**Study Questions**

**Inclusive TEFL: Chances, challenges, and concepts for inclusive foreign language classrooms**
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1. **Inclusion and Heterogeneity**
	1. **Definitions, categories, and labelling**
		1. Name the six aspects that are listed as traits of learner groups (cf. Albricht & Hauser).
			1. experience and knowledge
			2. motivation
			3. skills
			4. personal traits
			5. attitudes and beliefs
			6. performance
		2. Define the concept of inclusion.
		Basically, *inclusion* is the opposite of *exclusion*, whereas, *exclusion* means that all people inside a certain social system (e.g. country, classroom) are homogeneous and the rest – outside the system – are simply different.
		*Segregation* as another type of exclusion implies that the excluded people form groups that are again homogenous but still excluded from the main system.
		*Integration* as a step towards inclusion means that these segregated groups are integrated into the larger system. However, the integrated groups and the large system are still existing next to each other, though they are in a way reunited.
		*Inclusion* tries to break down the still existing barriers of integration. It wants to create an open system where everyone can participate according to her or his abilities, beliefs and interests.
		3. Characterize the three different options of the narrow view of inclusion.
			1. Separate but equal: high level of categorization (transfer to school system: children are considered as equal, though, there are separated e.g. through schools for children with special needs)
			2. Inclusive special education: most children are allowed to take part in regular classes plus they have further support (e.g. in special classes)
			3. Full inclusion: "the celebration and valuing of difference and diversity” (transfer to school system: the main aim is to bring all children into one classroom. Question: really achievable?
	2. ***Inclusive education - inclusive special education***Which elements belong to special education and which to inclusive education? Tick the right box.

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| --- | --- | --- |
|  | **special education** | **inclusiveeducation** |
| *individual assessment and planning* | x |  |
| *valuing educating learners in high-quality schools* |  | x |
| *specialised instruction* | x |  |
| *a philosophy of acceptance and belonging within a community* |  | x |
| *valuing educating learners alongside their age peers* |  | x |
| *intensive instruction* | x |  |
| *student performance evaluation* | x |  |
| *a philosophy of student, family, educator and community collaboration* |  | x |
| *research-based instructional practices* | x |  |
| *valuing educating learners in mainstream classrooms* |  | x |
| *valuing educating learners in schools in their local community* |  | x |
| *goal-directed instruction* | x |  |
| *Celebration of the diversity and value of all learners* |  | x |
| *collaborative partnerships* | x |  |

* 1. **Finland as an example of inclusion (?)**
		1. When did the ground-breaking reforms take place in Finland? (MPC)
		a. 1960s
		b. 1970s
		c. 1980s
		d. 1990S
		2. What are the main changes as a result from the reforms?
		1. comprehensive schools (one school that all students attend)
		2. less testing, less selection
		3. no standardization
		4. highly qualified (and selected) teachers
		5. less control, more trust
	2. **Research and inclusion**Which methodological approaches are considered as promising for inclusive EFLT? (MPC)
	a. TBLT
	b. ESOL
	c. Encouragement
	d. Individualisation
1. **The perspective of TEFL and inclusive education**
	1. **Heterogeneity and TEFL**
		1. Why has heterogeneity not been completely integrated into common TEFL, yet?
		Mostly, because for a long time the main focus was in the learners' differences.
		2. According to foreign language research, which aspects have been widely neglected in the context of TEFL?
		External and Social factors as well as interaction in TEFL classrooms.
		3. Name the first steps towards inclusive TEFL.
			1. teachers with inclusive competence
			2. approaches in/for inclusive FL classrooms (including: “foreignness” of (TE)FL, one shared concept, TBLT, good material)
			3. culture and “inclusive” attitude (inclusion must be understood as process, successful and reliable principles of TEFL)
		4. Outline the four aspects of *inclusive competence* of EFL teachers*.*
			1. high-quality EFL lessons
			2. high level of linguistic, pedagogical content and language knowledge
			3. “Know thy limits” and cooperation with multi-professional teams
			4. experience of heterogeneity during training
	2. **Individualisation as a threat to inclusion**How can individualisation be seen as a threat to inclusion?
	Individualisation can actually rather promote exclusion, in that giving individual tasks to individual students, thus, they are excluded from the ongoing classroom and open participation is widely neglected.
	3. **What could "inclusive TEFL" look like?**
	Explain the Response to intervention (RTI) model.
		* Bottom tier: universal (all students) monitoring and regular FL classroom intervention to increase learning
		* Middle tier: increased monitoring based on installed special support, data collection and small group (20% of students) interventions (special help due to similar difficulties)
		* Top tier: intensive monitoring, data collection and one-to-one interventions (1-5% of students) (individual support by specialists, special education needs teachers)
2. **Conclusion: Chances, challenges and concepts for inclusive TEFL**Fill in the following table. Give at least three bullet points each.:

|  |  |  |
| --- | --- | --- |
| Chances | Challenges | Concepts |
| * social skills
* co-operation, team teaching and a real and reliable support system
* high-quality language teaching
 | * Costs
* personnel
* ide, ideology and culture
* structures within the educational system
* labelling
* teacher education and development
 | * „foreignness“ of FL teaching
* multilingualism
* individualisation
* TBLT
* RTI
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