

Learning Differences and Inclusion in Language Education

Overview and Outcomes

The 30-hour **NILE Learning Differences and Inclusion in Language Teaching** will support you in the inclusive classroom by helping you to understand the main specific learning differences you are likely to see in your classes. It will equip you with a toolbox of activities, resources and techniques that can help break down barriers to learning a language and allow all students to engage in their learning.

You will examine the typical challenges faced by learners with these learning differences and how being neurodiverse can cause barriers to learning, such as how it can affect how we process information. You will explore solutions you can use to overcome learning difficulties, by examining some proven teaching strategies to help students, including multisensory learning techniques.



Trainers

NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory.
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.

Who should apply?

- Teachers who would like to understand more about how to support their learners with learning differences.
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

Content

Learning Differences and Inclusion in Language Teaching includes content drawn from some or all of the following areas, according to participants' needs and interests:

- Key terminology used in the field of SEND and inclusion
- Understanding specific learning differences, including dyslexia, dyscalculia, dyspraxia, ADHD, autism and other learning needs
- Key strategies and techniques to support learners with SpLDs, including multi-sensory learning, graphic facilitation and drama
- Educational concepts such as learning styles and Bloom's taxonomy in the teaching of learners with SpLDs
- Strategies to support the development of all four language skills
- Strategies for teaching vocabulary, grammar and spelling to learners with SpLDs
- Accessibility in teaching and learning
- Assessment for learners with additional needs
- Mental health issues and strategies to support learning for these learners,

Each course has a maximum of 18 participants and consists of 10 sessions, each scheduled on a Monday.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

<p style="text-align: center;">Session 1: Orientation and Introductions</p>	<p style="text-align: center;">Sessions 2 and 3: Understanding Neurodiversity 1</p>
<p>This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform.</p> <p>We will introduce ourselves and get a general overview of the content and your teaching contexts. Finally, you share your experiences of teaching students with learning differences.</p>	<p>In these sessions, you will get an introduction to understanding neurodiversity. You will look at key terminology, the relevance of learning styles for learners with learning differences, and neurodiversity needs such as dyslexia and Irlen Syndrome.</p>
<p style="text-align: center;">Session 4: Understanding Neurodiversity 2: ASD, ADHD and making lessons engaging</p>	<p style="text-align: center;">Session 5: Understanding Neurodiversity 3: Dyscalculia, dyspraxia, teaching reading and grammar</p>
<p>This session is about two common learning differences: Autism and ADHD, focussing on the main characteristics and symptoms, as well as strategies the teacher can put in place to assist the learner. You will also look at the importance of contextualisation of resources, and strategies to learn new vocabulary.</p>	<p>In this session, you will examine two further learning differences: dyscalculia and dyspraxia, looking at key features and difficulties to language acquisition that may be unexpected. You will then explore some teaching strategies to support the development of the core skills of reading and of grammar.</p>
<p style="text-align: center;">Sessions 6 and 7: Writing, Multisensory Learning and Assessment</p>	<p style="text-align: center;">Session 8: Learning Differences: Thinking outside the box</p>
<p>In these sessions, you will focus on assisting your students to develop their core skills of writing and spelling. You will explore how a range of multisensory activities can enhance language learning. Finally, you will examine some of the core methods of assessment and focus on any additional measures that might be needed for students with learning differences</p>	<p>In this session, you will focus on other, non-traditional methods of delivering language learning content. You will look at how songs and drama can be used in a variety of ways to help learners with learning differences, and explore different ways to promote the practice of all four skills areas.</p>
<p style="text-align: center;">Session 9: Learning Theories and Mental Health for Students with Learning Differences</p>	<p style="text-align: center;">Session 10: Course Review and Action Planning</p>
<p>In this session you will look at some of the most common theories about how we learn, and reflect on how these common theories relate to those students with learning differences. You will then look at trauma in the classroom and reflect on how mental health issues, so common among certain groups of people with neurodiversity, can affect language learning.</p>	<p>In this final session, you will review the course and create an action plan for your future professional development in the area of teaching students with learning differences. Finally, you will be encouraged to self-assess against the intended learning outcomes of the course.</p>

At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Equals.