



L&D initiatives
Nataliia Gach Education Centre



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Materials of the Conference on Inclusive Foreign Language Education encompass studies and practical perspectives on inclusive practices in foreign language education for young and adult learners across diverse educational contexts. The conference contributions bring together research, innovative approaches, and classroom experiences that address equitable access to language learning and the needs of diverse learners. Particular attention is given to strategies, tools, and pedagogical approaches that support learner-centred, accessible, and welcoming language classrooms.

The volume may be of interest to foreign language teachers, teacher educators, educational practitioners, researchers, and scholars interested in inclusive language education and the development of equitable learning environments.

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PRACTICAL AI TOOLS FOR LANGUAGE TEACHING: ENHANCING LEARNING, CREATIVITY, AND TEACHER EFFICIENCY IN THE NEURODIVERSE CLASSROOM

Inclusive foreign language education requires teachers to address a wide range of learning needs while ensuring that every student remains engaged, supported, and challenged. This practical workshop provides an overview of common forms of neurodiversity encountered in language classrooms, including ADHD, dyslexia, autism spectrum conditions, and giftedness. Participants will explore key principles and strategies for creating an inclusive learning environment that supports diverse cognitive profiles and promotes meaningful participation in English language learning.

Rather than presenting research findings, this session focuses on practical solutions that teachers can immediately implement in their classrooms. Drawing on real teaching experience, the workshop demonstrates how artificial intelligence can assist in adapting instructional materials, differentiating tasks, reducing cognitive overload, and increasing student engagement. Participants will gain insight into selecting appropriate AI tools to meet the varying needs, interests, abilities, and proficiency levels of language learners.

The workshop will showcase a range of AI-powered applications, including *MagicSchool* for differentiation and assessment support, *Diffit* for generating and adapting instructional materials, *InVideo* for creating educational videos, *Goblin Tools* for breaking complex tasks into manageable steps and supporting time management, *Memo* for transforming PDFs, presentations, and videos into flashcards, quizzes, and study guides, *AudioPen* for converting spoken ideas into structured text, *ElevenLabs* for highquality text-to-speech support, and *Suno* for creating music-based activities that make grammar and vocabulary learning more engaging and memorable.

By the end of the session, participants will have a practical toolkit of AI resources and strategies that can help them design more accessible, motivating, and inclusive language-learning experiences while improving teacher efficiency and fostering learner success across a diverse range of educational needs.

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- Armstrong, T. (2012). *Neurodiversity in the classroom*. ASCD. CAST. (2018). *Universal design for learning guidelines version 2.2* [Graphic organizer]. <https://udlguidelines.cast.org>.

SUPPORTING L2 LITERACY DEVELOPMENT WHEN DYSLEXIA AND TRAUMA-RELATED ANXIETY INTERSECT

Learners with dyslexia often experience heightened anxiety when engaging with reading and writing tasks, but for those with trauma histories such affective pressure can escalate into fearbased avoidance that significantly disrupts L2 literacy development. This can lead to both diminished learning output and episodes of physical disengagement, for instance, where the learner temporarily distances themselves from the task before gradually re-entering it as their anxiety settles. Drawing on practitioner experience from one-to-one English tutoring sessions with young people from a range of different social-emotional and language backgrounds, this paper explores the ways in which personal trauma amplifies the emotional demands of early literacy work and how inclusive strategies can help learners re-enter reading and writing without triggering distress. Attention is also given to the complex role of linguistic positioning when the tutor speaks a dialect of the learner's L1. Whilst this can support rapport and comprehension, it also requires careful boundary-setting to avoid code-mixing or confusion. Although offering guidance through the learner's primary language may help stabilise the learner enough to continue, for example, this demands a careful moderation to ensure that emotional regulation does not overshadow consistent practice of the new language. Accordingly, alongside providing insight into this highly challenging aspect of teaching foreign languages, this paper aims to foster dialogue on the ways that educators can support dyslexic learners whose trauma-related responses intensify the challenges of L2 acquisition.

MANAGING DIVERSITY IN CLASSROOM ASSESSMENT

Classroom assessment (CA) is becoming increasingly important both for large stakeholders, such as education ministries, but also for teachers who have to deliver, and often design, these assessments. We recognise the importance of CA as a tool for learning but, in constructing and delivering assessments in the classroom, it can be tempting to model these on standardised tests. The focus of these summative tests is reliability and proficiency rather than process and learning. In the classroom we need assessments which are more nuanced and inclusive so that we can manage classroom assessment as part of a learner's story rather than an end goal. This can be challenging because, as teachers, we have to address the needs of different types of learners while ensuring all learners can feel confident and have a chance of success. In order to achieve this we need classroom assessment to be manageable and accessible to all learners.

As a route to achieving this, in this session we will look at the different types of assessment tasks we can use and the purpose of each. We will also consider the different ways we can report results depending on the purpose of the assessment and review the different formats we can use for assessments. As a final point, we will reflect on the importance of learner agency in assessment and how encouraging learners to manage their own learning is a very effective way to address diversity needs.

SUPPORTING NOVICE RESEARCHERS' ACADEMIC WRITING IN AN EMBEDDED ACADEMIC WRITING WORKSHOP

Academic writing is challenging for native English speakers, not to mention for non-native English academic writers. Novice researchers struggle as academic writers, because they might not have sufficient experience in reading academic articles and have limited knowledge of the content about which they are asked to write (Jusslin & Widlund, 2021). Other writers might have problems with the mechanics of writing (spelling, grammar) or referencing styles. Writing workshops have been widely implemented at different grade levels (Scarborough & Allen, 2014). Elementary and secondary school teachers can integrate writing workshops into classes, particularly for learners' literacy development. However, instructors of academic writing in the university might not be able to allocate a large portion of class time for novice researchers' academic writing development.

This study integrated the design of writing workshops into a graduate course in a university in northwest Taiwan. The analysis of documents, questionnaires, writing proposals, and online learning explored the integration in improving eleven graduate students' academic writing skills. This study reached the following major findings. First, the writing workshops enabled novice researchers to improve their academic writing skills relating to the structure, not the basic and fundamental writing convention (e.g., mechanics, grammar, vocabulary). Secondly, participants held positive attitudes toward the writing workshops for the clear objectives and well-designed tasks. Thirdly, the instructor's modeling and exemplary articles were considered as effective facilitation.

Finally, participants favored peers and experts as their facilitation during the writing workshops rather than online tools.

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THE TRIFECTA OF SUPPORT FOR DISABLED WORLD LANGUAGE LEARNERS: DRAWING UPON EARLY DESIGN FRAMEWORKS, IMPLEMENTING ACCOMMODATIONS, AND REMAINING RESPONSIVE

Teaching disabled world language learners (i.e., world language learners with special educational needs) is complex (Cornell, 2025) no matter the region or whether in primary, secondary, or tertiary contexts. Through years of teaching for and researching about the needs of disabled world language learners as well as the instructors who support them, I have found the greatest degree of success in a trifecta of support: early design measures, tailored accommodations, and overall responsiveness.

Adopting inclusive practices from early design frameworks like Universal Design for Learning (UDL; cast.org) or Universal Design for Instruction (e.g., Scott & Edwards, 2019) allows instructors to expect disability from the beginning, plan for differences in learning in advance, and potentially reach other students who could benefit from the same type of support measures (Berberi, 2023). The principles of UDL, a one-size-fits-many approach, can be applied across regions and contexts, and generally reduce a certain amount of ad hoc support efforts later.

Accommodations are tailored support for students with documented needs based often on medical or psychological diagnoses, and dependent on regional legislation and institutional policy. Accommodations are a targeted way of getting specific students the support they need, but for some students, accommodations may be difficult to acquire.

Complementary use of early design measures and accommodations can foster a more inclusive learning experience. Because accessibility is neither perfect nor finite (i.e., new students will come with new needs), instructors must also remain responsive, flexible, and open to restructuring tailored supports that are not working or could work better, as well as addressing inevitable gaps in design efforts which help but cannot anticipate everything.

In this talk, I will share resources at each phase of the trifecta and demonstrate how instructors can pursue inclusivity in concert with best practices for world language instruction (Hamilton, 2008).

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THE CEFR IN LANGUAGE EDUCATION: ALIGNING CURRICULUM, TEACHING, AND ASSESSMENT

Over the past 25 years, language education has become increasingly professionalised, largely due to the widespread adoption of the Common European Framework of Reference for Languages (CEFR, 2001) and its updates in the Companion Volume (2020). Although the CEFR's influence was initially most evident in language testing and assessment, the expanded descriptive scheme presented in the Companion Volume has proven valuable in addressing the evolving needs of stakeholders across a wide range of educational and professional contexts. As interest in applying the CEFR beyond testing and assessment continues to grow, there has been an increasing demand for guidance in navigating the extensive range of CEFR-related reference materials.

In response to this need, *Aligning Language Education with the CEFR: A Handbook* was published in 2022. The handbook aims not only to inform policymakers, teacher educators, teachers, and other stakeholders in language education, but also to provide practical support for the more technical processes involved in working with the CEFR.

Drawing on O'Sullivan's (2021) Comprehensive Learning System (CLS), the Handbook emphasizes that the effectiveness of any learning system depends on the close alignment of elements that have traditionally been treated separately: curriculum design, teaching and learning materials, pedagogical approaches, teacher education, and assessment. Although these components strongly influence one another and ultimately shape learning outcomes, curriculum developers, materials writers, teacher trainers, and assessment specialists have often worked independently. The need to address these interconnected elements within a unified framework lies at the heart of O'Sullivan's CLS model and serves as a central principle of the handbook.

This session will present the Handbook's practical approach to alignment in language education. The focus will be on ensuring coherence between curriculum objectives, teaching practices, and assessment processes, regardless of whether a programme is based on the CEFR or on another framework or set of standards.

AUTISM AND FOREIGN LANGUAGE LEARNING: COMMON BELIEFS, MYTHS, AND CURRENT RESEARCH INSIGHTS

Autism spectrum disorder (ASD) is a neurodevelopmental disorder with rising global prevalence. Diagnoses have increased by 300% over the past 20 years (Bloomberg School, 2025), currently affecting over 3% of children (Center of Disease Control, 2025). Under the umbrella of neurodivergence, ASD is associated with marked heterogeneity in executive function (EF) and is characterized by repetitive or intense interests, sensitivity to sensory stimuli, and behaviors and difficulties with social communication (Romero et. al, 2025). Language research findings show bilingual exposure in children with ASD has no adverse effect on language development, rather being raised bilingual offers advantages on EF, social communication, and receptive language (Trelles & Castro, 2019; Wang et al., 2025). Romero et al. (2025) found multilingualism favorably impacts children's EF and core autistic social communication symptoms, yet little is known about foreign language learning and ASD, an understanding to which findings from the current study contribute.

This social media study (Jefferson, n.d.) explored the role of autism in foreign language learning from an emic perspective—self-identified autistic individuals'—to identify common beliefs and shared experiences discussed on an international social media platform, Reddit. Two communities or subreddits—AutismInWomen and AdultAutistics contained a total of three threads in the last four years sharing autistic perspectives on language learning, totaling over 300 communication turns in 56 pages of transcripts. A thematic analysis (Saldaña, 2015) revealed salient shared beliefs centering on reading/writing being easier than listening/speaking; the need for a special connection to the language culture for interest; language learning misery or hyperlexia joy; and the role of common ASD comorbidities (e.g., dyslexia, ADHD) on their language learning. Pedagogical implications to support neurodivergent learners in their instructed foreign language learning journey are discussed.

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ACHIEVEMENT GAPS IN L2 SPANISH COURSES: PEDAGOGICAL IMPLICATIONS FOR AFRICAN AMERICAN STUDENTS IN HIGHER EDUCATION

Achievement gaps in higher education continue to represent a significant challenge in second language acquisition classrooms, particularly among historically underrepresented student populations. This study emerges from the observation of lower participation, academic performance, and course retention among some African American students enrolled in university-level Spanish as a second language (L2) courses. The project examines the pedagogical and structural factors that may contribute to these disparities and explores instructional adaptations that could foster more equitable and inclusive learning environments.

The theoretical framework draws on Universal Design for Learning (CAST, 2018), differentiated instruction (Tomlinson, 2014), and research on motivation and teacher expectations (Dörnyei, 2001; Hattie, 2009). Together, these perspectives suggest that educational inequalities should not be understood solely as individual student deficits, but also as the result of structural barriers related to curriculum design, classroom climate, access to prior learning opportunities, and institutional expectations. Current scholarship increasingly advocates for inclusive course design from the outset rather than retroactive adaptation to student diversity.

Using a qualitative and pedagogically oriented approach, this study analyzes classroom practices that may reduce barriers to participation and learning in L2 Spanish courses. Particular attention is given to multimodal access to content, formative assessment, collaborative learning, scaffolding strategies, and affective support mechanisms such as constructive feedback and belonging-oriented classroom practices.

Preliminary findings suggest that adaptive and inclusive teaching practices may contribute to greater student engagement, stronger classroom cohesion, and reduced disparities in participation and performance. At the same time, the study acknowledges institutional limitations, including time constraints, uneven implementation, and limited instructional resources. Ultimately, this project contributes to ongoing discussions on equity in language education and highlights the importance of intentionally inclusive pedagogy in university L2 classrooms.

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EXPANDING PRE-SERVICE ESOL TEACHERS' STANCES ON ADVOCACY & BILINGUALISM THROUGH TRANSLANGUAGING

Richards (2022) defines emotion as a “sociocultural experience primarily determined not only by individual characteristics but also by relationships and social contexts” (p. 226). In contrast to the traditional perspective that emotions are largely internal and personal in nature, scholars have increasingly contended that emotions are also connected to larger discourse and ideologies (De Costa et al., 2018; Dovchin et al., 2025). Aragão (2011) states that emotions indicate progression in a specific direction while beliefs suggest possible avenues for such movement. Likewise, Sah (2023) contends that “emotions are intertwined with teachers’ belief systems... that in turn guide their teaching action” (pp. 608-609). Consequently, educators’ affective states can often become “entangled” (Barad, 2007) with institutional and societal philosophies that may conflict with their own feelings and convictions. This is particularly the case in English language teaching (ELT), which still largely subscribes to a monolingual/monoglossic ideology to this day (Donley, 2023).

The purpose of this study was thus to explore the relationships between these concepts by supporting pre-service ESOL teachers’ perspectives concerning the theory and practice of translanguaging while also facilitating their stances towards adopting an inclusive and socially-just stance to their instruction and advocating for these students. A multimodule unit concerning the theory and practice of translanguaging was integrated into a TESOL methodology course offered at a postsecondary institution located in the southeastern United States. Data for the study were collected via a pre- and post-course questionnaire which included statements about their beliefs on bilingualism (Garrity et al., 2016) and their positions on advocating for the needs of this learner population (Linville, 2016). Preliminary findings suggest that the unit contributed substantially to their understandings of translanguaging, their awareness of the importance of creating an inclusive classroom environment, and their interest in championing and promoting efforts to support these students.

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BEYOND FLEXIBILITY: INVESTIGATING LEARNER AUTONOMY AND SELF-REGULATION IN FULLY ASYNCHRONOUS INTRODUCTORY SPANISH COURSES

Flexibility is widely recognized as a primary advantage of asynchronous online language learning, as it allows learners to study at their own pace and from wherever they are. However, the extent to which this flexibility benefits all learners equally has not been sufficiently examined. This study qualitatively analyzes 53 reflective journals from university students enrolled in a fully asynchronous introductory Spanish course at University A in South Korea, collected over two semesters during the 2024–2025 academic year.

The research investigates how learners with varying self-regulatory profiles experience and exercise autonomy within a uniform instructional context. Specifically, it examines how engagement with flexibility varies by self-regulatory capacity and identifies instructional structures that may support more equitable autonomy. The study employs LLM-assisted thematic analysis, cross-validated through manual coding, and is guided by Self-Determination Theory and Zimmerman’s model of self-regulated learning. Two distinct patterns of learner experience emerged: learners with strong self-regulatory behaviors viewed flexibility as an opportunity to plan their learning, implement strategies such as scheduled review and repeated listening, and monitor their progress. In contrast, learners with weaker self-regulatory practices perceived flexibility as a source of procrastination, confusion, and cumulative learning challenges.

The findings suggest that learner autonomy is not an inherently positive outcome of asynchronous instruction; rather, engagement with autonomy varies qualitatively according to self-regulatory capacity, raising concerns about equitable access within ostensibly learner-centered course designs. In response, this paper introduces a Scaffolded Autonomy Framework, which incorporates structured reflection, staged learning checkpoints, tiered reminder systems, and low-stakes formative activities to foster more equitable learner autonomy. The study concludes that effective asynchronous course design should not only provide flexibility but also intentionally scaffold learners toward autonomy, offering practical guidance for instructors committed to inclusive and equitable language education.

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THE LANGUAGE OF INCLUSION: A CORPUS-ASSISTED ANALYSIS OF INCLUSION-RELATED VOCABULARY IN PRIMARY EFL TEXTBOOKS

As calls for inclusive education continue to gain prominence through international initiatives such as Sustainable Development Goal 4, increasing attention has been directed towards the role of English as a Foreign Language (EFL) textbooks in fostering intercultural understanding, learner belonging, and equitable representation. This study explores how inclusion is discursively represented in primary school EFL textbooks through a corpus-assisted analysis of inclusion-related vocabulary. The data consist of state-approved primary EFL textbooks used in six countries: Cyprus, Egypt, Greece, Turkey, the United Arab Emirates, and Vietnam. The corpus includes 24 textbooks targeting learners in grades 3 to 6.

Using a purpose-built corpus divided into country- and grade-specific textbook sub-corpora, the study identifies recurring inclusion-related lexical items and compares their frequency patterns within and across the textbook sub-corpora. Concordance lines associated with concepts such as diversity, belonging, empathy, participation, support, culture, and identity are then examined qualitatively to identify recurring semantic patterns and contextual uses of inclusion-related vocabulary.

The findings indicate that inclusion is primarily constructed through themes of cultural awareness, celebration of diversity, empathy, and social support. However, inclusion-related vocabulary frequently appears in descriptive or celebratory contexts, while opportunities for critical reflection, intercultural dialogue, and transformative engagement remain comparatively limited. Cross-country comparisons reveal both shared tendencies and notable differences in the ways inclusion is linguistically framed across educational contexts.

By focusing on the language of inclusion rather than solely on visual or thematic representation, the study contributes to ongoing discussions on interculturality and multilingualism in language education. The findings offer insights for textbook developers, curriculum designers, and language educators seeking to create learning materials that move beyond symbolic inclusion and support deeper forms of intercultural engagement and learner belonging.

INTERCULTURALITY AND MULTILINGUALISM IN SPANISH L2 LEARNING: STRATEGIES FOR CREOLE-ENGLISH “BILINGUAL” STUDENTS IN JAMAICA

This presentation explores approaches to teaching Spanish as a second language (L2) in Jamaican university classrooms, where students are typically bilingual in English and Jamaican Creole, with Creole as the dominant language in daily life. In such a context, learners may face challenges related to limited exposure to Spanish, interference from their dominant language, and limited confidence in using the target language. The session focuses on leveraging interculturality and multilingualism to address these challenges, promote engagement, and enhance learning outcomes.

Practical strategies include task-based activities that integrate students' Creole-English linguistic repertoires, translanguaging approaches to scaffold comprehension, and the use of culturally relevant materials that connect Spanish learning with familiar social and cultural contexts. Reflective exercises, collaborative projects, peer-mediated discussions, and project presentations are highlighted as ways to foster learner autonomy, intercultural awareness, and motivation simultaneously.

The theoretical framework draws on sociocultural perspectives (Vygotsky, 1978), translanguaging theory (García & Wei, 2014), and intercultural competence frameworks (Byram, 1997), emphasizing the value of students' existing linguistic and cultural knowledge as a bridge for acquiring Spanish. Classroom observations indicate that integrating students' bilingual repertoires and cultural knowledge enhances comprehension, communicative competence, and engagement, allowing learners to participate actively and meaningfully in L2 learning.

Overall, this approach demonstrates that intercultural and multilingual strategies transform potential linguistic barriers into opportunities for active, autonomous, and meaningful language learning in Creole-English contexts, providing a model for inclusive, learner-centered Spanish instruction.

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ASSESSMENT LITERACY IN TEACHER EDUCATION: A BIBLIOMETRIC ANALYSIS

This study conducts a bibliometric analysis of assessment literacy research in preservice teacher education from 2000 to 2024. The analysis, based on 91 peer-reviewed journal articles indexed in the Scopus database, examined publication patterns, thematic groups, geographical location, and most-cited works using VOSviewer for co-occurrence mapping and cluster visualization. The findings showed that publications on assessment literacy rose sharply in the early 2020s, peaking in 2023. Cluster analysis identified three thematic areas: the development of teacher competencies and professional skills, connections between assessment literacy and instructional practices, and preservice teacher preparation on technological and pedagogical means to make good assessments. Most studies were conducted in the United States, followed by Australia and Canada, whereas in other regions, there were only a few representations. Popham's (2009) study on policy alignment, innovative pedagogy, and technology use emerged as the most influential work. These findings highlight the need to diversify geographical contributions, broaden methodological approaches, and strengthen cross-contextual dialogue in literacy assessments. By synthesizing trends across more than two decades, this study offers the systematic bibliometric mapping of preservice teacher education in assessment literacy, addressing gaps left by prior reviews. These findings imply that future research should work toward refining the conceptual and practical foundations of assessment literacy in preservice teacher education. The study provides a foundation for future global collaborations and informs curriculum design in teacher education programs.

DEVELOPING READING SKILLS IN GFL: EASY LANGUAGE AND DISCURSIVE COMMON GROUND

In recent years, research on language barriers and language accessibility in general, and on German Easy Language (Leichte Sprache) and Plain Language (Einfache Sprache) in particular, has become increasingly differentiated. More and more aspects of intralingual translation into Easy Language and Plain Language are being considered: from the rules, frameworks and tools for writing in Easy Language and quality control (with regard to morphological, syntactic, lexical, typographical and other parameters) up to the target groups and the question of how suitable texts in Easy language and Plain language are for learning German on different levels.

However, one issue is systematically overlooked in research into Easy language, Plain language and linguistic accessibility: What discursive common ground, what socially relevant knowledge is assumed in texts that are considered (have been made) accessible? What is considered to require explanation? What socially accepted knowledge is taken for granted, are supplementary explanations — such as those in News in Easy Language and News in Plain Language — useful for learners of GFL?

The study seeks to address these questions empirically and examines both types of online news (Nachrichten in Leichter Sprache, Nachrichten in Einfacher Sprache) in terms of 1) accompanying glossaries explaining terms, and 2) explanations within the text itself. The results show that some additional information may be regarded as redundant from the learners' perspective, whilst other information is lacking, and that reducing complexity in socially and politically complex content carries the risk of misleading simplification.

A PROJECT-BASED LEARNING APPROACH TO ACADEMIC WRITING CLASSES: A COMPARATIVE STUDY OF LEARNERS' COMFORT LEVELS IN ORAL PRESENTATIONS AND POSTER SESSIONS

A project-based learning (PBL) approach has been widely studied and implemented by numerous scholars and is no longer considered a novel teaching method (Blumenfeld et al., 1991; Thomas, 2000). Although its effectiveness has been well established (Boaler, 1997; Chen & Yang, 2019), there remains a need to investigate how different presentation formats influence students' anxiety and comfort when using English as a foreign language to present their research projects.

Since speaking in the target language is often regarded as one of the most anxiety-provoking aspects of foreign language learning (Horwitz et al., 1986), one of the teacher's key roles is to reduce students' anxiety while providing meaningful opportunities to use the target language.

Accordingly, this study explores how students' comfort levels differ between two presentation formats: oral presentations and poster sessions. Specifically, it examines whether poster sessions reduce students' speaking anxiety and provide a more comfortable environment for presenting their research projects in English.

The 14-week course adopts a PBL approach to foster students' research, academic writing, and presentation skills through the completion of an independent research project. Students formulate research objectives based on their own interests, conduct literature-based research, and develop evidence-based arguments using appropriate academic sources. Throughout the course, they learn the fundamentals of research methods, academic writing conventions, and citation practices while revising their work through continuous feedback. In Weeks 7 and 8, students deliver an oral presentation to report their progress and receive formative feedback. The course culminates in a poster session held in Weeks 13 and 14, where students present the outcomes of their research projects in English.

The hypothesis of this study is that the poster session format reduces students' speaking anxiety and enables them to use English more comfortably than the traditional oral presentation format. As the first semester is currently in progress, questionnaire data will be collected from 46 students at the end of the semester to test this hypothesis.

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TEACHING AND ASSESSING INDEPENDENT LISTENING: INSIGHTS FROM AN ONLINE PHILOLOGY COURSE

Independent listening is viewed as listening to aural and video texts outside the classroom, aligned with the curriculum, with learners given enough freedom for choosing texts and timing, self-evaluating their results, and developing strategies for further learning, while still benefiting from the teacher's support for scaffolding (Kvasova et al., 2023). This concept is central to the present research, which offers insights into teaching and assessing independent listening within an online philology course, focusing specifically on the ways a listening log can foster learner autonomy in translation majors. Since autonomy in independent listening depends on teacher-provided scaffolding rather than complete freedom alone (Lee, Pate, & Cozart, 2015), the conducted study examines how a specially designed listening log was integrated into an online course to develop students' independent out-of-class listening skills while ensuring adequate teacher support.

The theory of alternative assessment, which views the listening log as a means of formative assessment providing individual guidance and feedback rather than a mere record of performance (Kemp, 2010), constitutes the methodological basis of the research, treating the log as an instrument that simultaneously organises teaching, reflection, and evaluation. Structurally, the log combines a template for recording information about the text with selected-response and open-ended questions on comprehension and listening strategies, alongside Likert-scale self-assessment statements. In practice, the teacher models the log for students before they start completing it independently on a weekly basis, which makes it possible to monitor progress and provide feedback as needed. The findings reveal that students who kept the log demonstrated measurable growth in their ability to plan, monitor, and evaluate their own listening. This confirms the log's applicability as a dual-purpose tool for developing independent listening skills while ensuring accountable, teacher-supported assessment.

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INCLUSIVE ASSESSMENT OF ENGLISH LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES (SPLDs)

Ensuring equitable English language education requires teachers to effectively support learners with special educational needs (SEN), including those with specific learning difficulties (SpLDs) such as Attention Deficit Hyperactivity Disorder and Dyslexia. This presentation introduces key concepts in SpLDs and examines how these conditions influence language learning and assessment (Daloiso, 2017).

Participants will explore common areas of difficulty in foreign language learning and gain practical strategies to adapt teaching and assessment. The presentation emphasises inclusive approaches such as Universal Design for Learning (UDL) and differentiated assessment practices, including adjustments to materials, tasks, processes, and expected outcomes, as well as the provision of reasonable accommodations to promote fairness and accessibility (Tsagari, Nijakowska & Guz, 2022).

Drawing on insights and resources from European initiatives such as DysTEFL and SCALED, the session provides concrete examples of classroom-based assessment practices that enhance participation and achievement for learners with SpLDs. The presentation concludes with practical recommendations for inclusive TESOL pedagogy and assessment design, supporting teachers in creating more accessible and equitable learning environments (DysTEFL2; SCALED Course).

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LANGUAGE-RESPONSIVE EDUCATION SYSTEMS: FROM GLOBAL POLICY TO CLIL PRACTICE IN EUROPE

The British Council works with education systems worldwide on English, multilingualism and inclusion. In increasingly diverse classrooms, language is not a neutral medium of education but a central factor in access, participation and learning. This session presents the British Council's updated position on language-responsive education and explores its implications for policy and practice.

It begins by outlining the paper's core position: a commitment to promoting inclusive, high quality education that is contextually grounded and responsive to learners' linguistic realities. It promotes an inclusive and pragmatic approach, recognising that systems adopt different models — including English-medium education, multilingual education and Content and Language Integrated Learning (CLIL) — and that policy decisions should be grounded in context rather than framed through simplified or binary approaches.

The session then moves from principle to practice through the lens of CLIL, drawing in particular on the British Council's CLIL in Practice report. Based on an international workshop bringing together 120 practitioners, researchers and policymakers from across Europe and beyond, the report explores shared challenges and approaches to the design, implementation and development of CLIL across European education systems.

This work highlights key enabling conditions identified in both the report and wider research: coherence across policy, curriculum, assessment and teacher education; sustained professional development; and careful attention to the relationship between disciplinary learning and language development, including the role of learners' existing linguistic repertoires.

The session concludes by reflecting on the relationship between global policy on language responsive education and more localised CLIL practice, and what this suggests for wider discussions on inclusion, equity and the role of education systems in supporting learning in and through language.

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