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Type: **Research-oriented Oral Face-to-face presentation**

Addressing ableism in ELT: From individual blame to systemic change

Saturday 17 May 2025 13:40 (25 minutes)

TITLE

Addressing ableism in ELT: From individual blame to systemic change

RELEVANT SIG

Accessibility in Language Learning

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Anti-Ableism
Strengths-Based Approaches
Inclusive Education

First-time presenter?

ABSTRACT

Traditional individualist and medical discourses or ‘standard’ approaches to development understand disability through a lens of deficit, positioning those with additional needs as the ‘problem’ (Dirth & Adams, 2019; Sensoy & DiAngelo, 2017). In contrast, a social model of disability reveals that what is perceived as a disability is largely socially constructed and shaped by history, cultures, and societies (Dirth & Adams, 2019). In this presentation, we highlight the critical need to shift our mindset in language education to a social model of disability. By doing so, we can help all learners understand and value the unique abilities of neurodiverse learners, thereby playing a powerful role in shifting perspectives on the myth of neurotypicality. After exploring the social model of disability, we explore the principles of presuming competence and embracing

strengths-based approaches to challenge preconceived assumptions and forefront inclusion in planning and pedagogy, ultimately enhancing our ability to support all learners. Throughout the session, attendees will have opportunities to reflect on the strengths and weaknesses of their own praxis and discuss any barriers they encounter. Attendees will leave the session equipped with actionable resources and ideas to enrich their teaching pedagogy and promote inclusivity in their educational settings.

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