

CHAPTER TWO

THE RESEARCH QUESTIONS

This short section presents the five main research questions that this study set out to explore. The themes surrounding communication-disordered pupils learning the MFL have been reviewed in the last section from the point of view of associated literature and general background.

The following section will consist of the methodology used to extract differing data, which contributed to the overall picture of the MFL experience for this group of pupils. A case study of Mountfield CDU will be presented in Chapter Four, which will contribute data from formal and informal observation, particularly for the second and third research questions. The findings will be described then discussed in the final two chapters when these research questions will again be individually considered and validity and reliability of findings evaluated.

1. What criteria are used to decide at the appropriate starting age those who do not learn a second language?
2. What barriers to learning do communication disordered pupils of the Asperger or high functioning autistic type present in the modern language classroom?
3. Do teachers feel that additional resources and learning support remove these barriers?
4. What do teachers, parents and pupils feel are the advantages and disadvantages for communication disordered pupils in learning a modern foreign language?
5. What is the experience in learning a second language for communication disordered pupils with additional dyslexia?