

given more time among other considerations; therefore, we propose the implementation of all necessary innovations and strategies that minimise the challenges of English language learning by the hearing-impaired, while also granting them any privileges that could enhance their English language learning abilities.

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## 10.4 Practical implications of inclusive education in the mainstream ELT classroom

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### Introduction

This paper comprises part of my doctoral research findings on the professional identity development of EFL pre-service teachers (PSTs) during their final-stage practicum on an English language pedagogy programme in a southern university in Chile. The study explored the challenges faced by PSTs in implementing inclusive practices within the mainstream ELT classroom, in light of the Inclusion Legislation of 2016. Practical implications are provided, which could hold relevance in other ELT classrooms or in teacher training programmes, to promote the adoption of inclusive practices, thereby promoting the development of inclusive language teacher professional identities.

### Context

The Chilean Inclusion Legislation of 2016, embedded within the Salamanca Statement of 1994, emphasises the right of every child to education, regardless of their socio-economic background or disabilities, and the need for education systems to accommodate the diverse characteristics, interests, abilities and learning needs of children. To achieve this, schools must develop *Integration Programmes* (PIEs), which provide for the implementation of such measures (Mineduc, 2017).

PSTs that form part of this research were responsible for secondary level classes within the five schools they were placed in. The disabilities observed ranged from cognitive and developmental to students with impairments affecting their hearing. Implementing this legislation, with regard to fostering learning and inclusion of these students, was reported problematic for PSTs. This study was carried out in the poorest region of Chile and the schools' contexts were known for having high numbers of *vulnerable students*, that is, students whose lives are at risk from various factors – social, economic, psychological, cultural, environmental and biological.

## Methodology

I designed and carried out a qualitative case study, framed within sociocultural theory, which can offer a framework that can be used to investigate cognition systematically, and that importantly takes into account the social context (Lantolf, 2004). I recruited 21 participants, among them PSTs, host teachers, university supervisors, and part of the Faculty of Education members, the PSTs being the focus of the research. During an academic semester in 2019, I used semi-structured interviews, lesson observations, video recordings, stimulated recall interviews and focus groups to gather data regarding what they identified as qualities of a *good language teacher*, and how these were applied in their placements.

## Findings

The study identified barriers and enhancers to the adoption of inclusive teacher identity.

A major barrier was the belief against inclusion (Pajares, 1992), with PSTs viewing their students as *slow at learning*, or supporting social inclusion but not in the classroom. This hindered the recognition of students' right to education, leading to exclusion. Lack of training in teaching students with disabilities was another significant barrier. PIE staff primarily focused on Spanish language and maths support, neglecting ELT and providing mostly assessment adjustments over teaching. Time constraints also impeded inclusive practices, as PSTs feared it would slow down teaching and affect their practicum evaluation.

Among the enhancers, reflection emerged as a positive strategy for modifying teaching practices. When PSTs reflected on the school context and the vulnerability of their students, they recognised that not all students should be assessed, and acknowledged the benefits of learning based only on the outcomes outlined in the national curriculum. Consequently, they adapted their behaviour to foster rapport in the classroom, ultimately promoting language learning. Additionally, the presence of host teachers who advised PSTs to seek guidance from PIE staff, or who themselves adopted inclusive practices, significantly increased PSTs' engagement in inclusive practices.

## Conclusions and recommendations

This research underscores the impact of beliefs and school culture on PSTs' engagement in inclusive practices and their EFL professional identities. Language teacher education programmes are advised to prioritise promoting inclusive practices and encourage reinforcement during school placements, through collective work of both universities and placement schools. PSTs can benefit from observing language teacher educators and in-service teachers implementing inclusivity, as it encourages their own enactment. At the same time, promoting inclusivity in the ELT classroom and fostering an inclusive identity within ELT can enhance the learning experience for students who have been historically marginalised or excluded, not only due to disabilities but also their vulnerability. In order to aim for inclusion, identifying specific disabilities to support the learning of English is important, but equally important is to understand the context students are in. To achieve this, it is imperative to engage in a re-evaluation of the language teacher knowledge base within the local context and call for a local ELT pedagogy.

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## 10.5 Working towards a more inclusive English-language classroom: students with ADHD

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While many educators are familiar with the term neurodiversity, not many know how to teach inclusively. Most teacher-training programmes neglect supporting neurodivergent learners, and teachers must fend for themselves. This inspired me to further research this topic and raise awareness about learners with attention deficit hyperactivity disorder (ADHD).

### My context and motivation

I teach in higher education in Germany, and an online interaction with a student who asked me to virtually work ‘next’ to her – something I now know to be body doubling – inspired me to educate myself on neurodiversity. I am currently six months into my PhD in Linguistics at Lancaster University where my goal is to find out what my students’ classroom experiences are and what teachers can do to improve the learning environment for everyone.

### The curb-cut effect

To explain the benefits of inclusion, in my presentation I used the example of curb cuts. I showed pictures of curb cuts – part of the pavement which is lowered to the same level as the road – and asked the participants who might benefit from this urban design feature. Initial answers included wheelchair users and people with prams. However, after more thought, the participants realised there were many groups who could benefit: people wheeling luggage, small children, street cleaners, and many more. This is known as the curb-cut effect: when we support a traditionally disadvantaged group, everyone benefits (Blackwell, 2016). I encourage teachers to apply this principle in their classrooms.

### ADHD in adults

By discussing the characteristics of ADHD in adults, I hope to debunk the ‘naughty boy’ myth: a harmful oversimplification. In fact, the name ADHD is disputed and there is a movement to rename it – a movement I support. There is no one unifying