The school and the class. Lea is not integrated into a regular mainstream school where she is the only one with special educational needs. The special inclusive school that she attends deals with children who require some kind of special treatment ranging from the almost unnoticeable cases to appallingly extreme ones. The conditions of the children include mental, behavioral and neurodevelopmental disorders, such as specific learning difficulties or autism, as well as a variety of emotional disorders. All of these children participate in regular full-time education with some of them attending weekly one-to-one sessions with the psychiatrist, psychologist, art therapist or one of the special needs educators. Lea's class currently has 14 members, and the majority of the students are diagnosed with ADHD, dyslexia, dysgraphia and/or dyscalculia. Very often there are clashes between Lea and children with ADHD due to the conflicting features of the two conditions. Hyperactivity may entail loud and distracting actions which can trigger a person with ASD, while their repetitive behaviors can be irritating to people with attention deficit. These factors should all be taken into account during the course of the research and the evaluation of the results.

As far as English learning is concerned, most students in the class are between starter and elementary level. From September 2017, we have been using the 4th (and latest) edition of Project 1, both the course book and the workbook. In the classroom we usually cover tasks

from the course book, and the students receive homework from the workbook. Nevertheless, it turned out very early on that most of them are reluctant to do their assigned homework in the workbook, so I was compelled to look for alternative ways. One of the alternatives is a Quizlet version of the material that I create for each and every unit as we progress. Additionally, whenever we have the opportunity to use the IT room, students practice the material with the official online tasks for the book provided by Oxford University Press. Although they are unwilling to use their workbook at home, some of them seem to take pleasure in using Quizlet as a means of practice and revision.

Goals and procedure

Research goals and methods. The present case study will be conducted as a series of five consecutive English lessons in the seventh grade, in which—depending on the current material being covered—a number of communicative and cooperative tasks will be tried out. Based on the professional literature on autism spectrum disorder and Asperger's, as well as the history and general behavioral patterns of Lea, the general aims of the classroom work can be summarized as follows:

- encourage Lea to work in pairs or groups
- encourage her to accept a peer tutor for the time of the research or in the long run
- encourage her to establish meaningful interactions with her peers in the target language
- reduce her level of anxiety, and thus the number of times that she diverges from the course of the lesson, leaves the classroom or develops meltdowns

The extent of success of the above points will eventually serve as an answer to the central question of the study.

A few days prior to the mini research process, Lea will be offered the opportunity to cooperate with a peer tutor. The tutor will be selected on a voluntary basis, and Lea will have

the possibility of saying no to working with them. Nobody will be assigned to her against her will. In addition to documenting the five lessons from my own point of view, regular feedback will be requested from Lea as to how she liked or did not like the activities and lessons in general. The regular feedback will be requested orally after the lessons, in the form of a brief and casual conversation, both for the sake of simplicity and to maintain a relaxed, anxiety-free atmosphere. In order to increase the reliability of the research, one special needs educator will also be involved in the process. She will be observing all five lessons to provide a third viewpoint in analyzing and evaluating the results.

Materials and planning. The 'twice as much time, half as much done' approach mentioned earlier is applicable not merely to students with autism in this class. My half-year experience with the seventh grade has revealed that the group is capable of covering an average of 3 tasks per one 40-minute lesson, which includes a warmer, one complex and one short task. This is partly because there are a number of students with mild or severe learning difficulties who generally work slower than typical students, and also because of the distracting or disruptive behavior that emerges occasionally. For that reason, in all five of the lessons plans I have chosen to prepare no more than two main activities which are taken directly from or are based on the current unit of the course book. Each of the lessons will begin with one or two warmers. Short quizzes, checking homework, playing a short game for the purpose of energizing the class or relaxing, as well as clarifying a certain grammar point are also calculated into the plans. (See Appendices for lesson plans, photos of course book tasks and additional materials).

Following the principle of gradual progress, we will slowly be shifting from individual activities towards more cooperative and communicative ones throughout the five lessons. The more a task requires Lea to move out of her comfort zone, the more I will try to adjust it to

her convenience, as long as it does not affect the others' learning opportunities or the efficiency of their classroom activity in a negative way.

Before launching the classroom research process, it is quintessential to note that traditional planning and preparation has its limits in this particular case for two reasons. Firstly, at this point in time it is nearly impossible to predict where the class will be in the course book when our series of lessons begins. The concrete activities will be decided on and tailor-made to our possibilities shortly beforehand. Secondly, however much a person with ASD requires predictability, their behavior in turn can often be unpredictable. It might happen, as it has happened on numerous occasions, that I arrive at the classroom with a detailed and well thought out lesson plan, and Lea runs out of the classroom after five minutes for some reason. Because of that, the time period devoted to completing the classroom work for the study may need to be extended, and/or certain elements of the lesson plans need to be changed on the fly. Due to the special nature of the context in which the research is to be conducted, Scrivener's jungle path planning approach may need to be deployed more frequently than the average.

Results and discussion

In the following chapter, I will present the records of the five consecutive English lessons in five subsections. The course of each lesson will be revealed from two different perspectives: my observations (teacher journal), and the observations of one special needs educator of the school (observer comments). Occasionally, whenever I manage to interview Lea after the lesson, her comments will also be included at the end of the teacher journal. The presentations will be followed by a discussion section in which I will reflect on the lessons based upon the above mentioned two or three viewpoints. For the five detailed lesson plans, see Appendices A-E.

Day 1: do not keep students with autism waiting too long

Teacher journal. The first warmer activity went just as planned. However, during the second one, after about five minutes, Lea ran out of the classroom. When it was her turn, I asked her "What is your favorite subject?" and tossed her the ball. She threw the ball to the ground without saying a word, then she stood up and ran away. I heard her classmates mumble that she had become upset because someone else had already said the subject she was going to say. While I was distributing the short quiz to the class, my colleague offered to go after Lea, and make an attempt to bring her back to the classroom. After a few minutes they arrived. Lea was now calm again. She sat down at her desk and began her quiz. She worked diligently on the task, the occasional questions or noise did not seem to disturb her or distract her attention. Whenever she had a question, she raised her hand and waited for me patiently. The subsequent grammar practice exercise was done frontally. For each answer, I called on somebody who raised their hand. Lea never raised her hand. She decided to do this task on her own. The final section of the lesson was the speaking activity in pairs, for which they used the "my dream school" pieces they had created earlier. We started out by collecting a few questions on the blackboard. Then, we formed pairs, and the students asked each other all the

questions. I walked around in the classroom to eavesdrop on the conversations and to help the pairs. When I asked Lea and her partner how they were doing, her partner said “we are doing it, but it’s not going very well”. Near the end of the lesson, Lea packed up her things and left the classroom before I said it was over.

Observer comments. When my colleague went after Lea, she found her crying in the bathroom. Lea said she was feeling tense, yet she was willing to come back for the quiz. Before the speaking activity, she accepted the person sitting next to her as her partner. They began the task, but very early on she said: “alright, I’m not doing this, I’m tired”. Later she decided to continue. Even though she clearly understood the task, she could not answer her partner’s questions, and eventually gave up again saying: “I don’t care about this, let’s drop it”. Nonetheless, she kept on communicating with her partner, disregarding the task.

Discussion. What we experienced during the second warmer is a typical reaction of students with Asperger’s. Lea understood the task, and prepared an answer well before it was her turn. When someone else said what she had been waiting to say, she was unable to adjust spontaneously to the sudden change. It made her so frustrated that she responded aggressively, and finally backed out of the situation. As far as the pair activity is concerned, it is obvious that Lea interpreted the task appropriately, and made attempts at participating. However, she reached her limits rather soon when it came to establishing actual interaction with her partner. There is a number of factors that must be taken into account. First, during a pair speaking activity, the classroom is generally noisy, which can easily distract or confuse her. Second, the “my dream school” project required her to imagine something non-existent while the task required her to answer questions about this imaginary place. These two factors may have confused her. In the upcoming lessons, I will need to experiment with pair speaking activities that lack far-fetched, abstract ideas, and draw upon much more tangible everyday moments. Finally, I need to mention that in all probability Lea would have missed much more

of this lesson had it not been for my colleague. Most of the time I do not have a chance to go after her and encourage her to return.

Day 2: do not hand out unexpected tests

Teacher journal. This time Lea had someone else sitting next to her. We began with the same ball toss activity as last time, but today's sentence was: "What subject is boring for you?" Having learned from the incident of the previous lesson, I did not wait too long to call on Lea. She waited patiently for her turn and answered the question enthusiastically. The second warmer with the sentence halves went smoothly. Coincidentally, probably due to a mistake of mine, Lea had no one to complete her half sentence. I spontaneously completed her sentence, which she seemed to find just as satisfying. This task was followed by the short quiz on 'have got'. Lea again was an odd out one, being the only one who did not remember this grammar point at all. When I detected that she had not written anything, I offered to help her, and assured her that we would go through each and every sentence together. We moved on to the next activity: collecting objects on the blackboard. Lea raised her hand four times. After collecting enough words, I distributed the course books, and asked the students to look at adjective pairs that we would later use to describe the objects. The lesson was concluded with a few rounds of the guessing game in which the students had to ask questions about the object in order to guess it. Lea participated actively, and she even guessed one of the words.

Observer comments. During the activity with the sentence halves, Lea could not read out her slip as nobody had the other half of her sentence. She reminded the teacher calmly. When she received the quiz, her first reaction was: "I don't know this". She kept saying "I don't know, I don't remember these, I'm not doing this, this is difficult". After she had been offered help, she stayed silent and fidgeted with her pencil. When they received the course books, Lea's partner grabbed the book thinking it was only for him, which made it difficult

for Lea to take part in the task. Instead, she spent that time copying all of the words from the board into her exercise book.

Discussion. The ball toss activity was repeated today to see whether Lea would respond more positively. Even though she did, we cannot draw any conclusions since no one had said her answer before her turn, and today she was generally in a better mood. As for the quiz, she showed remarkable improvement compared to her reactions last year. Being unable to complete a single task used to lead to outbursts, while this time she remained calm for minutes with an empty task sheet in front of her. In my observation, it is possible to prevent her from anxiety or outbursts if I offer my help immediately, and if I remind her that we can discuss the task together. The pair activity involving the course book revealed an area of Lea's development that requires further attention. Her partner took the book and did not let Lea see it. She knew it was meant for both of them, yet she did not make any attempts to remind her partner. She chose to back out of the situation, and began to write in her exercise book.

Day 3: do not change the schedule on the spot

Teacher journal. After the brief hangman game to get the ball rolling, I introduced the activity with the chart, which we had never done before. Lea also contributed to the list of words, and I put her name in the chart. Once the entire chart was filled in, I refreshed their memory of the guessing game we played yesterday. We began frontally: they had to guess my word. Afterwards, we formed pairs, and they continued the game without me. Lea seemed to enjoy playing. She was the only one coming up with a word, as it was difficult for her partner to guess her word. Unfortunately, serious behavior issues emerged halfway through the lesson. I had to stop several times to count to ten. (We often do this to get back on track.) When the situation became nearly uncontrollable, I was compelled to put a 10-minute penalty on the blackboard, which means that they had to stay for ten extra minutes before they were

allowed to leave for their long break. When we reached the scheduled end of the lesson, Lea got upset because she said she was hungry. She eventually immersed herself in the text and helped us collect new words, but a few minutes before the end of the lesson, she simply left the classroom without asking.

After the lesson, Lea was happy to give me feedback, yet her answers to my questions were very economical. She said she enjoyed the guessing game, plus the sentence halves and the ball toss games from yesterday. When I asked her about working with a partner, she mentioned that she liked her new partner much more than the previous one. She referred to the new one as her "only friend in the class".

Observer comments. During the warmer with the chart, Lea kept complaining about why other students were allowed to say more than one word. Whenever someone did so, she started swearing. During the reading task, Lea was working alone although it was supposed to be pair work. When the teacher did not let her go at the official end of the lesson, she became angry and threw the book at her desk, but she later decided to continue working. At one point, however, she walked out of the classroom. When she returned, she packed up her things, prepared her sandwich, and sat silently until the rest of the class finished. Lea still becomes anxious if the teacher does not call on her when her hand is up, or if she does not understand something. On the other hand, she has improved in her ability to ask for help.

Discussion. I have drawn two important conclusions from today's lesson and the comments. First, there is no doubt that Lea takes pleasure in certain types of pair activities. However, she is unable to overcome her negative feelings towards the people she does not like, which makes it nearly impossible for her to work with them. Besides, she has difficulty establishing communication for short-term cooperation. When the person she likes most in the class became her partner, it remarkably boosted her willingness to participate in pair work.

Second, as one of the leading symptoms of autism, she did not respond well to the extra time I gave the class as penalty. She was perfectly fine until the official end of the lesson came. At that particular moment, she immediately felt entitled to leave for the break, as it is written in the timetable. This lesson served as a good example for the fact that spontaneous changes in the timetable can be a nightmare for people with autism. While the penalty proved to be effective for all of the non-autistic children in the class, she reacted violently. It is high time I considered dropping this tool for solving behavior issues, or if not, then let Lea slip through the backdoor.

Day 4: refrain from activities that require abstraction

Teacher journal. Today's lesson did not go smoothly for Lea. During the "trip to the moon" warmer, she was disappointed for having been excluded from the moon trip. In the second round, the students recommended coming back to the Earth. When it was Lea's turn, she said: "How could I come back if I didn't even go there?" She remained silent for the rest of the game. After finishing the warmers, we revisited the guessing game. I took of my hat, and there were slips with names in it. I drew one slip and read out the name. When Lea realized it was not her name, she packed up her things and left the classroom. Later on, when the students began to work on their short vocabulary quiz, I picked up one copy and walked out to look for Lea. She was sitting in the lobby. I handed her the quiz, which she accepted without a word. She started to fill it in. A few minutes passed and she returned to the classroom with her quiz which had only one or two mistakes. I saw that there would not be enough time to do both tasks in the lesson plan, so we only collected animals from the two books I distributed to them. We went around the classroom, and everyone said their favorite animals. I put them all on the blackboard. Lea also raised her hand and told us her animals. Near the end of the lesson, I made another change on the spot: I asked two brave people to spring to the feet and walk to the board. We played a game in which they stand with their

backs to the board, then we said the animals in Hungarian, and they had to turn around and find it as fast as they could. Lea said one or two animals in Hungarian too, but she had to leave a minute earlier than the others, as her special social competence session at the nearby building was about to begin. Her only noteworthy comment after lesson was that she enjoyed the game at the end, and she would try it as a player once.

Observer comments. During the moon trip activity, Lea said a word that does not make her eligible for the journey. Therefore, she considered the task to be "stupid", and she was no longer willing to cooperate. She worked alone in the pair activity again, but she kept asking the teacher for help, and she let him know when she was finished. When the students were listing their favorite animals, Lea said them too. Afterwards, she called anyone who said the same animals "stupid".

Discussion. One of the reasons why Lea ended up so hostile and uncooperative might be the first warmer. She started out the lesson by immediately losing the thread. I suppose she failed to grasp the idea of the game, and she treated my response "sorry, you can't come with me" as failing to solve the task. She did not realize that the point of the game was to figure out the rule behind the selection of people. As for the second game, in which I drew a name from the hat, we may have seen an example of her inflexibility when something does not happen according to her desires. Ironically, she wanted to be in the spotlight this time, and she could not accept that someone else was drawn. Why she called her classmates "stupid" when they said the same animals as she had remains a question. Perhaps she became upset for having lost her uniqueness. Her final comment about the cooler is definitely worth contemplating. A person with autism, who prefers to work on her own most of the time, and who is afraid of games that involve a crowd of people, says she would like to try competing with somebody in front of the board, surrounded by all of her classmates. This could be an interesting turn of events.

Day 5: do not push team games on students with autism

Teacher journal. It was extremely challenging to start today's lesson. It was the very first day after the spring break, so the students could not sit still for a second. On the spot I decided to drop a part of the lesson plan. Instead, I gave everybody a chance to say one sentence about their thoughts and feelings. Once somebody finished, they had to select the next person. Soon I realized nobody would choose Lea, even when there were only three people left. She was the last one to speak. Due to the fact that it took at least 10 minutes for the students to settle down, we did the first mingling activity in a frontal way. First a definition was read out loud, then the person who had the matching object on the slip had to let us know. Lea was excited, and she guessed her word right. At the beginning of the second warmer (with the missing animal names in the chart), she said she would not participate because she would not guess any of the words. However, after a few minutes she managed to guess one of the words, after which she re-joined the game. Subsequently, we jumped to the battleship game since we would not have had time to finish either of the following activities. As soon as I announced we should make two teams, Lea started to pack up her things saying she would not take part in this game by any means. She spent the last ten minutes outside of the classroom.

I approached her in a later break and asked her about the battleship game. She said she does not like these kinds of games at all. As a response to my questions, she explained that pair work is fine, but in a bigger group she feels uncomfortable because she is afraid the others would not include her in the game or not give her an opportunity.

Observer comments. Lea was getting more and more anxious as nobody was choosing her to be the next speaker. By the time she finally got to speak, she had already become very upset. During the activity with the words and definitions, she had a chance to say her word early on, which made her feel comfortable. When they had to collect animal

names, and she said one that was not included in the chart, she gave up playing immediately saying “this is stupid”. The high level of noise did not seem to be bothering her nonetheless. At the beginning of the battleship game, she packed up everything and left, despite the fact that she had received instructions for the game individually.

Discussion. One of the recurring issues during games where students have to select the next person is that they tend to ‘forget about’ Lea. It was my mistake that I did not select her myself when it was my turn, as my colleague pointed out after the lesson. To resolve such situations, I recommend that we either call on the students ourselves, or go around the classroom, so students will take turns in the order they are sitting. This way the not so fortunate status of students like Lea will not be exposed. Moreover, we had a chance to witness that Lea is not yet ready for team games. It is paramount to note at this point that playing in a team may be the single most challenging task for a student with Asperger’s. As we have seen earlier, Lea mentioned only one person as his friend, and the only one she can cooperate so well. Before the five lessons, she listed a few people she would never want to work with. If pair work is so difficult to organize for her, we can imagine how emotionally demanding it may be to join an entire team, be surrounded by 5-6 people, and keep up the conversation with them as naturally as possible. It will be a giant leap for her and other students like her to join a team game one day. It cannot be emphasized enough that we should never push students with autism to participate in such hectic and socially puzzling games. We should just let them observe so that sooner or later they will see it does no harm.

Conclusion

Final results and implications of the study

From the end of March until the beginning of April, I gave five consecutive English lessons to the seventh grade of a special inclusive school. The main participant of my case study was a 13-year-old student, Lea, who has Asperger syndrome. The primary aim of my research was to reveal what types of activities were suitable for making her willing to cooperate with one or more of her classmates, thus further developing her social and communication skills, and making her feel more included and accepted. Over the course of the five lessons, a total of 18 activities were performed, ranging from individual tasks to pair or group tasks. The vast majority of the lesson plans were carried out successfully, with only a few activities that had to be dropped or modified on the spot. I kept a detailed journal that included my observations as well as my comments and conclusions. Besides my journal, there were two other perspectives, too: occasional feedback from Lea, and regular observation by two special needs educators—one of them observing the first lesson, and the other observing the remaining four. The four goals set for the classroom work were the following:

- encourage Lea to work in pairs or groups,
- encourage her to cooperate with a peer tutor,
- make her establish meaningful interactions with others in the target language, and
- make attempts at reducing her general level of anxiety in the classroom.

During the five consecutive lessons, Lea responded well to most of the activities. She did not refuse to work with a single partner. She nonetheless expressed her preference for people she particularly likes or accepts as a friend. Working with the person she referred to as her “only friend” in the class proved to be far more effective. While pair work was successful more often than not, she literally ran away when an upcoming team game was announced. Communicating and cooperating with her peers in a bigger group remains an uncharted

territory for her, and it would be no surprise if it remained so for many years to come, or even for her entire life. As far as meaningful interactions are concerned, Lea took immense pleasure in one of the guessing games in which she had to think of an everyday object, and answer her partner's questions about it. We can therefore conclude that in case she has an opportunity to work in a pair with somebody that she trusts and accepts, she manages to carry out a goal-oriented conversation with them just as naturally as any other students in the classroom would. Finally, I cannot report on any remarkable change in her level of anxiety. Although she was equally willing to participate in all five lessons, there was neither tendentious increase nor decrease in the number of times she refused to partake in an activity or she left the classroom out of anger of disappointment.

In addition to revealing the results with regard to the above mentioned goals, further issues emerged throughout the process that are worth discussing. Firstly, since autism usually entails severe social and communication deficits, becoming accepted in a community may easily seem like a preposterous idea, an unreachable goal for children like Lea. Her classmates go as far as leaving her out when counting the people in the classroom, which is an unfathomably heart-wrenching phenomenon. In such situations it is the teacher's responsibility to take charge when it comes to forming pairs or groups, or selecting who the next speaker is going to be. We must do our utmost to avoid the exposure of anyone's exclusion from the community, even at the expense of students' freedom and convenience. Secondly, we teachers should always keep in mind that spectacular development for people with autism may take as long as years or decades. We must welcome and praise them for each and every little bit of improvement, because those praises are like little buds on a tree that may one day burst into bloom.

Limitations

Although one of the aims of this study was to provide practical tips on teaching classes where there are students with Asperger's, the results must not be taken at face value for three reasons. Firstly, in such a special inclusive class as the one in the focus, there are too many influential factors—such as highly disruptive behavior, frequent clashes between peers, even changes in the weather—that can stand in the way of efficient classroom work. Therefore, neither success nor failure with an activity should be considered as an objective outcome. Including children with autism in classrooms where the rest of the students do not have special educational needs would probably show different results. Secondly, as its name suggests, autism spectrum disorder has virtually infinite forms of appearance. It is safe to say that there are as many types of autism as there are autistic people. Therefore, the conclusions drawn from the results of this study will not serve as universal truths as to how to deal with autism in the classroom or how to organize lessons to include children with autism. In order to be an efficient inclusive teacher, besides studying the related literature, one has to go the extra mile to get to know their students as deeply as possible both in group and one-to-one settings, both through classroom work as well as personal conversations. Ultimately, five consecutive lessons alone are insufficient to provide enough evidence to determine what to do and what not do in the classroom where there are students with autism. The present paper serves merely as a starting point on our quest to discover the most effective ways.

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Appendices

Appendix A

1. LESSON PLAN

March 12th, 2018

Grammar focus: *have got*

Vocabulary focus: *school subjects*

Last week we did a project called "My dream school". Students were asked to create their dream timetable, and then draw the map of their dream school building. There pieces of work will be used in this lesson.		
Activity	**Aims**	**Materials, tools**
Warm-up 1. (frontal) I ask everybody to stand up. I say statements such as "I have got a dog." If it's true for you, sit down, if it isn't, keep standing.	Revise everyday objects from previous lessons	
Warm-up 2. (frontal): I toss the ball the someone, and ask "What is your favorite subject?" The S answers and passes the ball on to someone else.	Practice the panel "My favorite subject is…"	ball
Short quiz on school subjects - there are images representing the subjects. They have to guess what the subject is and write it down.	Revise school subjects	14 copies of the quiz **(App. 1)**
Have got/has got practice task (individual/frontal) - SB 29/3 **(App. 2)**	Revise the use of *have got*, call their attention to the irregular third person form	
My dream school (pair work) - I give them back their pieces. They pair up and interview each other about their dreams schools.	Practice speaking with the following questions: *- How many students are there in your class?* *- How many lessons have you got on Monday/Thursday/...?* *- Have you got a double lesson?* *- What are the best subjects?* *- Do you have lunch at school?*	questions on the blackboard
Comments:		
Lea was generally in a bad mood. She ran out of the classroom during the ball toss activity, so I'm planning to do it again next time. During the only pair work task she was relatively uncooperative.		

Appendix B

2. LESSON PLAN

March 19th, 2018

Grammar focus: *have got, Is it…?*

Vocabulary focus: *school subjects, everyday objects, adjectives*

Before the previous lesson we had covered a number of everyday objects. In this lesson, I am going to refresh their memories of these objects so that we can learn how to describe them with questions such as "Is it long?" or "Is it thin?"		
Activity	**Aims**	**Materials, tools**
Warm-up 1. (frontal): I toss the ball the someone and ask "What subject is boring for you?" The S answers and passes the ball on to someone else.	Revise school subjects	ball
Warm-up 2. (frontal): sentence halves with the questions from the last lesson	Revise questions regarding school life	sentences **(App. 3)**
Short quiz on have got/has got. Fill in 10 sentences with have or has.		14 copies **(App. 4)**
Objects on the blackboard (frontal): if you remember an everyday object we have learned, run to the board and write it down.	Refresh their memories of the objects so that we can use them in the subsequent activity.	
Adjectives to describe the objects (frontal): SB 31/3 **(App. 5)** - They look at the adjectives in the book while I put down the sample and a few additional questions on the blackboard.	Learn adjectives in questions: *Is it big/small? Is it thick/thin? Is it long/short? Is it old/new? Is it electronic? Is it [any color]? Is it metal/wood/plastic/rubber?*	
Guess the object! (frontal/pair) 1) I think of an object, then they try to guess. 2) They continue in pairs. They can use the words from the board.	Practice goal-oriented communication, put together simple questions so they can guess objects.	
Comments:		
Besides occasional behavior issues, the lesson went quite well. Only the pair activity part of the last task had to be dropped. Lea seemed to enjoy all the activities, and she took an active part in most of them.		

Appendix C

3. LESSON PLAN

March 20th, 2018

Grammar focus: *Is it…?*

Vocabulary focus: *everyday objects, adjectives to describe them*

Activity	Aims	Materials, tools
Warm-up 1. (frontal): Hangman. The sentence to guess: "I have got a small old camera." Once they guess, I will show them a picture of it.	Lead-in for objects and adjectives	
Warm-up 2. (frontal): Fill in the chart. I put up an empty 3x4 chart on the board. The Ss need to remember the adjectives we have learned. If sb. guesses one of the invisible words, I put their name in the cell.	Revise adjectives	The chart with the words visible **(App. 6)**
Follow-up: Let's collect the words behind the names.		
Guess the object! (frontal/pair) 1) I think of an object, then they try to guess. 2) They continue in pairs.	Practice goal-oriented communication, put together simple questions so they can guess objects.	
Mut's present: reading in pairs. We form pairs, and they read the comics. If they find a new word, they can walk to the board and write it up. SB. 30/2 **(App. 7)**	Practice reading skills, see objects and adjectives in context, present new vocabulary	
Follow-up: We discuss the new words on the board, plus any sentence in the story that was unclear to them.		
Cooler (frontal): erase the board. I say a word in a Hungarian. If anyone says it, I remove it from the board.		
Comments:		
The lesson had to be paused frequently due to disruptive behavior. I gave the class a penalty of 10 minutes. We completed all of the activities planned. Lea took pleasure in most of them, including the one pair task. The penalty, however, made her upset since she was very hungry. She ran out of the classroom for a couple of minutes.		

Appendix D

4. LESSON PLAN

March 21st, 2018

Grammar focus: *Is it…?*

Vocabulary focus: *adjectives, animals, parts of animals*

Activity	Aims	Materials, tools
Warm-up 1. (frontal): Trip to the moon - I tell the group that I'm organizing a trip to the moon, but I only take certain people with me. Say an object and I'll tell you if you can come or not. They have to guess the rule.	Revision of objects and adjectives	
Warm-up 2. (frontal): We draw a name from the hat, and that person can think of an object. The others have to ask questions and guess it.	Revision of objects and adjectives	hat, slips with the names
Short quiz on words from the reading Mut's birthday and adjectives		**(App. 8)**
Animals (frontal/pair) 1) I distribute both Project 1 and 2 to the Ss, they open them where the animals are. They discuss in pairs which animals they like or want to learn, and write them down in their notebooks.	Introduce new vocabulary	Project 1: 32 Project 2: 24 **(App. 9)**
Follow-up: We collect their favorite animals on the blackboard.		
Parts of animals (pair): We listen to the words. After that, they put their heads together and try to guess which word is which part of the animals. 37/2a **(App. 10)**	Lay the foundations for describing animals	Audio file online and speaker
Cooler (frontal): erase the board. I say a word in a Hungarian. If anyone says it, I remove it from the board.		
Comments:		
Instead of the planned cooler, we played a game in which two students stand with their backs to the board, then we say words from the board in Hungarian, they have to turn around, find them and cross them out as fast as they can.		

Appendix E

5. LESSON PLAN

April 4th, 2018

Grammar focus: *Has it got…?*

Vocabulary focus: *animals, parts of animals*

Activity	Aims	Materials, tools
Warm-up 1. (pair/mingler): I cut up sentences which describe objects. Ss need to find their other half through mingling.	Revise objects and adjectives that describe them	sentence halves **(App. 11)**
Warm-up 2. (frontal): Fill in the chart. I put up an empty 3x4 chart on the board. The Ss need to remember the animals we have learned. If sb. guesses one of the invisible words, I put their name in the cell and the word	Revise animals	The chart with the words visible **(App. 12)**
Parts of animals: I put down the following words on the board: *fur, a beak, feathers, legs, a tail, teeth, whiskers, wings* - I ask students to draw one part of the animal on the blackboard. Meanwhile: I write "Has it got…?" on the board.	Learn the parts of animals so that we can describe animals too	
Guess the animal. I think of an animal, they ask questions to guess it.	Put theory into practice	
Battleship with *have got* and everyday objects: we form two teams, then they draw their ships and we begin to play. They take turns in asking questions.	Start revising before a end-unit quiz + practice forming questions	two copies of the game **(App. 13)**
Homework / revision: WB 22/1, 2; 23/4, 5; 24/4; 25/5; 26/1		
Comments:		
Lea enjoyed both warmers, but she left the classroom as soon as I announced that we were going to play Battleship. We had to drop the "Parts of animals" and the "Guess the animal" activities, as it was extremely difficult to start the lesson, and we lost about 15 minutes.		

Appendix 1

TIMETABLE QUIZ

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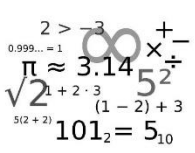
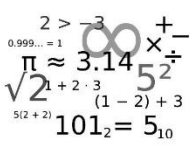
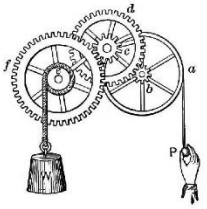
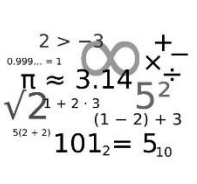
 _____	 _____	 ____	 _____	 _____
 _____	 _____	 ____	 _____	 ___
 _____	 _____	 _____	 _____	 _____
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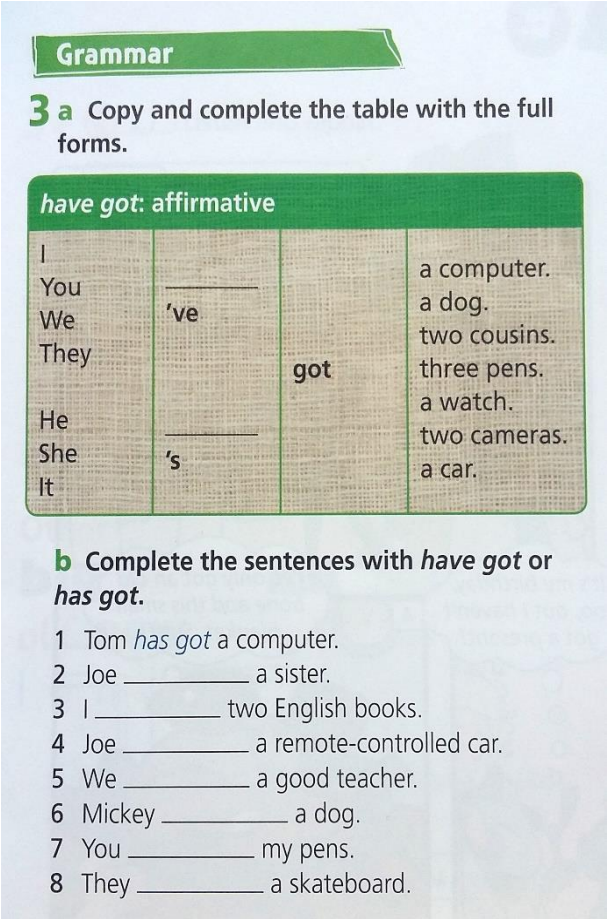
Appendix 2



Grammar

3 a Copy and complete the table with the full forms.

have got: affirmative			
I You We They	_____ 've	got	a computer. a dog. two cousins. three pens.
He She It	_____ 's		a watch. two cameras. a car.

b Complete the sentences with *have got* or *has got*.

1 Tom *has got* a computer.
2 Joe _____ a sister.
3 I _____ two English books.
4 Joe _____ a remote-controlled car.
5 We _____ a good teacher.
6 Mickey _____ a dog.
7 You _____ my pens.
8 They _____ a skateboard.

Appendix 3

How many lessons...	...have you got on Monday?
Have you got a...	...double lesson?
What is your...	...favourite subject?
Do you have...	...lunch at school?
How many students...	...are there in your class?
Have you got...	...lessons on Saturday?

Appendix 4

Please fill in the sentences with **have** or **has**.

I ..... got a TV and an Xbox at home.
They ..... got three big dogs.
She ..... got a very nice friend.
We ..... got Social Competence today.
My classmate ..... got a skateboard.
You ..... got a cool baseball cap.
The teacher ..... got lots of chalk.
He ..... got three guitar picks.
You ..... got extra lessons on Tuesday.
Patrick ..... got two sandwiches in his bag.

Appendix 5

Appendix 6

new	thin	metal
glass	electronic	long
plastic	short	thick
small	wood	old

Appendix 7

Comprehension

1 a 2.6 **Read and listen. Choose the correct presents and match them to the names.**

Mickey	• a blue bag
Millie	• a new blanket
Mut	• a red jumper
	• a new cricket bat
	• a big bone
	• a yellow ball

b Who are the presents from?

2 Work in a group. Act the story.

Appendix 8

1. Mut's present – please fill in the gaps with the words.

blanket	present	birthday
bone	basket	jumper

It's Micke and Millie's ..... today.

I've got a red ..... .

I've only got an old ..... and this small ..... .

It's my birthday, but I haven't got a .....!

What's that in your ....., Mut?

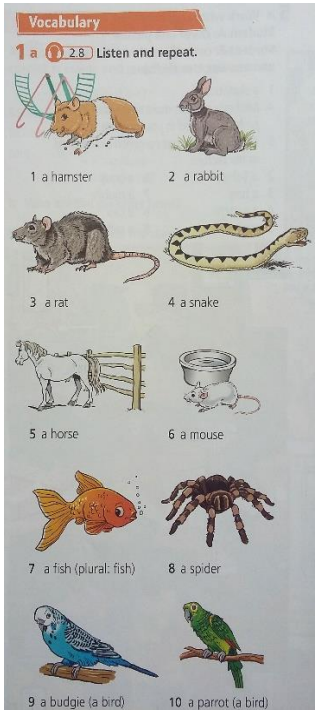
2. Find the missing words.

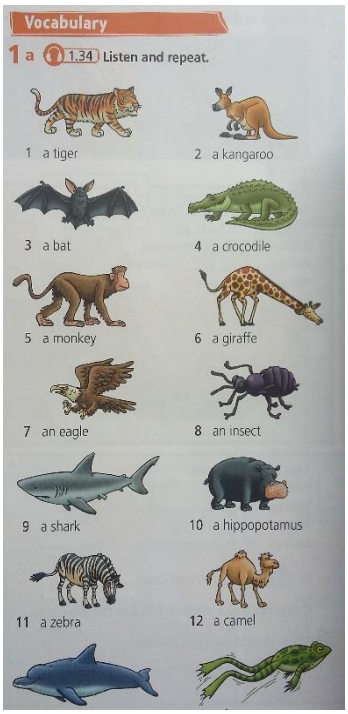
OLD ←→ _ _ _ BIG ←→ _ _ _ _ _ LONG ←→ _ _ _ _ _

THIN ←→ _ _ _ _ _ E _ _ C _ _ _ N _ C

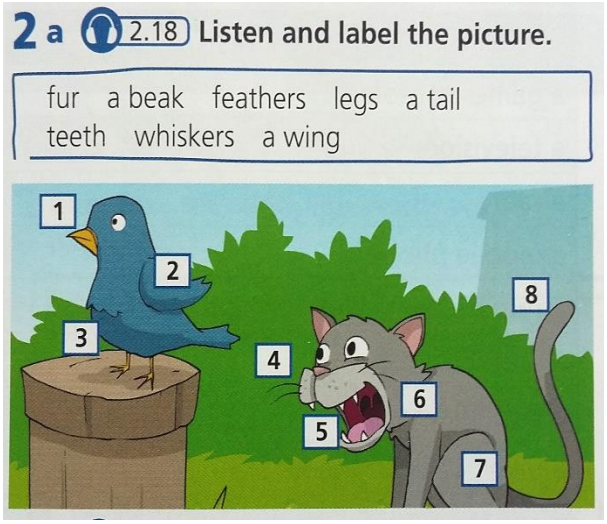
WOOD, PAPER, G____, PL_____, ME___, RU____

Appendix 9





Appendix 10



Appendix 11

table	It's wood and it's big.
smart phone	It's metal and plastic. It's electronic.
book	It's paper and it's thick.
bottle	It's small and it's plastic.
window	It's very big. It's glass and wood.
ruler	It's long and thin. It's plastic.
chalk	It's very small and short. It's white.

Appendix 12

hamster	rabbit	rat
snake	mouse	spider
parrot	tiger	crocodile
shark	camel	frog

Appendix 13

BATTLESHIP	a smart phone	a games console	a skate-board	a bike	a camera	a dog or a cat	a sand-wich	a pen	books	a base-ball cap	free time	a TV
Have you got...												
Has she got...												
Has he got...												
Has your teacher got...												
Have your friends got...												
Have we got...												
Have they got...												
Have your classmates got...												
Has your neighbour got...												