



Teaching Foreign Languages Inclusively: Standards for Teacher Competence

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Introduction. The adequate professional and psychological-methodology training of teachers is of major importance in teaching a foreign language to learners who have health impairment. In spite of the numeral works published in Russia and abroad which cover various aspects of this problem the given article is the first to do the detailed analysis of teachers' survey in order to reveal the knowledge, competences and skills necessary for their effective work in inclusive classes. The aim of the article is to develop a teacher training/retraining programme, which is based on the state professional educator standard and able to make teachers ready to work with learners who have health impairment.

Materials and Methods. Methodology of the research represented is a combination of critical overview of works by Russian and foreign authors, other relative materials and detailed analysis of the results obtained through query of university and school teachers which was necessary for working out a relative teacher training programme that will make them ready to work in inclusive classes. 30 teachers took part in the survey.

Results. As a final product of the research done on the basis of accurate analysis of theoretical resources and results of the survey a conceptual framework of teacher's knowledge and skills necessary for effective work in inclusive class was developed by the authors. They also produced a teacher training programme, criteria and forms for assessing teacher's acquisition of the programme being included.

Discussion and Conclusion. The teacher training course developed by the authors is the relative contribution to the development of Psychology and Pedagogy of teaching foreign languages. It is essential that the programme is a model that can be adapted according to the interests of a potential target audience of educators. The course should help reshape the general competences as defined by the existing standard of teacher training so as to build up specific skills pertaining to teaching SEN learners inclusively. It should be an integral part of contemporary teacher pre-service preparation.

Keywords: learners with special educational needs, to teach inclusively, foreign language, teacher retraining programme, educational standard, Psychology and Pedagogy of teaching

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Оригинальная статья

Инклюзивное обучение иностранному языку: стандарт компетенций учителя

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Введение. Важную роль в обучении иностранному языку обучающихся с ограниченными возможностями здоровья выполняет соответствующая профессиональная и психолого-педагогическая подготовка учителя. Несмотря на многочисленные отечественные и зарубежные публикации, в которых рассматриваются различные аспекты данной проблемы, в статье впервые проводится анализ анкетирования учителей с целью выявления знаний, умений и навыков, необходимых для эффективной работы в инклюзивном классе. Цель исследования заключается в разработке программы профессиональной подготовки/переподготовки/повышения квалификации учителей иностранного языка на основе государственного образовательного стандарта, способствующей формированию всех составляющих готовности педагога к работе в условиях инклюзивного образования с учетом современных требований.

Материалы и методы. Авторами использован интегративный метод критического осмысления работ российских и зарубежных авторов, других релевантных материалов по данной теме. Для изучения проблемы было проведено анкетирование, в котором приняли участие 30 человек. С помощью метода сбора необходимой информации осуществлен аналитический обзор полученных результатов.

Результаты исследования. По итогам исследования авторами разработан примерный перечень знаний и навыков педагога, необходимых для успешной работы в инклюзивном классе. Спроектирована и предложена для обсуждения программа повышения квалификации учителей, включающая критерии оценки ее усвоения с указанием дескрипторов. Программа курса представляет собой модель, которая может быть легко адаптирована в соответствии с интересами целевой аудитории.

Обсуждение и заключение. Разработанная авторами программа курса повышения квалификации учителей вносит определенный вклад в развитие психологии и педагогики обучения иностранному языку. Данный курс должен помочь трансформировать общие компетенции, обозначенные в существующем стандарте подготовки учителя, таким образом, чтобы сформировать специальные компетенции, необходимые учителю для работы в инклюзивном классе, он должен стать неотъемлемой частью программы подготовки учителей.

Ключевые слова: учащиеся с ограниченными возможностями здоровья, инклюзивное обучение, иностранный язык, программа повышения квалификации учителей, образовательный стандарт, психология и педагогика обучения

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Introduction

The authors of the article are professional educators involved in teaching English as a foreign language (EFL), implementing EFL teacher pre-service and in-service education programs at Moscow City University and Ogarev Mordovia State University, Russia; they modify teaching aids for inclusive settings at different educational levels as well.

Like their colleagues, the authors are concerned about the inadequacy with which

foreign language (FL) teachers are prepared for working in inclusive classrooms, and thus sought to address this concern effectively by defining standards for FL teacher training while working inclusively.

The authors undertook a review of the research literature, developed a questionnaire and analyzed the results of the survey to identify needs in teaching foreign languages inclusively, current levels of teacher pre-service and in-service training, areas of teacher



activities requiring competences in teaching learners with special educational needs (SEN) inclusively.

The authors of the article used their collective experience and expertise to formulate and then revise statements of important competencies needed for inclusive education. Before being released for public review drafts of these competencies went through several teacher in-service and pre-service educational programs implemented by the authors at their Universities.

The competences in question also provide the essential core around which decision makers can construct FL teacher pre-service and in-service education programs, teacher recruitment, FL teacher professional development, and teacher and school evaluations.

Inclusion standard. As any other professionals, teachers, both working in mainstream and inclusive classrooms, are guided by professional standards that establish requirements for their activities worldwide, including the work with children with special needs¹. A new Educator Professional Standard which is currently being worked out, is aimed at giving a new impetus to a teacher professional development facilitating their ability to be flexible, creative and adaptive in their working place.

The new draft Standard besides specifying educators' jobs at different levels of education (a preschool, elementary, secondary and high school teacher) takes into account the necessity of educating learners with impairments and special educational needs thus considering the possibility of specifying additional professions in education: a teacher-psychologist, special teacher (disability specialist), working in pre-schools and mainstream secondary and high schools, a tutor providing individual support and catering to SEN learners in inclusive classrooms and some others.

The introduction of the new Educator Professional Standard entails relevant changes in pre-service and in-service training at universities and in-service training centers. Accord-

ing to the draft Standard, a teacher should be trained to acquire new competences enabling them to work inclusively with students with impairments and SEN learners. The Standard sets out requirements to an educator's personality features integrated into their professional skills, such as their readiness to teach all learners without any exceptions no matter what their inclinations, abilities, peculiarities or impairments are.

According to the Standard an educator should employ special approaches to teaching in order to involve all learners including the SEN students into the learning process.

When specifying personality features and professional competences an educator should possess the ability to develop their learners academically, socially and intellectually the Standard lists the following:

1. The readiness to accept different learners no matter what their abilities for education, their modes of behavior, mental and physical health are; being ready to provide relevant aid to any learner.

2. The ability to monitor and identify a variety of their learners' problems and challenges pertaining to the individual features of their development.

3. The ability to render individual assistance to a learner via pedagogical techniques.

4. The readiness to cooperate with other specialists in a psychological, medical and pedagogical sphere.

5. The ability to comprehend the contents of documents compiled by different specialists: psychologists, disability specialists, speech therapists etc.

6. The ability to work out cooperatively with other specialists a program of a learner's individual development.

7. The mastery of special methods and techniques necessary to conduct correction and development activities.

8. The ability to monitor the progress of a learner's development.

9. The mastery of psychological and pedagogical methods and techniques vital for educating different students, including SEN

¹ Educational Provisions for Children with Special Needs in Position Paper National Focus Group on Education of Children with Special Needs. 2006. p. 5-13. Available at: http://www.esocialsciences.org/Download/repecDownload.aspx?fname=A2011929133858_20.pdf&fcategory=Art (accessed 28.09.2020). (In Eng.)

learners (autistic children, learners with attention deficit, hyperactivity disorder etc.) and children with health impairments.

When listing tools for assessing how its requirements are being implemented the draft Standard suggests taking as a criterion for teachers' and psychologists' effective work with SEN learners some integrative indicators demonstrating progress of a learner's development (the learner was – the learner has become). Or, in some more complicated cases (e.g. a learner with Down's syndrome) the indicators should provide evidence that the learner's mental and emotional state has been consistent.

According to the Standard the competences for teaching SEN learners can be acquired by getting special pre-service training in classical and pedagogical universities including studying for Master's Degree in psychological and pedagogical education majoring in teaching SEN learners, learners with impairments etc.².

Literature Review

Inclusion being not only a modern trend in education worldwide but also an urgent necessity of modern classrooms in all countries, including Russia, the role of educators differentiating instruction in the given educational environment cannot be overestimated.

As stated in *Differentiated instruction, professional development*, and teacher efficacy by F.A. Dixon, N. Yssel, J.M. McConnell and T. Hardin, 'to meet student needs, teachers must adjust both curriculum and instruction for various groups of students' [1, p. 112]. Therefore, it is of vital importance for the teachers, first of all, to be positive about the inclusion in general and to be ready for the changes in their education practices introducing inclusive principles will entail.

When developing a teaching strategy, a teacher should keep in mind that "lan-

guage learners use specific strategies depending on their age, sex, attitude, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, motivation, cultural differences, beliefs about language learning, and language proficiency, etc." [2, p. 405].

The appropriateness of the methodological approach to the learner's characteristics listed above is used as an indicator when assessing teacher's competence to design and plan education in the respect of content and methodology aspect of the lesson [3, p. 83]

It is generally known that specialized instruction addresses a variety of learning goals and encompasses all the accommodations and approaches teachers, parents, and specialists use to support an individual child's learning and development³ [4; 5].

The National Professional Development Centre on Inclusion suggests that 'Professional development facilitates teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice'⁴ [6, p. 3]. The characteristics and contexts of the learners top the list of its components, which, above all, include content and the organization and facilitation of learning experiences.

Nonetheless, it should be noted here that some researchers, like H. C. Hill, M. Beisiegel and R. Jacob, argue that professional development programs need improving as they ought to be based on teachers' experience, especially in inclusive education [7, p. 476].

H. Borko, J. Jacobs and K. Koellner highlight that professional development programs for instructors need to be reformed both generally and in specific areas [8, p. 548]. As D.N. Morgan, C.C. Bates and L.M. Desimore and M.S. Garet, M. M. Kennedy argue,

² The Standard for Teachers' Competences [Electronic resource]. Available at: <http://профстандартпедагога.рф/профстандарт-педагога> (accessed 28.09.2020). (In Eng.)

³ Sergeeva V.P., Kirmasov B.A., Podymova L.S., Sorokovykh G.V., Klochkova L.I., Popov Yu.A., Rud' N.N., Savkina I.Yu., Grosheva R.N., Chernysheva N.V. [Innovative Tendencies in the Upbringing System]. Moscow: Perspective; 2012. p. 53-75. Available at: <https://elibrary.ru/item.asp?id=35167200> (accessed 26.09.2020). (In Russ.)

⁴ Samartseva E.G. The Formation of Professional Readiness of Future Teachers to Implement Inclusive Education for Children. *Innovatsionnye formy i tekhnologii v kompleksnom soprovozhdenii detey s otkloneniyami v razviii: materialy konferentsii* = Innovative Forms and Technologies in Teaching and Monitoring Children with Special Educational Needs. Kazan: Kazan University Publ.; 2014. p. 314-316. Available at: <https://core.ac.uk/download/pdf/197416654.pdf#page=314> (accessed 26.09.2020). (In Russ.)



there are certain elements of effective professional development: focus on content, active learning, support for collaboration, coaching and expert support and sustained duration [9–11].

E. Avramidis, E. Kalyva, M. Holmqvist, B. Lelinge state that substantive long-term training is highly significant for creating the teachers' positive attitude towards inclusive classrooms as well as for the successful implementation of inclusion principles [12; 13].

Some educators lack the understanding of inclusive pedagogy in general and the significance of professional development in this field [14, p. 109; 15] as well as they fear the education in an inclusive classroom may have a negative impact on 'regular students' [16, p. 139–140]. S.V. Alyokhina points out that instructors' readiness for organizing lessons in an inclusive classroom plays a crucial role in teachers' professional development [17, p. 120].

It is also worth mentioning that educators' positive attitude towards inclusive practices, according to E. Avramidis, E. Kalyva, D.B. Male, K.A. Heinemann with co-authors, is largely dependent on the experience of teaching students with special needs inclusively [12; 18; 19].

Materials and Methods

Methodology of the research represented a combination of the critical overview of works by Russian and foreign authors, other relative materials and a detailed analysis of the results obtained through query of university and school teachers involved in teaching FL to learners with special educational needs (SEN).

At the first stage of the survey a new Educator Professional Standard which is supposed to be admitted in the Russian Federation was examined in full detail in correlation with the research articles and scientific publications devoted to the issues and problems of inclusive education, with thorough analysis and generalization to follow.

At the second stage of the survey a questionnaire was developed in order to reveal the level of teachers' awareness of the problem under discussion and their needs for teaching FL to learners with SENs most effectively. 30 teachers from secondary and tertiary

level of education, private language schools and professional associations participated in the survey. The questionnaire consisted of 8 questions and was aimed at revealing the following information: the responder's type of educational institution and job position, professional experience including work with learners with SENs, types of disorder their learners suffered from, difficulties the teachers faced when working with the relative learners and kind of supplementary professional education the teachers need to overcome the mentioned difficulties successfully.

At the moment of the survey being done, teaching experience of the respondents varied from 5 to 40 years, everyone teaching pupils/students with SENs for some years except two teachers. Types of disabilities the pupils/students had were rather wide: they included autistic, blind and visually impaired, deafness, heart problems, dyslexia, stammering, schizophrenia, attention deficit, hyperactivity disorder and others. Some of the teachers noted that they knew they taught pupils with SENs but they were unaware of their particular disability.

The most important question in the survey, in our opinion, was about difficulties the teachers had to overcome when teaching pupils/students with SENs.

Among the latter the respondents listed the following: slower (comparing with other pupils in the class) pace the learner used to acquire the subject; unexpected learner's reaction to the material presented by the teacher; pupil's frustrated or negative reaction to long words; fit of pupil's aggressive behavior; pupil's unwillingness to do the task even if his/her impairment does not prevent him/her from doing it.

To summarize the teachers' answers to this point of the questionnaire we can say that all the difficulties in teaching pupils/students with SENs can be grouped into pupil's behavior in class, teachers' methodological and psychological problems. To the second one the teachers attribute adapting teaching material to the abilities of students with SENs, methods of controlling learning outcomes of this category of students and involving them into the learning process, organizing the educational process in gene-

ral with pupils of different abilities to acquire knowledge. Many of the respondents mentioned their lack of psychological knowledge that could help them to manage the situation with pupil's inadequate/unexpected behavior. Some teachers noted that it was difficult to discuss the learning abilities of pupils with SENs with their parents.

It is not surprising that 25 teachers of 30 gave their affirmative answer to the seventh question of the survey "Is it necessary to train FL teachers to make them ready to work with students with SENs?" Only one respondent expressed doubt concerning this point of discussion, 4 teachers gave negative answers.

The last question in the survey was of major importance since it gave information necessary to work out measures and materials to improve the situation with teaching students with SENs. In this part of the questionnaire the teachers were asked to express their ideas on what themes should be included and discussed within a training course to make them ready to work with students with SENs. 25 of 30 responders gave rather detailed answers. The teachers assumed that it would be very useful for them to get knowledge on cognitive psychological peculiarities of children with SENs and the specificity of their physical and mental development. They suggest as well that methodology of organizing the educational process for this category of pupils, the adaptation of teaching materials, methods and criteria of assessing learning outcomes, the use of informational communication technologies in such situations should be included into the training courses mentioned above. Some responders noted the significance of the law aspect; many of them expressed the idea of close co-operation of teachers, psychologists, pediatricists and other specialists in order to arrange education for this category of students so that it could satisfy the needs of learners with SENs and facilitate their academic, social and intellectual development without damaging their health.

Results

Each standard that follows is based on adequate FL teachers' knowledge or skills that they should possess in order to perform

successfully in the inclusive class. As a set, the standards call on teachers to demonstrate skills at selecting, developing, applying, using, modifying approaches to teaching a foreign language to SEN learners.

The standards discussed represent a conceptual framework or scaffolding form which specific skills and need for deeper knowledge can be derived. It should be mentioned that educators' experience in the application of these standards should lead to their improvement and further development for the educational benefits.

Standards for Teacher Competences in Teaching a Foreign Language to SEN Students Inclusively:

1. FL teachers should be skilled in creating favourable inclusive environment in the classroom.

When adapting the process of teaching a foreign language for the learners' special needs the teacher has to apply alternative ways of organizing educational content into teaching units to make the linguistic context more relevant to learners. Any device of learning as well as judicious use of native language is accepted to encourage communication from the very beginning. FL teachers who meet this standard possess the following conceptual and application skills:

- a) to include different supportive strategies for SEN learners;
- b) to repeat and recycle material multiple times;
- c) to extend time to formulate replies;
- d) to incorporate prosody to make speech patterns sound more natural.

In any case, adapting the process of teaching a foreign language for the learners' special needs starts with creating the least restrictive environment concerning the content, process and product expected.

2. FL teachers should be skilled in an inclusionary approach to curriculum.

To make teaching a foreign language in the inclusive class successful an inclusionary approach to curriculum is required. On the one hand, this means a common curriculum for all learners no matter what their educational needs are. On the other hand, at all levels all learners should be provided with opportunities for meaningful involvement in class-



room activities [6, p. 18]. In the inclusive classroom FL teachers have to become involved in curriculum development at a local level and to be skilled in curriculum adaptation. In addition, they have to manage a complex range of classroom activities, be skilled in planning group, team and individual work of all students and know how to support and encourage learning for the benefit of all their students. FL teachers who meet this standard possess the following conceptual and application skills:

- a) to work outside traditional subject boundaries;
- b) to involve learners in peer programs;
- c) to differentiate tasks and teaching materials to a wider extent.

3. FL teachers should be skilled in choosing methods appropriate for SEN learners.

To choose appropriate, useful, technically adequate methods of teaching a foreign language to SEN learners inclusively teachers need to be well-acquainted with the challenges of inclusive teaching in regular classrooms. They should be familiar with lessons and activities that are relevant and that cater to SEN learners' characteristics to develop them academically, socially and intellectually. Among other objectives SEN learners' skills of communication, collaboration, and creativity should be sharpened in order to enhance their intellectual potential, education opportunities and communicative competence. In particular, when differentiating for the special needs learners in the inclusive classroom FL teachers will always have to remember that SEN learners may need a slower pace to learn, need more time to process thinking, may be slow to make connections, need a scaffolding of tasks that sometimes have to be uncluttered, etc. FL teachers are recommended to introduce real life connections, creative repetition, working in a team, problem solving tasks when developing or selecting their approaches to teaching a foreign language in the inclusive classrooms. Such direct and explicit approaches will prove to be valid if they provide appropriate feedback, meet individual learning needs, help to plan individualized educational programs, motivate SEN learners, etc. FL teachers will be aware that different teaching approaches

can be compatible with SEN learners' educational goals and may impact quite differently on the process of teaching and learning a foreign language. FL teachers who meet this standard possess the conceptual and application skills that follow:

- a) arranging supportive learning environment;
 - b) making the structure of the lesson predictable;
 - c) planning repetition;
 - d) using kinesthetic, auditory and visual modalities in instructions;
 - e) introducing new material at a slower pace;
 - f) reducing reading in class;
 - g) reducing vocabulary lessons;
 - h) providing charts with translation;
 - i) being flexible in exam scheduling.
4. FL teachers should be skilled in introducing adaptive/ digital equipment.

When adaptive equipment, such as electronic adaptations (scanners changing print text to electronic one, software allowing electronic text to be easier accessed, enlarged text on a screen, a computer voice output, digital audio recordings, etc, are brought in the inclusive classroom they serve to maximize SEN learners' potential by enhancing their engagement and learning. These tools prove to be appealing when SEN learners' basic skills in speaking, writing, listening and reading are being sharpened. FL teachers who meet this standard will have the conceptual and application skills:

- a) to introduce SEN learners' autonomy;
- b) to implement think-pair-share mode of work;
- c) to make a wider use of mobile devices;
- d) to use teacher resources online;
- e) to make technology connections;
- f) to create concept tests.

5. FL teachers should be skilled in developing assessment tools appropriate for SEN learners.

The bulk of the assessment tools FL teachers use comes from approaches they create and implement when working in the inclusive class. Once FL teachers are skilled in applying the appropriate methods of teaching foreign languages inclusively they will have to develop assessment methods in their

teaching, avoiding common pitfalls in SEN student assessment. Such techniques may include several of the options which are diverse and include text- and curriculum-embedded questions and tests, oral questioning, response-choice questions, portfolios, rating scales, writing samples, seatwork and homework, peer- and self-assessments, student records, essays, projects, products, etc.

It is not enough that FL teachers are able to develop adequate assessment methods for SEN learners; they must also be able to apply them properly. FL teachers who meet this standard will have the conceptual and application skills that follow:

- a) assessing SEN learners' performances in class;
- b) assessing SEN learners' performances on homework assignments;
- c) producing consistent results;
- d) identifying SEN learners' strengths and errors;
- e) encouraging SEN learners' educational development.

6. FL teachers should be skilled in implementing SEN learners' project work.

Among other assessment options and mostly appropriate activities available to develop SEN learners' intellectual potential and communicative competence project work appears to fully serve to such needs. Being engaged in implementing project work promotes SEN learners' ability to learn foreign languages, do research and present its results, communicate with their foreign peers, make contribution to solving social problems. Furthermore, project work will make it more possible to enhance SEN learners' later development and education opportunities when integrating into the adult community. FL teachers who meet this standard will have the conceptual and application skills that follow:

- a) to organize and monitor SEN learners' school research and project work;
- b) to select the types of projects feasible and appropriate for SEN learners;
- c) to make the necessary adaptations and modifications for SEN learners' project integral parts;
- d) to make the process of being academically educated active, productive and effective;

e) to facilitate SEN learners' development by integrating their mastery of English, critical and creative thinking, research skills, etc.;

f) to socialize SEN learners by involving them in group projects, and by producing something useful for everybody.

7. FL teachers should be skilled in developing SEN learners' individualized curriculum.

FL teachers are aware of making educational decisions about the purposes and outcomes of their learners' performances including SEN learners at several levels. By interpreting the SEN learners' educational results correctly and effectively FL teachers who meet this standard will have the conceptual and application skills:

- a) to design a sound centered on learners' special needs curriculum;
- b) to facilitate SEN learners' educational development;
- c) to introduce activities appropriate to SEN learners' physical abilities and their cognitive levels.

8. FL teachers should be skilled in communicating education results to SEN learners and/or their parents or guardians.

FL teachers must routinely report education results to SEN learners and to parents or guardians. The principles for applying different teaching supportive strategies to obtain valid grades are known and teachers should employ them. FL teachers who meet this standard will have the conceptual and application skills:

- a) to explain a SEN learner's individual procedure for developing his basic linguistic skills;
- b) to evaluate and to modify teaching aids in order to improve SEN learners' attainments;
- c) to make decisions about a SEN learner's individual progress;
- d) to communicate effectively using terminology appropriately when interpreting the meaning, limitations, and implications of SEN learners' educational progress in the inclusive classroom. Furthermore, FL teachers will sometimes find themselves in a position that will require them to give appropriate explanations of the ways applied in the inclusive classroom. FL teachers should also participate with the wider educational com-



munity in defining the best practices when working with SEN learners inclusively.

We will further outline the structure and generally define the guidelines for developing the contents of a FL teacher in-service education course “Teaching Foreign Languages Inclusively” that was worked out at the department of English studies and cross-cultural communication of state autonomous educational institution of higher education of the city of Moscow “Moscow City University”.

The course aims at building up the above-mentioned skills essential to FL teachers who plan / already work with SEN learners inclusively in general education settings by which mainstream school settings are predominantly meant. It is in a fact a model that can be adapted according to the interests of a potential target audience of educators.

The course should help reshape the general competences as defined by the existing standard of teacher training so as to build up specific skills pertaining to teaching SEN learners inclusively.

The course builds up the skills of teaching SEN learners with regard to their socializing and social adaptation. It provides teachers with knowledge how to develop and implement educational materials and technologies that will further guarantee SEN learners the appropriate level of individual and cognitive development; how to manage the process of education and individual development of each SEN learner that facilitates their creative abilities, cognitive motives, opportunities of interacting with their peers and educators while learning.

The course is for 36 academic hours of work and supposes the use of online technologies.

The course comprises two modules that take FL teachers through the basic notions of educating SEN learners up to the instructions for actual teaching of a foreign language to SEN learners inclusively in a fashion that makes the curriculum accessible for them.

Module One is shaped to introduce educators to one of the most common types of special disability indicated below. It includes information on the nature of deficiency and certain adaptive / technological means that can be used to tailor mainstream education to

meet the needs of the groups of SEN learners with the following types of deficiency: visual impairment; hearing impairment; autism spectrum disorders; intellectual disability; specific learning disabilities.

The term “specific learning disability” is in this context used to describe deficiencies of reading, writing, listening, speaking, reasoning and numeracy skills [3, p. 99].

Such disabilities most commonly include dyslexia (interpreted as difficulty with reading, writing, spelling, speaking); dyscalculia (interpreted as difficulty with doing math problems, concepts of time and money); dysgraphia (interpreted as difficulty with handwriting, spelling, structuring ideas); dyspraxia (interpreted as difficulty with hand-eye coordination, balance, fine motor skills); auditory processing disorder (understood as difficulty with interpreting what the ear hears); visual processing issues (understood as difficulty with interpreting what the eye sees) and attention deficit hyperactivity disorder (interpreted as studying skills deficiency experienced by children with learning and attention issues).

In Module Two of the course instructional strategies are arranged by categories of differences, such as visual impairment, hearing impairment, cognitive disabilities, learning disabilities, behaviour disorders, etc. Individualized program plans are described. It provides information on formulating long-term goals and short-term objectives. Therefore, it is clear that the contents of Module Two are more specific.

The nature of Modules contents will further be clarified by providing an example of what it might actually be about if aimed at teaching English to blind and visually impaired learners (further referred to as BVI learners).

Module One “Features of BVI learners to be taken into account in an inclusive classroom (mainstream comprehensive school)” offers basic information to help provide successful school experiences for BVI learners and therefore addresses the nature of visual impairment; educational implications necessary to meet specific needs, primary instructional strategies as well as strategies for orientation and mobility instruction and the use of technology.

General guidelines presented in Module One should enable a teacher to realize that factors predetermining success in an inclusive classroom are enthusiasm, lack of self-consciousness, readiness to accept any device of learning; encouragement of attempts to communicate from the very beginning; considerate use of native language.

Module Two “Building up foreign language skills of BVI learners” based on case

technologies highlights strategies for differentiating instruction within the regular classroom for SEN learners. It provides practical ideas for varying instructional time, adapting the learning environment, resources, materials, presentation, assignments and assessments to accommodate SEN learners.

Further, in Table 1 we present the structure of a sample course as described above.

Table 1. Sample Course

No.	Activities	Contents
1	2	3
<i>Module 1. Features of BVI learners to be taken into account in an inclusive classroom (mainstream comprehensive school)</i>		
Class Type		
Section 1.1. How do BVI learners study?	Lecture, 4 hours	Physical and psychological characteristics of BVI learners: physiological characteristics of BVI learners as compared with their sighted peers; psychological and emotional characteristics of BVI learners. The issue of socializing: communicative peculiarities of BVI learners; psychological preparation of sighted peers to study with BVI learners; managing effective communicative strategies within an inclusive classroom; talking with BVI learners’ parents.
Section 1.2. Basic educational techniques applied while teaching BVI learners inclusively	Lecture, 2 hours	Basic guidelines for shaping educational environment with regard to physical and psychological characteristics of BVI learners: the description of adaptive means such as electronic adaptations (scanners changing print text to electronic one, software allowing electronic text to be accessed through Braille display equipment, enlarged text on a screen, a computer voice output); digital audio recordings; Braille documents; people as readers; scribes; ways of adapting teaching a foreign language to the needs of a BVI learner (practical instructions that can as well be applied to a variety of taught subjects such as recommendations to put the class agenda on the board and go over it orally; say aloud or write in large letters; refrain from saying “this”, “that”, “here”, “there”; spell out unfamiliar words; go over any handouts verbally; prepare CD-ROMs with electronic versions of materials; use a magnifying program (Zoom Text); repeat and recycle material multiple times
	Workshop, 2 hours	Case study of teaching EFL to BVI learners and figuring out educational guidelines for EFL teachers
<i>Module 2. Building up foreign language skills of BVI learners</i>		
Section 2.1. Guidelines for teaching English to BVI learners	Lecture, 2 hours	Planning of teaching English to BVI learners in an inclusive classroom. Designing appropriate learning aids and materials. Building up teaching skills necessary to conduct a lesson of English in an inclusive classroom. Peculiarities of teaching English to BVI learners as compared with their sighted peers. Specific features of language acquisition of BVI learners. Lesson layout in inclusive education
	Workshop (clarifying guidelines), 2 hours	Guidelines of managing a lesson of English in an inclusive classroom comprising BVI learners and their sighted peers. Tips for an EFL teacher
	Lecture, 2 hours	Building up phonetic, grammar and vocabulary skills on the basis of a textbook recommended for a school. Ways and technologies of teaching phonetics, grammar and vocabulary of English to BVI learners inclusively. Working out a set of tasks and activities for co-education of BVI learners and their sighted peers. An algorithm of completing exercises in inclusive educational environment. The principles of learning cooperation in FL inclusive education
	Workshop (working on cases), 4 hours	



1	2	3
Section 2.2. Case study technologies of teaching phonetics, grammar and vocabulary of the English language inclusively	Lecture, 2 hours W o r k s h o p (working on cases), 4 hours	Building up oral and written communicative skills on the basis of a textbook recommended for a school. Ways and technologies of teaching language skills to BVI learners inclusively. Working out a set of tasks and activities aimed at building up oral and written skills for co-education of BVI learners and their sighted peers. An algorithm of completing exercises in inclusive educational environment
	Lecture, 2 hours W o r k s h o p (working on cases), 4 hours	Introduction to Braille symbols and the opportunities of using them in education (in class and at home). Ways and technologies of teaching expressive reading skills in English. Strategies of teaching reading. Teaching reading in the context of final state exam requirements
Section 2.3. Case study technologies of language skills development (speaking and writing)	Lecture, 2 hours Workshop (project work) 4 hours	Presenting the course aimed at building up autonomous foreign language studying skills of BVI learners with the help of audio materials. The algorithm of designing tasks for autonomous studying on the basis of authentic audio materials. Online EF L teaching of BVI learners
Section 2.4. Case study technologies of language skills development (reading)		
Section 2.5. Building up autonomous foreign language studying skills of BVI learners with the help of audio materials		

Source: Developed by the authors.

Upon completing the course, teachers are supposed to be able to name modalities of learning styles pertaining to BVI learners and use kinesthetic, auditory and visual modalities in their instruction. Teachers become aware of the fact that BVI learners will definitely benefit from a well-structured and multisensory approach. Teachers now know requirements for supportive learning environment; realize the

necessity of a predictable structure of each class; planned repetition; introducing new material at a slower pace; reducing reading and vocabulary lessons in class; developing charts to assist with translation; flexibility in test scheduling.

Assessment and evaluation of skills acquired while studying the contents of the course can be carried out by the means presented in Table 2 below.

Table 2. Evaluating Skills and Competencies

Type of Evaluation	Form of Assessment	Description
1	2	3
Current	Placement test	Completing an online test that comprises 5 tasks
	Glossary of basic terms	Working out a glossary of basic notions that deal with blindness and visual impairment (terms and definitions)
Interim	Essay	Writing an essay on one of the following topics: 1) Visual impairments and blindness: rational teaching solutions. 2) Assistive means and ways of teaching BVI learners. 3) Tactile teaching means in education BVI learners. 4) The principles of teaching a foreign language inclusively. 5) Technologies of teaching English to BVI learners
	Guidelines	Working out guidelines for teachers aimed at managing inclusive education in a primary and secondary comprehensive school

1	2	3
	Case bank	Developing of case study technologies of teaching BVI learners English inclusively on the following topics: 1) Teaching phonetics, vocabulary and grammar skills of English. 2) Building up speaking skills (monologue and dialogue). 3) Teaching reading skills in English (reading technique, reading comprehension). 4) Teaching writing
	Teaching recommendations	Working out recommendations that deal with designing teaching materials for BVI learners autonomous studying work on the basis of authentic audio texts
Final	Credit	Portfolio presentation: 1) Glossary of basic terms on the topic of blindness and visual impairments. 2) Essay. 3) Guidelines for teachers aimed at managing inclusive education in a primary and secondary comprehensive school. 4) Case study technologies of teaching BVI learners English inclusively. 5) Recommendations that deal with designing teaching materials for BVI learners autonomous studying work on the basis of authentic audio texts

Source: Developed by the authors.

The course is realized with the use of on-line educational technologies. The balance between class work and independent work is defined at the onset with regard to the requirement and needs of a target audience.

This course features a range of activities: group and pair discussion, individual analysis and preparation, lectures. The emphasis is on active participation, reflection and discussion of teaching strategies.

Discussion and Conclusion

The target aim of the review is to collect comments from professional educators in order to prepare standards for competencies needed for teaching foreign languages inclusively. A standard is defined here as a principle generally accepted by the professionals responsible for effective learning. Competencies are defined here as skills and knowledge that are critical to a teacher's role as educator. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day⁵. Trainings to develop the competencies under consideration should be an integral part of contemporary teacher pre-service preparation.

The standards for competencies needed for teaching foreign languages inclusively are in-

tended to be used as: a guide for teacher trainers as they construct and approve FL teacher pre-service and in-service education programs; a self-study guide for teachers in identifying their needs for professional development in teaching a foreign language inclusively; a guide for workshop instructors as they disseminate best inclusive experiences for in-service teachers of foreign languages; an impetus for teacher trainers to conceptualize effective teaching foreign languages inclusively more broadly than has been the case in the past.

The scope of a teacher's professional role and responsibilities for teaching a foreign language to SEN learners may be described in terms of the following activities:

FL teachers' activities prior to working with SEN learners inclusively:

- a) understanding SEN learners' cultural backgrounds, interests, skills, and abilities to develop foreign language skills;
- b) understanding SEN learners' motivations and their interests;
- c) creating a favourable environment for SEN learners to practice a foreign language;
- d) clarifying the outcomes expected of SEN learners of a foreign language;
- e) instructing individually each SEN learner of a foreign language;
- f) communicating with SEN learners' parents or guardians.

⁵ Jackson P.W. Life in Classrooms. New York, NY: Teachers College Press;1990. 200 p. (In Eng.)



FL teachers' activities when working with SEN learners inclusively:

- a) monitoring SEN learners' progress toward being taught a foreign language;
- b) identifying difficulties SEN learners are experiencing in learning a foreign language;
- c) facilitating instructions;
- d) adjusting educational process to a learner's special educational needs;
- e) modifying teaching aids and materials to learners' special needs;
- f) developing SEN learners' social and intellectual skills through a foreign language;
- g) giving credible praise and regular feedback.

FL teachers' activities when assessing the results of teaching SEN learners inclusively:

- a) recording the extent to which each SEN learner has attained both short- and long-term educational goals;
- b) discussing results with SEN learners and/or their parents or guardians;
- c) analyzing SEN learners' education records to understand their progress;

d) evaluating the effectiveness of the teaching methods;

e) evaluating the effectiveness of the curriculum and materials in use.

FL teachers' activities associated with being involved in a wider community of educators:

- a) promoting inclusive FL teaching;
- b) integrating the best world inclusive FL teaching practices into local specific educational surroundings;
- c) strengthening the knowledge, skills and abilities of professionals within the field;
- d) promoting FL teacher pre-service and in-service education programs;
- e) discussing approaches to teaching a foreign language to SEN learners inclusively at educational institutions;
- f) presenting effective teaching aids.

The standards for teaching foreign languages inclusively should be incorporated into future teacher training and certification programs. Furthermore, for practicing teachers who have not had the opportunity and support to develop such competencies in-service development programs at regional levels should be widely available.

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E. E. Matveeva – exploring and reviewing source materials on teaching FL to SEN learners and preparing educators for teaching in inclusive classes in Russia and abroad; analysis, writing the article.

M. A. Molchanova – working out the structure and contents of the FL teacher training course aimed at preparing educators to work with SEN learners; reviewing source materials; analysis and primary conclusions; writing the article.

E. A. Morozova – formulating the concept of preparing FL teachers to work with SEN learners inclusively; critically analyzing the project of the state professional educator standard; analysis; writing the article.

N. V. Burenina – participating in the discussion of the materials; reviewing research methods; developing a questionnaire; doing the survey; analysis, proof-reading, editing and adding to the text of the article.

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E. E. Матвеева – проведение критического анализа материалов, связанных с обучением лиц с ОВЗ и подготовкой учителей к работе в инклюзивном классе; обобщение зарубежного и отечественного опыта; критический анализ; подготовка текста статьи.

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E. A. Морозова – формулирование основной концепции подготовки учителей иностранного языка к работе в инклюзивном классе; критический анализ проекта профессионального государственного стандарта педагога; анализ и подготовка текста статьи.

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