ABSTRACT

This thesis focusses on in-class communication between teachers and children, including differently developing children to suggest a framework of tri-model of language games. The dissertation combines ideas from inclusive education, special education, general education, as well as from philosophy and anthropology. The thesis is divided into two parts. The first one explores the idea of science and the scientific method. The second one explores education juxtaposed to the background of theory and practice.

The imperative for developing such a framework is my understanding of communication as a key challenge to determine learning results for children with special needs. This understanding finds its roots in my starting problem, that is, how to offer fruitful and secure education to all children, including the dilemmatic ones. Previous work has failed to address united body and mind as an element of communication. My idea is to combine body and mind into the whole. In my research studies I have assumed that a mainstream school more focusses on the mind, while a special school more focusses on the body. Few researchers have run comparative studies across both schools because there is a tendency to see them as being explored by different pedagogies. Therefore, I have focused on problems with communication as a common ground for both schools.

In my understanding, communication combines social practices and addresses both mind and body. My idea is that the issue of communication is too rarely undertaken by teacher education. Therefore, I have developed a tri-model of language games to encourage teachers and student teachers to reflect upon education, their educative experiences and understanding via the triangle of a reflective practitioner and teachers' intellectual adventure. The model is based on social practices expressed via the theory of language games and the theory of signs as tools to pass information from the body and the mind.

To investigate the hypothesis of communicative problems, I have run ethnographic participant observations in two Year 4 classes in a mainstream and a special school. I have also run interviews with teachers of both classes. After collecting all the data, I have run multi-case and cross-case analysis, focusing on examples of language games and emotional, energetic, logical interpretants grounded in the theory of signs.

The key impact of my research is that I have developed the tri-model of language games by drawing attention to the body and mind as unified whole. I expect my model to become the tool of reflection for teachers and future teachers.