

Pop-up Online Symposium

INCLUSION IN ELT - GLOBAL PERSPECTIVES

sharing ideas and experiences around the globe



BALEAP: EAP for Social Justice SIG

BRAZ-TESOL: Intercultural Language Education SIG

IATEFL: Inclusive Practices and SEN SIG

Nile TESOL: English for Inclusive Education SIG (EIE SIG)

TESOL Greece: Specific Learning Differences SIG

TESOL International: Supporting Students with Disabilities Interest Section

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Inclusion in ELT – global perspectives

Saturday 28th November 2020

(NB: All times are GMT)

11.00 TESOL international association Supporting Students with Disabilities Interest Section

Davey Young: “Making space for inclusive practice in English language teacher training”

12.00 BRAZ-TESOL Intercultural Language Education SIG

John Corbett: “Negotiating diverse identities in telecollaborations”

13.00 BALEAP EAP for Social Justice SIG

Aleks Palanac: “Trauma-informed pedagogy in ELT for refugee students”

14.00 Panel discussion: the language of inclusion

Facilitated by Davey Young

14.30 IATEFL Inclusive Practices & SEN SIG

Maha Hassan: “New CEFR revisions, inclusive practices, win-win situation”

15.30 TESOL Greece Specific Learning Differences SIG

Xenia Konstantinopoulou: “Language and cognitive development of children with focal brain lesion”

16.30 Nile TESOL English for Inclusive Education SIG

Maha Hosny & Sherihan Morsi: “Using technology in remote inclusive classrooms and in homeschooling”

17.30 Close

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TESOL international association Supporting Students with Disabilities Interest Section

Davey Young: “Making space for inclusive practice in English language teacher training”

English language students represent a wide diversity of cultural and linguistic backgrounds, and English language teachers (ELTs) are commonly trained to consider these backgrounds when planning lessons and curricula. However, ELT training too often overlooks the diversity of abled-ness represented by language learners, and so many ELTs enter the field unprepared to teach students with disabilities. This presentation will identify a number of gaps related to inclusive education in ELT training before demonstrating how existing models of intercultural competence and language learning can provide a roadmap for future ELT training towards inclusivity.



Davey Young is the current chair of the Supporting Students with Disabilities Interest Section for TESOL International, as well as a Lecturer in the Department of English Studies at Sophia University in Tokyo, Japan. He is also a PhD student in the Graduate School of Asia Pacific Studies at Waseda University. His current research focuses on postsecondary English language teacher preparedness to teach students with disabilities.

Introduction by Elise Geither

BRAZ-TESOL Intercultural Language Education SIG

John Corbett: “Negotiating diverse identities in telecollaborations”

The rise in online telecollaborations globally has afforded opportunities and challenges for the English teacher and learners. The fact that learners can come into direct, immediate contact with speakers and learners of English via online platforms means that participants in online exchanges need to co-construct their identities through active engagements with others who may or may not share their given attitudes to race, ethnicity, gender orientation, social class, religion or political values. This session explores how online intercultural exchanges can frame these negotiations, and the ways in which instructors might mediate when the negotiation of diverse identities leads to disengagement or even conflict. The session is designed as a panel discussion amongst instructors who have had numerous experiences of facilitating online intercultural telecollaborations, and draws on their practical experience and theoretical understanding of such encounters.



John Corbett is a Professor at Beijing Normal University-Hong Kong Baptist University United International College. Formerly a Professor of English Language at the Universities of Glasgow and Macau, he is the author of a number of books and articles, including *Intercultural Language Activities (CUP)* and *An Intercultural Approach to English Language Teaching (Multilingual Matters)*. He is the Leader of BRAZ-TESOL Intercultural Language Education SIG.

Introduction by Hugo Dart

BALEAP EAP for Social Justice SIG

Aleks Palanac: “Trauma-informed pedagogy in ELT for refugee students”

As the EAP for Social Justice Special Interest Group of BALEAP, our main area of focus is English for Academic Purposes contexts, and ways in which English language provision in these contexts can promote social justice both in its implementation and in the individual, local and global impact that it might have. In this talk, we will outline how the concept of inclusion - of students, of practitioners and of all with whom we work – is one of the fundamental tenets of our practice, both in terms of our aims and our ways of working.

We will then go on to focus on one of our current areas of work - trauma-informed pedagogy in ELT for refugee students. This work has come about because of a recognition that, although not usually trained therapists, language teachers have an opportunity to create the psycho-social conditions in which refugee students who have experienced trauma can begin to recover and even grow from their experience. Indeed, in many refugee contexts around the world, language teachers are often among those in the front line of service providers, while therapists are often absent or in very short supply. This talk will explore how the English language teachers can harness this opportunity to make their classrooms into safe spaces in which trauma symptoms can be reduced, and in which post-traumatic growth can be actively fostered.



Aleks Palanac is an EAP/ESOL practitioner, currently working at the University of Leicester (UK). She is particularly passionate about teaching refugee students, and has been heavily involved in developing her university’s University of Sanctuary initiative, largely by widening participation to HE for asylum seekers and refugees through trauma-informed English language provision, which is her main area of research. This work led Aleks to establish (along with her fellow [committee](#) members) and convene the EAP for Social Justice Special Interest Group at the beginning of 2020, more information about which can be found at <http://eap4socialjustice.net>

Introduction by Iwona Winiarska-Pringle

Panel discussion: the language of inclusion

Facilitated by Davey Young and featuring several of the speakers

IATEFL Inclusive Practices & SEN SIG

Maha Hassan: "New CEFR revisions, inclusive practices, win-win situation"

"The CEFR takes an innovative stance to seeing learners as language users and social agents and thus seeing language as a vehicle for communication rather than as a subject of study."

"The methodological message of CEFR is that language learning should be directed towards enabling learners to act in real life situations expressing themselves and accomplishing tasks of different natures." CEFR also "outlines many different approaches to assessment, most of which are alternatives to standardized tests. It explains ways in which the CEFR in general and its illustrative descriptors in particular, can be helpful to the teacher in the assessment process."

Have Inclusive Practices and Special Educational Needs found a place there as well? Surprisingly, yes! How has this been covered? "Ever since the CEFR for spoken languages was introduced, there has been a need to define common learning targets, curricula and levels for education in sign languages."

In my Presentation I intend to clarify the CEFR and its purpose. What is the relation between it and assessment and how it can be used to help teachers plan the curricula to be used according to students' needs, how to assess their students' work through it and how to use the CEFR descriptors to set assessment schemes to help them give their students a boost with using the language? In addition to that, I intend to highlight the parallel project held to serve Inclusive Practices and Special Educational Needs and how we can link both together. I intend to present these items through different practical activities that would help the attendees grasp the different ideas proposed.



Maha Hassan is an Educational Consultant, Teacher Trainer and Founder of Teaching ESL Hub. She is also the Newsletter Editor for the IATEFL Inclusive Practices and SEN and Language Instructor at the Faculty of Economics and Politics, Cairo University. She was nominated for Lead 5050 Women International Education Award – WIE 2018. She has presented at a number of International & national Conferences. She had a number of articles published on international journals. She blogs on teachingenglishcafe.blogspot.com/

Introduction by Anne Margaret Smith

TESOL Greece Specific Learning Differences SIG

Xenia Konstantinopoulou: “Language and cognitive development of children with focal brain lesion”

The developing brain has the ability for great plasticity. In the case of a focal brain lesion (FBL), functional reorganization may be possible. Current neurolinguistic studies have expressed a scientific interest in investigating the effects of FBL on children’s language and cognitive development. The aim of this lecture is to understand the consequences of FBL on the language and cognitive development, the extent of recoverability and to provide new assessment and therapeutic materials for children with FBL and SpLDs. In addition, the current lecture raises the question of the effects of a wide range of factors on the language and cognitive performance of children with FBL. More specifically, it examines the contribution of demographic (gender, chronological age), neuro-anatomical (lesion side, size, type, subcortical, site), clinical (seizures, motor difficulties, IQ), time (time of lesion onset, interval time, i.e., the time between FBL and testing) and environmental factors (with and without intervention, duration of the intervention and intervention onset) on the short-term memory, vocabulary, morphological and syntactic performances of children with FBL.



Xenia Konstantinopoulou is a PhD candidate in Neurolinguistics-A.U.TH., SpLDs English teacher and co-founder/co-owner of the English Language Centre “My Way”, exclusively for students with SpLDs.

Introduction by Anastasia Metallinou

Nile TESOL English for Inclusive Education SIG

Maha Hosny & Sherihan Morsi: "Using technology in remote inclusive classrooms and in homeschooling"

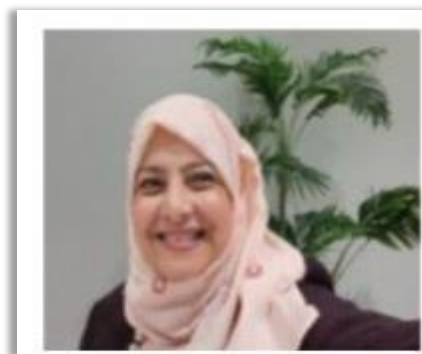
COVID-19 Pandemic has imposed the rules of social distancing and online learning on the whole globe. Technology has always lent a helping hand especially for students with special needs and with different disabilities. Since the needs of special education are diverse, there is no single technological solution that can fit all, as there is no single tool that serves the various needs of the different disabilities of challenged students. Both homes and schools should provide more safe and friendly learning environments, and teachers as well as parents should have the capacity and competence to make a difference to the lives of such challenged students, who should be provided with apt opportunities to realize their potentials.

Students with disabilities should participate in education and training either in face-to-face or online classrooms or in homeschooling on the same basis like students without disabilities so as not to be subject of discrimination and to ensure all their civil rights. The emergence of new digital easily-accessible technologies has benefited the field of inclusive education and provided new learning opportunities for those students. Our session will demonstrate multiple Apps and gadgets that can probe the learning path of students with disabilities anywhere, either face-to-face, online or in homeschooling.



Sherihan Morsi graduated from the Faculty of Science and received an EFL Diploma from the Faculty of Education. She has been teaching English curricula and training teachers for 15 years. She is a TEFL & TESOL certified teacher and trainer. Moreover she is a TKT holder from the British Council, and a RELO Trainer. She is appointed as steering committee member of the Nile TESOL EIE SIG.

Maha Hosny is a chief instructor at Egypt Air Training Academy, an Aviation English rater and a Crew Resource Management Trainer from Global Air UK. She is also a professional certified trainer from American University in Cairo, a RELO E-Teacher Alumna, RELO Mentor and she is appointed as the Coordinator of the Nile TESOL EIE SIG.



Introduction by Maha Hosny

15.30: Close