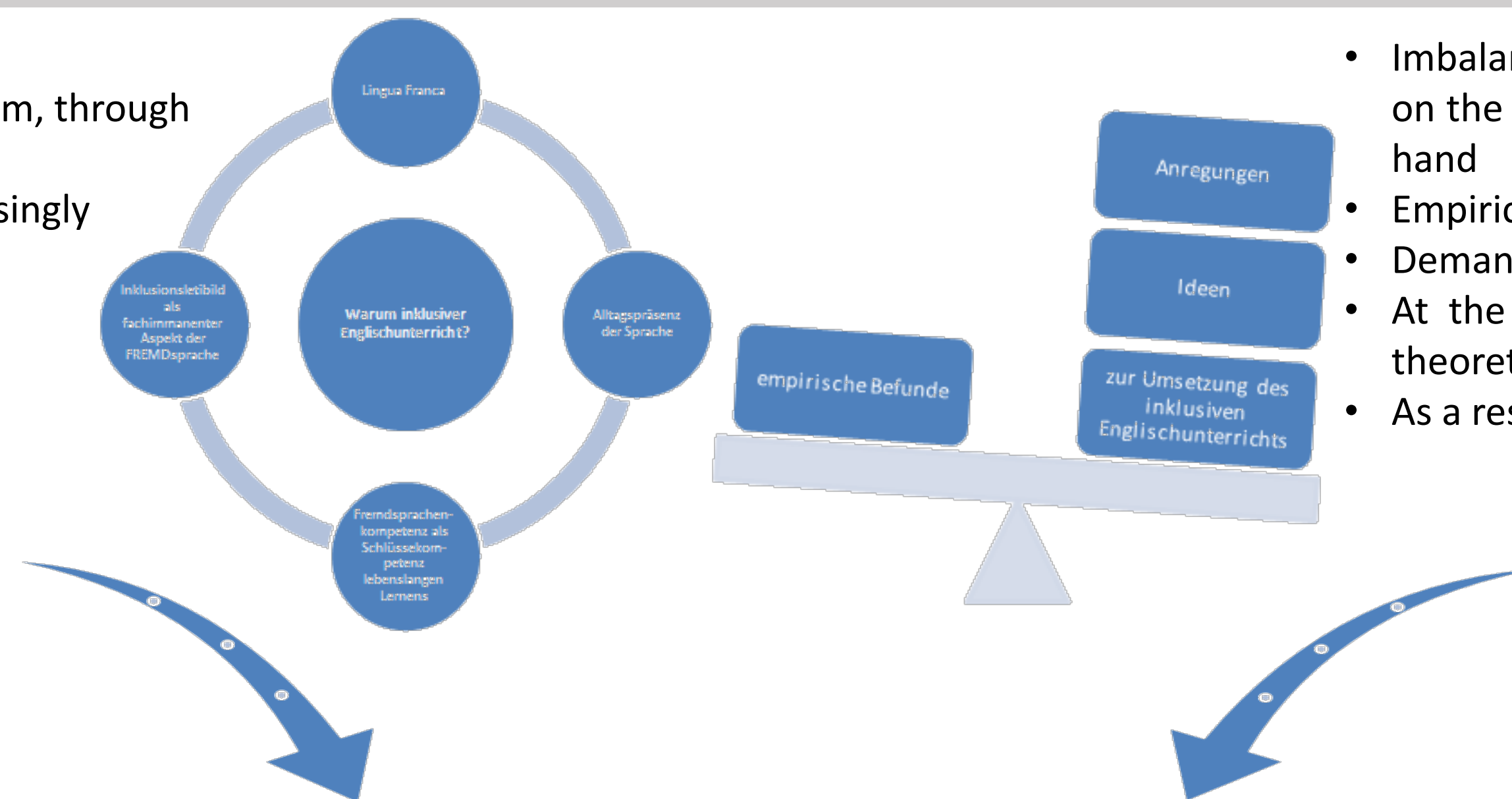


# Inclusive Foreign Language Learning

## An Empirical Study on the Status Quo of English Teaching at Lower Secondary Level

### Approaching the research field

- Increasing heterogeneity in our society
- Change in the school system, which is designed for separationism, through inclusion
- The competence of *Diversity Managements* is becoming increasingly more important to teachers
- English teaching is still strongly orientated towards text books
- **For students with educational needs, learning English is the foundation for participating socially in the 21st century**



- Imbalance between many diverse ideas and suggestions for inclusive teaching on the one hand, and non-empirical studies on inclusive teaching on the other hand
- Empirical data often mirrors the teachers' attitudes
- Demand: particular observation of children with learning difficulties
- At the time being it is NOT possible to connect practical experience with theoretical approaches
- As a result: there is no existing *inclusive* English Didactics

### Question and objective

What does current inclusive English teaching for students with the special educational need ' (learning difficulties) earning' look like and which consequences result from it?

In order to answer, the following central ideas are posed:

- 1) To what extent do students with learning difficulties develop foreign language skills in inclusive settings?
- 2) Which approaches and concepts make up the foundation of inclusive English teaching?
- 3) Which subjective theories are prevailing in inclusive English teaching in terms of teaching objectives and expectations?

The objective of this research project is to characterize typical aspects regarding special educational needs of inclusive English teaching.

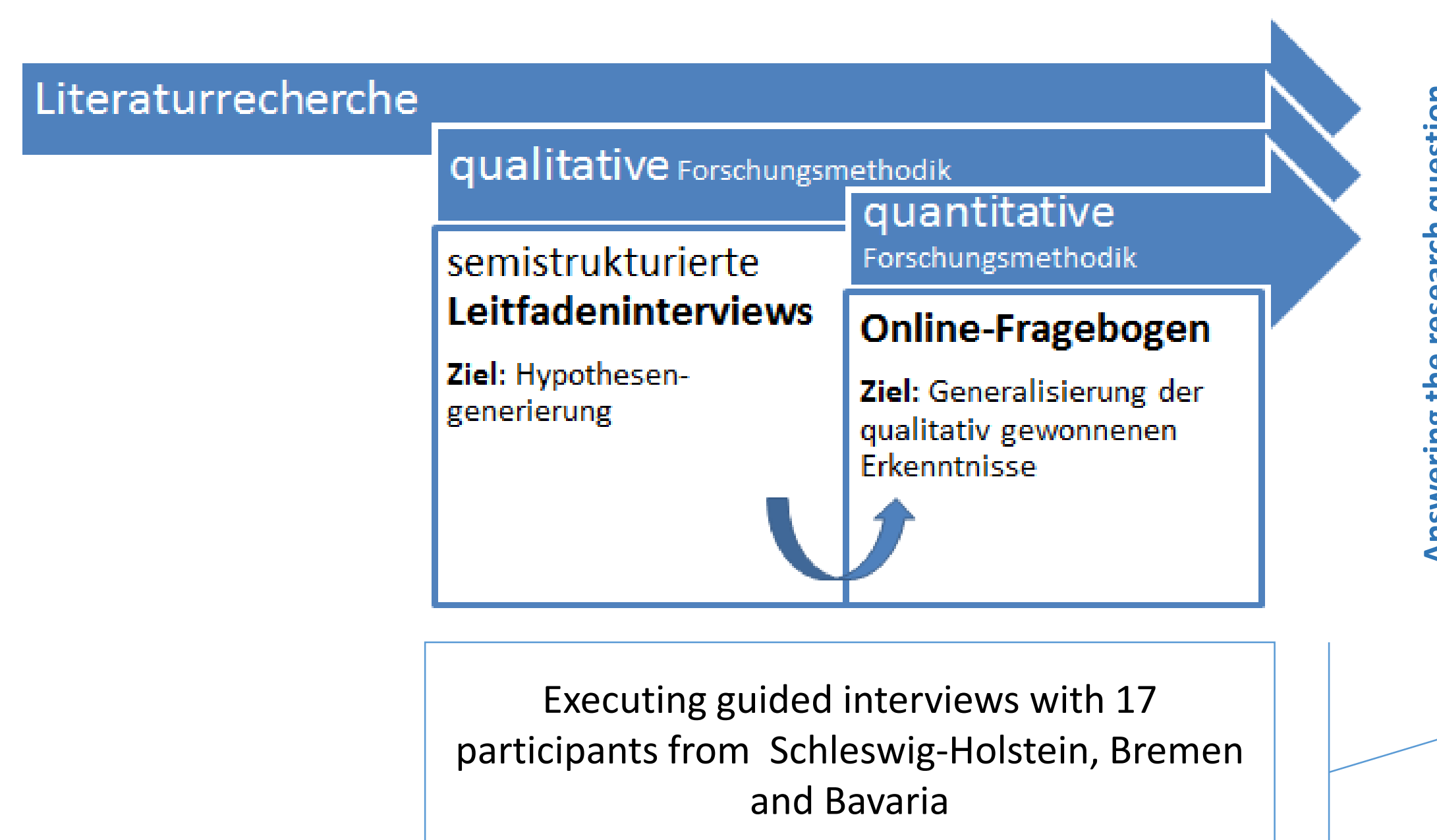
### Epistemological interest

By collecting data from actual teaching practice, general statements should be made on teaching English inclusively. The acquired data is useful in the sense of a strong career orientation during the first stage of teacher training, but also in the training of current teachers. It can be used to prepare or further train teachers for inclusive day-to-day teaching on an authentic foundation. Furthermore, the empirical data enables a cross-linking between theory and practice, in order to support the development of an inclusive English didactics.

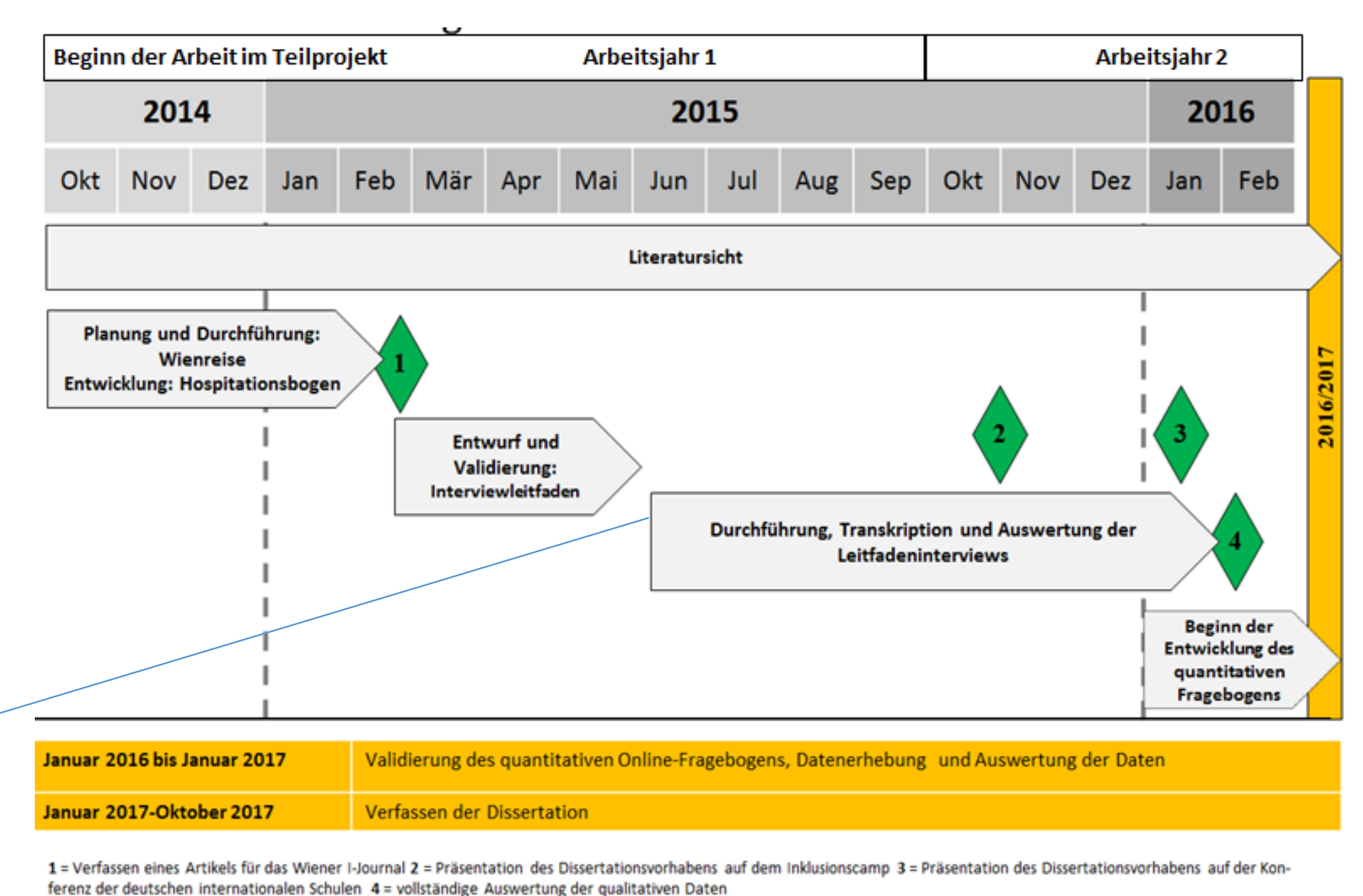
### Object of study



### Research method



### Time management and previous implementation



### Results of the qualitative guided interviews

Central question 1: To what extent do students with learning difficulties develop foreign language skills in inclusive settings?

According to the teachers, students with learning difficulties have problems developing lasting competences. It was mentioned particularly often that the learners do not extend their vocabulary and also that they hardly show any growth of grammatical competences. This limits communication skills.

**Hypothesis 1: When difficulties in developing competences arise among students with learning difficulties, it lastingly affects their functional communication skills.**

Funktionale kommunikative Kompetenzen	
<b>Kommunikative Fertigkeiten</b>	<b>Verfügung über die sprachlichen Mittel</b>
<ul style="list-style-type: none"> <li>• Hör- und Hör-/Sehverstehen</li> <li>• Leseverstehen</li> <li>• Sprechen               <ul style="list-style-type: none"> <li>- an Gesprächen teilnehmen</li> <li>- zusammenhängendes Sprechen</li> </ul> </li> <li>• Schreiben</li> <li>• Sprachmittlung</li> </ul>	<ul style="list-style-type: none"> <li>• Wortschatz</li> <li>• Grammatik</li> <li>• Aussprache und Intonation</li> <li>• Orthographie</li> </ul>
<b>Interkulturelle Kompetenzen</b>	
<ul style="list-style-type: none"> <li>• soziokulturelles Orientierungswissen</li> <li>• verständnisvoller Umgang mit kultureller Differenz</li> <li>• praktische Bewältigung interkultureller Bgegnungssituationen</li> </ul>	
<b>Methodische Kompetenzen</b>	
<ul style="list-style-type: none"> <li>• Textrezeption (Leseverstehen und Hörverstehen)</li> <li>• Interaktion</li> <li>• Textproduktion (Sprechen und Schreiben)</li> <li>• Lernstrategien</li> <li>• Präsentation und Mediennutzung</li> <li>• Lernbewusstheit und Lernorganisation</li> </ul>	

Abb.: KMK (2004): Bildungsstandards für die erste Fremdsprache (Englisch/Französisch) für den Mittleren Schulabschluss. München: Wolter Kluwers, p. 8.

Central question 2: Which approaches and concepts make up the foundation of inclusive English teaching?

The interview partners include the prior knowledge as well as the interests of their students in the planning of their lessons. There is a qualitative as well as a quantitative differentiation of teaching material, though learners with special educational needs are integrated into the classroom routine theme-centered. Several interview partners reported a separation of students with special educational needs, depending on the content.

**Hypothesis 2: If teachers differentiate for students with learning difficulties, they are oriented towards the concept of "basic knowledge".**

**Hypothesis 3: The more teachers are oriented towards the concept of "basic knowledge," the more students are separated spatially.**

**Hypothesis 4: If the demand for "more participation for students with special educational needs" are to be met, then the contents of lessons will be thematically centered.**

Central question 3: Which subjective theories are prevailing in inclusive English teaching in terms of teaching objectives and expectations?

Many teachers state that the subject-specific standards are hard to meet for students with learning difficulties (see central question 1). This is why expectations and teaching objectives from teachers have been reduced for students with special educational needs, compared to their peers.

**Hypothesis 5: When teachers experience a low increase in competences, they reduce their subject-specific objectives and lower their expectations towards the students.**

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