



## PRACTICAL CLASSROOM SOLUTIONS

Kotsoni Giota,

PhD c. FL Teaching/Learning in SLDs, AUTH

MSc, Neurolinguistics, AUTH

MA Special Education, OUC

Foreign Language School Owner



## STEP 1

# PRESENTATIONS

# PEER EVALUATION PER GROUP

<https://www.smartsurvey.co.uk/s/PY18RW/>

1 HOUR

# INCLUSION ADVOCATED



*THE SALAMANCA  
STATEMENT AND  
FRAMEWORK FOR ACTION  
ON SPECIAL NEEDS  
EDUCATION (1994)*

*School for ALL*

All ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994)

*DISABILITIES  
EDUCATION  
IMPROVEMENT ACT  
(IDEA, 2004)*

**“All students have the right to proper education which must also include foreign language learning in an inclusive environment”**

*THE UNITED NATIONS  
CONVENTION ON THE  
RIGHTS OF PERSONS WITH  
DISABILITIES (2006)*

“The right of persons with disabilities to inclusive education without discrimination on the basis of equal opportunity, at all levels and life-long learning”

“Children with disabilities are not excluded from inclusive education, on the basis of disability”

## RESEARCHERS

Further, researchers around the globe **have called for examining “the barriers at every level of the education system that are inhibiting the spread of language learning and teaching”** (Brecht et al., 2012: 2)

*FOREIGN LANGUAGE  
&  
LD  
EDUCATION*

Sparks (2009:18) urged foreign language and special education teachers to stay **stay away from exclusionary practices, use valid data, and stay “consistent with their inclusion philosophy and insist that students classified as LD be enrolled in foreign courses and provided with appropriate teaching methods and instructional accommodations so that they can be successful in these classes”**



## CLASS DISCUSSION

**Question:** Based on your experience and the knowledge you have now acquired, and taking into consideration what you have read and watched in this lesson (the accommodations in communication in section 2.1 and vocabulary instruction strategies in first and foreign language in non-typical populations), discuss how you would *accommodate* FL vocabulary instruction for non-typical students in an inclusive FL classroom, as far as (a) vocabulary size, (b) degree of difficulty, and (c) vocabulary importance are concerned.

# EVALUATION TOOLS

## **PEER EVALUATION**

<https://www.smartsurvey.co.uk/s/PY18RW/>

## **LESSON EVALUATION**

<https://www.smartsurvey.co.uk/s/8WNCES/>

THANK YOU FOR YOUR  
PARTICIPATION