UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tania Rodas A.

Inclusion or integration

For each case study:

- Read the scenario carefully, noting specific practices described
- Identify evidence that indicates either inclusion or integration
- Determine which approach is predominantly represented
- Provide specific examples from the text that support your conclusion (oral task)

Case Study 1: United Language Academy

In Ms. Ortega's intermediate English class at United Language Academy, there are 25 students including three with diagnosed learning differences: Ana (dyslexia), Miguel (ADHD), and Sofía (hearing impairment).

When teaching reading comprehension, Ms. Ortega presents the same short story to all students but provides multiple ways to access it: standard printed text, a version with dyslexia-friendly font, audio recordings, and a digital version with text-to-speech capability. Students choose whichever format works best for them, with many students without diagnosed differences also opting for audio or digital versions based on their learning preferences.

For the subsequent discussion activity, students form mixed groups where roles rotate so each student has opportunities to be a discussion leader, note-taker, or presenter. Visual cues and discussion frameworks are available to all groups. The classroom is arranged with flexible seating options, including some quieter areas for students who prefer less sensory stimulation.

Assessment involves a choice board where all students select how they'll demonstrate comprehension—through written responses, visual maps, oral presentations, or digital creations—with the same evaluation criteria applied to all formats.

This case represents:

A) INTEGRATION B) INCLUSION

LIVEWORKSHEETS

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Case Study 2: Global English Institute

At Global English Institute, Mr. Johnson teaches an advanced conversation class of 20 students. Two students, Yuki and Ahmed, have been identified as having significant language processing difficulties.

During class debates on current events, most students participate in the main activity, while Yuki and Ahmed work separately with a teaching assistant on a simplified version of the topic using basic vocabulary and sentence structures. They occasionally join the main group to observe but rarely participate actively.

For listening comprehension exercises, while the majority of the class works with authentic news broadcasts, Yuki and Ahmed use specially created materials with slower speech and simplified vocabulary. Their homework assignments are different from their peers, with modified expectations for grammar complexity.

During group project work, Yuki and Ahmed are typically paired together rather than distributed among different teams. They present separate, shorter presentations evaluated on different criteria than those applied to other students.

This case represents:

A) INTEGRATION

B) INCLUSION

LIVEWORKSHEETS