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Teacher Education and Inclusive Practices for Students with Dyslexia

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Presentation Title / 発表タイトル

Teacher Education and Inclusive Practices for Students with Dyslexia

Abstract / Bio

The movement towards inclusivity has gained greater traction globally, including in the field of ELT. Inclusive education aims to facilitate participation for all students regardless of their backgrounds, including those with dyslexia. Falling under the umbrella of specific learning differences (SpLDs), dyslexia is one of the learning differences that can hinder the development of language learning if left unsupported (Kormos & Smith, 2024). Given these challenges, teacher education as the platform for preparing future teachers has a critical role. Teachers are expected to be prepared with the awareness, practical knowledge, and skills of inclusive practices for teaching students with dyslexia. The research aims to explore and understand ELT stakeholders' perspectives related to Dyslexia in English language teacher education and English language classrooms in Indonesia. This presentation will delve into the literature and preliminary findings on inclusive practices to support students with dyslexia. Recommendations on practical actions to raise the awareness of inclusivity within teacher education and ELT classrooms to support students with dyslexia will be highlighted.

Hidayat Polim is a Ph.D student in the doctoral program in English Language and Education at Soka University. Simultaneously, he serves as a part-time instructor at Hosei University. His research interests are teacher education and inclusivity in the EFL classrooms.

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