

A Guide for Implementing Inquiry-Based Learning in English Teacher Education

Focusing on Neurodiversity



English Language Learning & Neurodiversity
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Introduction

Executive Summary

The content presented here is one of the outputs of the **ELLeN: English Language Learning & Neurodiversity** project, carried out by Goethe University (Germany), Technical University Dortmund (Germany), the University of Vienna (Austria), and Ghent University (Belgium) between 2021 and 2023, and funded by the Erasmus+ Programme of the European Union (grant agreement number: 2020-1-DE01-KA203-005696).

The central objective of this project is to contribute to the field of English language teacher (ELT) education, specifically to the development of reflective practice as regards neurodivergent learners – that is, those learners who are autistic or dyslexic, have ADHD (attention-deficit-hyperactivity disorder) or one of a number of other forms of neurodiversity. The primary method of developing this knowledge is through inquiry-based learning (IBL), scaffolding opportunities for pre-service English teachers to engage in research on neurodiversity. More specifically, these future teachers learn about neurodiversity by engaging in conversations with neurodivergent language learners and their teachers. In addition to contributing to the base of knowledge about neurodiversity and language learners, this approach centers on the neurodivergent learners themselves. Rather than talking *about* neurodivergent learners, pre-service teachers are given the conceptual resources and cognitive, practical, and linguistic tools to talk *with* them.

What does this guide include?

This guide offers a series of modules that teacher educators can use to teach future teachers of English about neurodiversity and inclusion in English Language Teaching (ELT) using IBL, and particularly interviews as a teaching/learning method. It includes activities for use in pre-service ELT programs and inclusive subject-specific pedagogy to help teacher educators convey to future ELT teachers an understanding of neurodiversity and the implications of neurodiversity for teaching English in primary and secondary schools. Rather than offering a separate theoretical background for teacher educators, the relevant concepts addressed in this guide, specifically neurodiversity and IBL, are elaborated on in the context of their use as materials for pre-service teachers.

This guide is one of several products of the ELLeN project. More information about the overall project and additional materials, as well as the multimedia learning materials referenced in this guide, can be found at <http://ellen-project.eu/>. The guide offers instances of informal and formal formative assessment, including conferences between lecturers and students, peer feedback, and self-assessment. In each module, teacher educators can design opportunities for the students – assumed to be pre-service teachers of English – to exchange their views and ideas, and facilitate the collaborative construction of the content and the tasks. Summative assessment activities are not included based on the assumption that these must reflect situated contexts and needs of the target population.

Teacher educators will find that this guide offers content that is unique. The materials presented here have been implemented multiple times at three different universities in Austria and Germany, with each course serving as a new iteration that allowed for the continuous improvement of the ideas and the materials used. The use of IBL also makes this guide distinctive, as there are very limited existing materials that adopt this method in teaching about neurodiversity in the context of English teacher education. Interviews give students the possibility to gain insight into neurodiversity directly from the voices of neurodivergent individuals and those involved in their education while cultivating skills and positive attitudes towards IBL. To learn about the approach we used for integrating the voices of neurodivergent individuals in our project, and its results, you can read our report “Preparing for inclusive EFL classrooms: Lessons learned from and guidance for inquiry-based approaches focusing on neurodiversity”, which you can find [here](#).

Why do (future) teachers need a course about neurodiversity?

ELLeN: English Language Learning & Neurodiversity was designed on the conviction that representation matters. Such representation entails an initial understanding of the various definitions of neurodiversity. Subsequently, in regard to language teaching and learning, neurodivergent people offer a wealth of information that is incredibly valuable for the education of future English teachers.

Such representation has helped to make what was once thought to be a relatively rare phenomenon more visible. Neurodivergent individuals make up a significant percentage of the population. Overall, it is estimated that roughly 15% — 17% of the population could be considered neurodivergent (Ekblad, 2013). This prevalence places great responsibility on teachers and teacher educators to ensure neurodivergent learners encounter appropriate instruction in classrooms.

How was the course designed to focus on neurodivergent learners?

“Nothing about us without us,” a slogan frequently associated with disability activism, is a call to everyone interested in the rights of persons with disabilities (policymakers, academics, practitioners, etc.) to make sure that every policy, project, program, or initiative that seeks to enhance inclusion is designed and carried out with the active participation of those who are to be included. In designing learning opportunities to address this professional need, we included neurodivergent individuals in several ways:

- During the development of the courses, we asked neurodivergent individuals – children, young adults, professionals, artists, scholars, and activists – to share their ideas and their work with us while also requesting their insights regarding our plans. There was an important and ongoing component in the design of activities and the inclusion of neurodivergent voices from a variety of sources.
- The main purpose of the learning opportunities is to create meaningful contexts for students to interact directly with neurodivergent individuals and to have opportunities to participate in collecting first-hand accounts of neurodivergent experiences, feelings, and expectations of language learning through interviews as a form of inquiry. Research shows that individuals who have contact with disabled people generally have fewer inhibitions about interacting with them and develop a greater

sense of empathy for their experiences and perspectives (Kunz et al., 2021; Lebzelter, 2021). Furthermore, these interactions provide an avenue for future teachers to understand the challenges that these learners face and how they, as teachers, can support them in the ELT classroom. IBL, as will be discussed in detail below, is thought to facilitate reflective teacher attitudes towards learners and the targeted content.

- Teachers and educational professionals who work with neurodivergent learners contributed their insights, identifying practices and attitudes that facilitate inclusive education in heterogeneous settings.

Why inquiry-based learning (IBL)?

This course offers an opportunity for pre-service English teachers to engage in IBL and participatory research. Using interviews to engage with neurodivergent learners, future teachers learn about this form of research as one approach to developing and deepening their knowledge. This approach has multiple components in which students do the following:

- learn about the nature of qualitative research and different methods for data collection and analysis;
- reflect on their own interests and transform those interests into researchable questions;
- plan and conduct interviews;
- transcribe their data;
- analyze their findings;
- consider their data in relation to other published research and their peers' findings;
- develop an understanding of how they can use IBL as a resource to address didactic issues in their ELT lessons.

Who is this guide for?

This guide is designed for university professors and lecturers as well as ELT teacher educators in other institutions who are interested in teaching seminars, courses, or units about neurodiversity and English in a foreign language teaching context. All materials were piloted in seminars taught at ELT departments at universities in Germany and Austria. The guide is organized in modules that lecturers can integrate directly into their seminar, or that they can adapt to their local context. Each module includes the following:

- A short description
- Learning objectives
- Suggested activities
- Links to relevant resources

Many of the resources address the realities of neurodiversity and language teaching and learning in the German, Austrian, and Belgian contexts. We suggest that you include activities that reflect the particulars of your country or region.

About the language(s) of this guide

Users of this guide will notice that, although the primary language of the guide is English, some readings, resources, and other materials are also available in German and, to a lesser extent, in Dutch. These are the languages of the countries where the seminars and materials were used and piloted during the implementation of the project. We hope that this diversity of languages will facilitate access to students and educators in the regions where these languages are used.

An important note

While the ELLeN Group appreciates Singer's contributions to discourse, activism, visibility and interest in neurodiversity and neurodivergent peoples' biographies, we strongly feel that her discriminatory references towards trans communities are in no way acceptable. We distance ourselves from her publicly-stated opinions on issues of gender, gender modality and identity.

This issue points to the complexity of inclusion-related discourses and the manifold, sometimes dilemmatic conflicts that emerge from intersectional forms of marginalization and parallel discourses. We want to underline that our project aims to contribute to an overall inclusive attitude and broad understanding of inclusion, with regard to gender and gender modality as well as neurodiversity, and other forms of individual and group-related differences.

While Singer's comments on gender modality have been widely shared, it is impossible to know whether other authors we cited hold positions that are equally abhorrent now, or in the future. We distance ourselves from these potentially exclusionary or discriminatory opinions. It might be relevant for you to address both Singer's comments, and those of any other author's with potentially problematic public works, with your students.

Before you start...

This guide presents a number of activities for the design of university seminars or other professional development opportunities. The modules can be used as they are presented, reorganized, or adapted as lecturers see fit. Teacher educators can also choose to use one or several modules independently.

The activities are designed to help future teachers engage in constructivist learning tasks around the concepts of neurodiversity and IBL (see Figure 1). These themes will likely be new for many students and, in some cases, anxiety-provoking. Some students may find them particularly challenging, depending on their educational and personal background. It is not uncommon for students to see research as a daunting, non-practical activity, while others may not be familiar with the concept of neurodiversity.

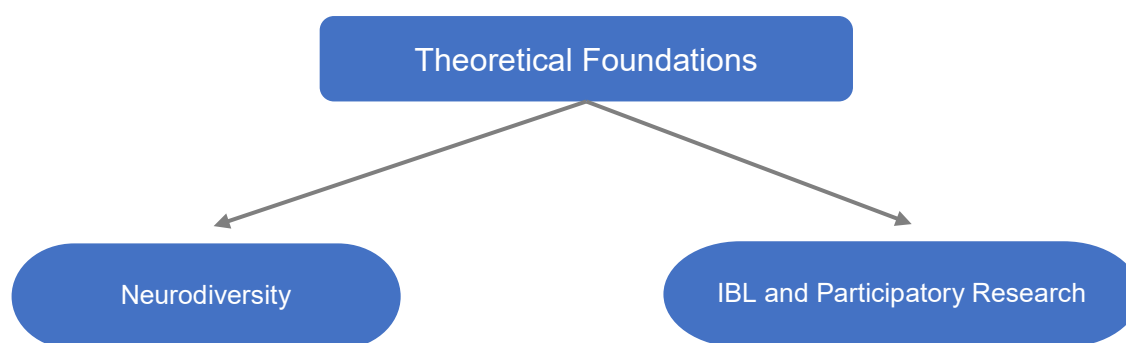


Figure 1: Teaching neurodiversity to future English teachers: Two theoretical foundations.

For example, some students may have never engaged in primary research, including data collection, interaction with research participants, and data analysis. Initial experiences with research may be intimidating, as they require a great deal of autonomy, critical thinking, planning, determination, and interpersonal sensitivity. As pre-service teachers, students may only be starting to develop some of these skills. For students to engage gratifyingly and meaningfully with the methodological approach of this guide, it is important to devote some time to building their understanding of research in general as well as the foundations of IBL and participatory research. Activities designed for these topics can be found in Modules 5 through 8.

It is also important to prepare the ground for students to work in the field of neurodiversity. Some of them may not have any experience interacting with neurodivergent people. Students' lack of experience with neurodiversity may cause them to be insensitive to the concerns of neurodivergent people. Modules 1, 2, 3 and 4 of this guide are designed for students to learn about inclusion, neurodiversity and its different forms, the recommended language to use when talking to and about neurodiversity, and to reflect on the challenges that neurodivergent individuals face when their perspectives, preferences, experiences, and ideas are not taken into account.

In addition to the content and activities in the modules mentioned above, lecturers should also familiarize themselves with the peculiarities of their specific classrooms. They can do this by collecting data about the perceptions, understanding, and experiences of their students with regard to neurodiversity. This information can help them design a learning experience that is tailored to their students' background and that reflects students' existing awareness and understanding of neurodiversity.

Likewise, it is important that lecturers anticipate the presence of neurodivergent students in their classrooms. While some neurodivergent students may feel comfortable or even excited to have this topic addressed in class, others may feel distressed. Lecturers should be prepared to respond to such situations by engaging in conversations and making available the resources their institutions offer to neurodivergent individuals. It is also necessary for lecturers to develop strategies for providing a safe space to neurodivergent students, regardless of whether they choose to share their experiences or not. In cases where neurodivergent students are willing to share their experiences, these need to be validated. Lecturers should also remain vigilant in identifying instances of misinformation, offensive or stereotypical content, hate speech, or discriminatory attitudes in the classroom due to the sensitive nature of the information presented in this course.

Finally, it is very likely that neurodivergent lecturers will be interested in using this guide. If you identify as a neurodivergent person, please feel free to adapt the content of this guide to your needs and knowledge. While we have consulted with many neurodivergent individuals during the creation of this guide, we recognize that your personal experiences and knowledge of neurodiversity are invaluable. Therefore, please review the content of this guide to ensure it is appropriate and valuable for your teaching objectives and in line with your teaching philosophy. If you wish to offer your advice or provide feedback on the work presented here or in any other of the products of the ELLeN project, please visit our [website](#) and contact us.

Modules

Module 1: Introducing inclusion

Students will likely have different levels of knowledge about and experience with inclusion and inclusive education. This module addresses these differences to ensure that all students start with adequate foundational knowledge.

Learning objectives

In this module, the students will:

- reflect on their personal experience to discuss the psychological importance of being understood and feeling included;
- list the similarities and differences of the terms inclusion, segregation, and integration;
- analyze the prevalence of heterogeneity in schools.

Activities

Activity 1 – Walking in their shoes

Students use their own experiences of exclusion to describe the emotional impact of such occasions, develop empathy with individuals who are excluded, and generate positive attitudes towards inclusion.

Preparatory work

Students prepare a short reflection they will share (to the extent they feel comfortable) with the class. Lecturers set up a virtual forum for students to share their reflections. The lecturer can make it clear to students that they do not have to answer all questions/prompts, and that they can share as much as they feel comfortable. Students who do not wish to share their reflection should be allowed to listen and/or respond to students who do volunteer to share.

The reflection, based on Korthagen's reflection model (1993), should be about a time when

the participants' felt their ideas, opinions, or needs were disregarded. Students follow the steps below:

Step 1 – Describing the experience

Take notes on the following questions/prompts:

1. Think of a situation or experience during your school years in which you felt your ideas, opinions, and/or interests were disregarded.
2. What was the situation? How did you feel?
4. What did you do about the situation?
5. What did other people involved in the situation do or not do?

Step 2 – Understanding the experience

Take notes on the following questions/prompts:

1. What does the experience mean to me?
2. Why does it mean that to me?
3. What caused this experience?
4. In what ways was the experience positive or negative?

Step 3 – Possible alternatives

Take notes on the following questions/prompts:

If the situation were to happen again:

1. To what extent do you think the situation was addressed well?
2. How could it have been avoided or dealt with more effectively?
2. Was there a way in which you might respond differently, knowing what you know now?
3. If you or others had acted differently, how would that have changed the outcome of the situation?

Step 4 – Putting it all together and sharing (Optional)

1. Write a short text that summarizes your notes and answers to the questions/prompts from the previous steps.
2. Share your reflection in the virtual forum.
3. Respond to your classmates' reflections by commenting or asking further questions.

In-class

The class has a discussion based on students' texts and online exchanges, focusing on the feelings that are described and the solutions that were identified rather than the incidents themselves. In this way, the students' privacy is protected. At the same time, the students should be able to draw the connection between their own feelings of exclusion and how such exclusion may be harmful to others. The lecturer points out how those who are deemed different may be more prone to exclusion simply because of their differences in origin, interests, learning abilities, etc. Students answer the following questions to engage in discussion: What kind of differences are celebrated in the classroom?

- Why are these differences welcome and celebrated?
- What kind of differences are not usually welcome in the classroom? Why?
- How can these differences, when accepted or disregarded, affect students' learning and well-being?

Activity 2

In this activity, students learn about the importance of inclusion in ELT. They define the differences between inclusion, exclusion, segregation, and integration, and identify what they need to know in order to foster inclusion in the ELT classroom.

Preparatory work

- Students watch the video [“Inclusive TEFL: Chances, Challenges, and Concepts for Inclusive Foreign Language Classrooms,”](#) which is an excerpt from a lecture David Gerlach gave to a group of pre-service English language teachers in 2016. In it, Professor Gerlach introduces definitional concepts and the rationales for inclusive education without focusing specifically on neurodiversity. The activity [Introducing Inclusion](#) offers scaffolding to guide the students by having them focus on salient content and thereby increase comprehension.

In class

- The lecturer uses the activity [Introducing Inclusion](#) to elicit answers from students to check for understanding, debrief the video lecture, and correct or elaborate on students' answers. If necessary, the lecturer answers any other questions students may have.

Optional: Use the presentation [Inclusion, Neurodiversity, and ELT](#) to emphasize why ELT teachers should learn about these concepts.

Additional resources:

Hollenbach-Biele, N. & Klemm, K. (2020). *Inklusive Bildung zwischen Licht und Schatten: Eine Bilanz nach zehn Jahren inklusiven Unterrichts*. Bertelsmann Stiftung. Online: <https://www.bertelsmann-stiftung.de/de/publikationen/publikation/did/inklusive-bildung-zwischen-licht-und-schatten>.

In this German-language report, the authors present the results of the reforms introduced in Germany's educational system after the country signed the Convention on the Rights of Persons with Disabilities in 2007.

Module 2: What is neurodiversity?

This module offers an introduction to the concept of neurodiversity and addresses the importance of considering issues of neurodiversity in the ELT classroom.

Learning objectives

In this module, the students will:

- compare different definitions of neurodiversity;
- develop their own definition;
- evaluate the rationale behind the concept of neurodiversity;
- describe the history of the term.

Activities

Activity 1 – Defining neurodiversity

Students read a compilation of definitions of neurodiversity by several different stakeholders to develop an understanding of the multiple perspectives that are reflected in this term. They concretize their own understanding of the concept.

Preparatory work

- Students read the text [Defining Neurodiversity](#) with various definitions of the term by authors from different fields. They identify commonalities and differences among the definitions.
- Students search for an additional definition of neurodiversity from any scholarly or popular source.
- Students summarize their understanding by developing a definition in their own words.

In class

- In small groups, students share their definitions with one another and discuss similarities and differences among their definitions.
- The lecturer leads a discussion, with some groups sharing their definitions or the main points they discussed. The lecturer fosters discussion and exchange of ideas. Some of the following questions may be used for discussion:
 - Why might there be so many different definitions of one term?
 - What might be some of the different perspectives that would influence different conceptualizations of neurodiversity?
 - How have definitions of neurodiversity changed over time?
 - In what ways are the sources different from the ones you usually use? What might explain why these are not traditional scholarly resources?

- In which ways can non-traditional scholarly sources or non-scholarly resources contribute to your understanding of the concept of neurodiversity?

Discussion notes

These are some key ideas that might come up in this discussion or that may be introduced by the lecturer:

- Two broad ways to use the term “neurodiversity”: as analogous to biodiversity (e.g., Singer, 1997¹) and as a way to refer to the experiences of non-neurotypical people in a society not designed for them (Baker, 2011)
- In the way Singer uses the term, talking about a “neurodiverse learner” does not make sense. The term “neurodivergent” or “minority neurotype” would be preferable here.
- The notion of positionality.

Activity 2 – Why talk about neurodiversity in the ELT classroom?

Students apply their understanding of neurodiversity to consider its relevance to ELT classrooms. In order to do this, they watch a brief video specifically created for this purpose.

Preparatory work

Students write down a list of reasons why they think English teachers should learn about neurodiversity.

In class

- The lecturer organizes the class in small groups and asks the students to share their reasons why English teachers should learn about neurodiversity.
- Students create a [KWL chart](#). In the *K* column (know), they write down the reasons why they think English teachers should know about neurodiversity. In the *W* column (want to learn), they write down the things they would like to learn about neurodiversity and English language teaching. The last column remains empty for the time being.
- Students individually watch the video [“Why Neurodiversity & TEFL?”](#)² and take notes on the reasons presented.
- Students return to their groups and complete the *L* (learned) column in their KWL charts.
- The class is rearranged in new groups to share their conclusions from the KWL chart activity. They hold a discussion based on the following questions:

¹ While the ELLeN Group appreciates Singer’s contributions to discourse, activism, visibility and interest in neurodiversity and neurodivergent peoples’ biographies, we strongly feel that her discriminatory references towards trans communities are in no way acceptable. We distance ourselves from her publicly-stated opinions on issues of gender, gender modality and identity. Please refer to the note in the introduction for more information.

² The transcript of the video can be found in Annex 1.

- What are some of the different ways that individual differences can impact individual learning experiences in the ELT classroom?
 - Do some of the reasons given for including neurodiversity themes in ELT seem more important than others?
 - Do neurodivergent people appear in ELT textbooks, the movies watched in class, the books that are discussed, and the poetry that is read?
- The students share their ideas about what teachers can do to address following:
 - Responding to the needs of neurodivergent learners.
 - Successful communication in inclusive classroom
 - Diversification in representation
- After the discussion, the students brainstorm and add their ideas to three posters that are prepared and hung in the classroom for each of the three topics mentioned above.

Additional resources

Students interested in learning more about the history and development of the field of neurodiversity might want to read the following sources.

Blume, H. (2019). *On the neurological underpinnings of geekdom*. The Atlantic.
<https://www.theatlantic.com/magazine/archive/1998/09/neurodiversity/305909/>

Dekker, M. (2020). From exclusion to acceptance: Independent living on the autistic spectrum. In S. K. Kapp (Ed.), *Autistic community and the neurodiversity movement. Stories from the frontline*. (pp. 41–49). Palgrave Macmillan. <https://doi.org/10.1007/978-981-13-8437-0>

Silberman, S., & Sacks, O. (2016). *Neurotribes: The legacy of autism and the future of neurodiversity* (Reprint ed.). Avery.

Singer, J. (1997). *Odd people in: The birth of community amongst people on the “autistic spectrum”: A personal exploration of a new social movement based on neurological diversity*. (Honors’ dissertation). University of Technology, Sydney. Republished in Singer (2017).

Singer, J. (2017). *NeuroDiversity: The birth of an idea*. Judy Singer.

Module 3: Forms of neurodivergence

When talking about neurodivergence, the term “neurotype” is sometimes used to refer to specific, rather identifiable ways in which the brain functions. Learning about different, less-prevalent neurotypes is important for teachers, since this knowledge allows them to gain insights into how their students experience the world. Understanding different neurotypes should inform the decisions teachers make, in order to better accommodate learners’ various needs regarding autonomy, scaffolding, modality, or social forms. This module addresses some of the most widely recognized forms of neurodivergence, including Autism, Attention Deficit Hyperactivity Disorder (ADHD), Developmental Language Disorder (DLD), and Dyslexia. After this module, students should develop an understanding of the terms, and the way they are defined differently by various individuals or groups. The sources have been selected to offer a variety of perspectives that illustrate the multi-faceted nature of these forms of neurodivergence.

A word of advice

Keeping in mind the learning objectives and content of this module, lecturers should consider the following recommendations before implementing it with their students:

- Some learners in the class may be neurodivergent themselves. While some of them may decide to study their own neurotype, others may prefer to avoid doing so. Lecturers need to be ready to engage in these conversations and be flexible in responding to these requests.
- Conversation about different neurotypes may reflect contradictory beliefs or opinions. Lecturers need to be ready to moderate such exchanges and offer strategies for all students to express their opinions respectfully. Given the sensitive nature of the topics, some students may prefer not to participate in discussions. In such cases, lecturers need to offer alternative, less exposed channels for sharing, such as forums, chat rooms, or email communication.

Learning objectives

In this module, students will:

- summarize features of a specific neurotypes;
- explain features of one neurotype, taking both scholarly and community perspectives into consideration, to their peers who have focused on a different neurotypes;
- identify similarities and differences among neurotypes;
- examine how different types of sources affect how different forms of neurodiversity are described.

Activities

Activity 1

Students read about one neurotype of their choosing individually, subsequently discuss their findings with their peers to identify key ideas, and share with other classmates what they learned ([Jigsaw Method](#)).

Preparatory work

- Students choose one neurotype from among the following: *Autism, ADHD, DLD, or Dyslexia*, and find out more about it by reading one scholarly and one personal source from the worksheet [Scholarly and Personal Perspectives](#). Students may also select another neurotype, with the lecturer's consent.

In class

- Students meet in *topic* groups (see: [Jigsaw Method](#)) according to the neurotype they chose. On the tables, the lecturer arranges QR codes for the comics and the social media accounts. Students can refer to the online materials to refresh their memory or to emphasize key points. Students may use these guiding questions:
 - What is this neurotype?
 - What do people with this neurotype want you to know?
 - What are the implications of this information for the ELT classroom?
- Students reconvene in *mixed* groups (See: [Jigsaw](#)) and share their findings. They can use the QR codes to illustrate their points. In the mixed groups, students should, in addition to conveying basic information about the neurotypes they are discussing, try to identify commonalities and differences among the different neurotypes. Questions for the mixed groups might be as follows:
 - Are there any things that seem similar across the neurotypes? How are the neurotypes also distinct from one another?
 - Are there common themes in the materials?
 - In what ways does the type of resource change the kind of information it conveys? Are there patterns in the form or content across neurotypes?
- Students use the activity [Neurotypes – Assessment](#) to check their understanding of the concepts.

Additional resources:

Chapter 3 in Kormos and Smith (2023) provides an overview regarding what we know about different neurotypes and language learning.

Kormos, J., & Smith, A. M. (2023). *Teaching languages to students with specific learning differences*. Multilingual Matters.

A range of work has been done on other languages. These resources might be helpful in teacher education for other language subjects or in interdisciplinary seminars:

- Engelen, S. (2019). "Die Frage ist, was das mit dem Französischlernen macht?" Einschätzungen von Lehrkräften zu Schülerinnen und Schülern mit Leserechtschreibschwierigkeiten im Französischunterricht. *Zeitschrift für Romanische Sprache und ihre Didaktik*, 13(2), 125–145.
- Errens, C. (2017). Inklusion am Beispiel Autismus-Spektrum-Störung: Eine Herausforderung für den modernen Französischunterricht? *Französisch Heute*, 48(3), 5–13.
- Jesper, U. (2016). *Inklusiver Lateinunterricht ein methodisch-didaktischer Leitfaden zur Förderung von Schülerinnen und Schülern mit einer Autismus-Spektrum-Störung*. <https://www.latein-unterrachten.de/fileadmin/content/fachdidaktik/inklusion/Inklusiver-Lateinunterricht.pdf>

Module 4: Talking about neurodiversity

Is it OK to say “handicapped” nowadays? Is it better to say “person with autism” or “autistic person”? There may be some uncertainty about which terms to use in the context of neurodiversity. Sometimes recommendations may seem contradictory, or a term that was considered appropriate a few years ago may have in the meantime fallen out of favor. This module seeks to encourage the learners to reflect on the use of language as it pertains to neurodiversity. This module focuses on the use of language primarily in English as the contexts are very language-specific, however, some of the materials are also in German for comparative purposes.

There is often uncertainty about how to talk about differences. This module will provide students the space to investigate questions of terminology and to reflect on how to be respectful when talking about others..

Learning objectives

In this module, students will:

- reflect on the implications a deficit perspective has on perceptions of neurodivergent individuals and the language used to label them;
- reflect on the language used to describe different groups, including identity-first and person-first language

Activities

Preparatory work

- Students first read the text “What is NT?” as provided by the fictitious “Institute for the Study of the Neurologically Typical” ([see this link](#)). Written by a member of the neurodivergent community, the text describes people who belong to the majority neurotype, using the kind of language that is often used to describe people who belong to minority neurotypes. It is written from the same deficit perspective that many people take up when writing about neurodivergent people. In the text, neurotypical individuals are described as the ones who are outsiders.

What Is NT?”

Written by the “Institute for the Study of the Neurologically Typical”

**This text is intended as a parody.*

“Neurotypical syndrome is a neurobiological disorder characterized by preoccupation with social concerns, delusions of superiority, and obsession with conformity.

“Neurotypical individuals often assume that their experience of the world is either the only one, or the only correct one. NTs find it difficult to be alone. NTs are often intolerant of seemingly minor differences in others. When in groups NTs are socially and behaviorally rigid, and frequently insist upon the performance of dysfunctional, destructive, and even impossible rituals as a way of maintaining group identity. NTs find it difficult to communicate directly, and have a much higher incidence of lying as compared to persons on the autistic spectrum. (...) Tragically, as many as 9625 out of every 10,000 individuals may be neurotypical.” [Source](#)

- Students respond to the following prompt: *Think for a moment about how the text makes you feel. Is there anything that makes you uncomfortable about this text? You may feel differently, depending on whether you identify as neurotypical or not. Note down your ideas & reactions in any way that works for you.*
- Then they write a short reflection on how specific forms of language use can affect the people or groups being described.
- The way in which the students can note down is flexible depending on the course context. Possibilities include learning journals, a document in a word processing application, a forum in a learning management system (LMS), for example, [Moodle](#), an electronic bulletin board (e.g., [Padlet](#) or [TaskCards](#)), a vlog or blog entry, to name a few. Instructors can consider ways in which the students' answers can be shared and further reflected on (e.g., by sharing and responding to each other's answers or by using their answers as a lead-in to the in-class session).

In class

- The lecturer introduces the thought experiment on the right as a prompt to foster discussion.
 - The students work in small groups and discuss which of the two labels seems most appropriate and justify their answer.
 - As a whole group, the students share (some of) their discussion results. The instructor notes their ideas. It is expected that one of the answers would be to research the issue at hand. The instructor can use this answer as a transition to the working phase.
- Thought Experiment: Do words matter?*
- You are writing a research paper on supporting learners in the EFL classroom. You asked a friend to edit and proofread it for you. In one of the comments, she wrote "I'm not sure what the right terminology here is, 'autistic learner' or 'learner with autism.' I've heard both before, but which one is correct?"
- In small groups, discuss which label seems to be the best choice. Justify your answer.
- The students receive three different texts (see below). The students compare how the texts answer the question regarding how to use language. Different ways of working with the texts are possible depending on the instructional setting. For example, students can be split up into different groups and be made responsible for sharing their results in a jigsaw/expert-fashion. Alternatively, they can work in groups on all three texts and share their results in plenum. To support learning, the instructor could provide a table in which the results can be summarized in bullet-point form.
 - The results are compared in the whole group.
 - In a final step, the students return to their original groups and reflect on their initial choice.
 - As a final reflection, the students share whether their choice remained the same or has changed based on the texts and the discussion that followed. Particular consideration should be given to their future practice both as educators and researchers.

Task

Read/listen to the following three texts. You will notice that they take different positions on how language should be used when talking about disability. Note down the key positions in terms of similarities and differences.

Text 1: Texas Center for Disability Studies (September 27th, 2017): Person first language. [Link to video](#)

Text 2: Leidmedien.de: [Leitfaden](#) (in German)

Text 3: Focus on the diagrams: [Lorcan, K., Hattersley, C, Molins, B., Buckley, C, Povey, C., & Pellicano, E. \(2016\). Which terms should be used to describe autism? Perspectives from the UK autism community. *Autism: The international journal of research and practice*, 20\(4\), 1–21 DOI:10.1177/13623613155882001](#)

Discussion notes

The purpose of this activity is not to dictate one way to speak about a particular group, but rather, to foster reflection about which terms exist and why some people prefer some terms over others. Students should develop awareness of the complexity of this topic rather than adopt a standard solution that might be outdated in a few years.

Some of these ideas might come up organically; some of them might have to be prompted:

- Language use is one of the ways we show respect (or lack of respect).
- There are two main approaches: person-first vs. identity-first.
- The issue of choosing what words to use is a complex question. People have different opinions based on many different factors (see Kenny et al., 2016). These opinions may change over time or based on the specific context a language user is in.
- Language is very closely tied to identity, and telling a person how they should refer to themselves is unacceptable.
- Some forms of language might be inappropriate for all or most speakers.
- Taboo language that might be inappropriate for most speakers might intentionally be used as part of re-appropriation (see, e.g., the use of the word 'crip').

Final reflection

Go back to the choice you made earlier in the lesson. Would you keep your choice, or has it changed in some way? Why/why not? Would you make a different decision if this were, e.g., an article for the school blog, a worksheet that you want to use in the EFL classroom, or an informed consent sheet for interviewing neurodivergent learners? Would your decision be the same for any group/neurotype you write about?

Take notes, in any way that works for you (e.g., notes on a piece of paper, complete sentences in a text document, a mind map, or an audio dictation on a smartphone or tablet app).

Module 5: Quantitative, qualitative, and participatory research

Participatory research allows researchers to work collaboratively with different types of stakeholders to include the perspectives of target groups in research about them. In this module, students are provided with a brief overview of the foundations of quantitative and qualitative research and introduced to basic principles of participatory research, emphasizing how it offers opportunities to put those directly affected at the center of the research process.

Learning objectives

In this module, students will:

- recognize the basic principles of qualitative and quantitative research;
- identify the characteristics of participatory research and describe how it is relevant for addressing neurodiversity in the ELT classroom.

Activities

Students identify and summarize the basic principles of quantitative and qualitative research.

Preparatory work (in German)

- Students read and watch the resources provided.
- Students take notes about the different types of empirical research, the similarities and differences between quantitative and qualitative research, and the different criteria that exist to enhance the quality of qualitative research.
- Students create a mind map that identifies key concepts in quantitative and qualitative research and consider how different paradigms fit different topics and research questions.

Quantitative and Qualitative Research – Resources

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press. Chapter 2 and Section 3.1.2.

Vaughn, L. M., & Jacquez, F. (2020). Participatory research methods: Choice points in the research process. *Journal of Participatory Research Methods*, 1(1) 2–13.
<https://doi.org/10.35844/001c.13244>

Video in German: "[Gütekriterien in der qualitativen Forschung](#)." The video lists criteria that reflect good practice in qualitative research.

In class

- Students work in pairs to compare and discuss their mind maps.
- The instructor creates and shares a spreadsheet with two columns, either online or on paper. The columns should be titled “Neurodiversity Topics for Quantitative Research” and “Neurodiversity Topics for Qualitative Research.”
- Students add their list of topics to each column.
- The lecturer and the students collaboratively read and comment on the problems students added.
- The lecturer clarifies, explains, and provides feedback on the topics identified by the students.
- Students are organized into small groups and answer the following questions:

Participatory Research

Participatory research emphasizes direct engagement of local priorities and perspectives (Cornwall & Jewkes, 1995). It prioritizes co-constructing research through partnerships between researchers and stakeholders, community members, or others with insider knowledge and lived expertise (Jagosh et al., 2012). Simply put, PR includes those who are not necessarily trained in traditional forms of research, but who represent the people who are the focus of the research. Instead of constituting some people as the ‘subjects’ of research, PR collaborates with stakeholders, community members, constituents, and affected users in the research process. *Adapted from Vaughn and Vásquez (2020)*

- Which of the research topics identified in the qualitative paradigm require active participation of neurodivergent individuals?
 - What would participatory research offer to those problems?
 - In what ways can researchers facilitate the participation of neurodivergent individuals to address the identified topics?
- The lecturer elicits responses from students.

The lecturer explains how participatory research constitutes an opportunity to work with groups that are traditionally underrepresented, such as neurodivergent individuals, to amplify their representation in knowledge construction and decision-making processes.

Additional resources:

Berson, I. R., Berson, M. J., & Gray, C. (Eds.). (2019). *Research in global child advocacy series. Participatory methodologies to elevate children’s voice and agency*. Information Age Publishing, Inc.

Heron, J., & Reason, P. (1997). A participatory inquiry Paradigm. *Qualitative Inquiry*, 3(3), 274–294. <https://doi.org/10.1177/107780049700300302>

Module 6: Interviews I: Interviews as a research method

In this module, students learn about interviews as a method of qualitative research and understand the importance of adopting ethical standards in research, particularly when human subjects are involved.

Learning objectives

In this module, students will:

- describe the principles of interview-based inquiry;
- distinguish between three types of interviews;
- evaluate the appropriateness of the various interview types for particular research questions and approaches.

Activities

Activity 1

Students watch two videos about interviews as a method of qualitative research and practice developing questions for a variety of research topics.

Preparatory work (In German)

- (Only for German speakers) Students watch the videos *Das Interview: Grundkonzepte* and *Drei Interviewtypen* on [this website](#) and complete the activity [Different Types of Interviews](#).

In class

- (Only for classes that did the preparatory work). The lecturer revises the activity with the whole class to make sure students completed the activity correctly.
- (Start here if you did not do the preparatory work). Students work in small groups or pairs to complete the activity [Interviews in Research](#). The lecturer assigns each of the research interests listed on the activity to at least two groups (if possible). The goal is to have at least two groups work on each of the topics.
- The students reconvene and share their answers and ideas.
- The students share ideas on the type of interview that they find more suitable for their style and interest, and brainstorm some questions they can potentially ask. They share this with the rest of the class.

Follow-up work

- As homework, students read two interviews from the book, *Expert*innen in eigener Sache: Gespräche über Englischunterricht und Neurodiversität*. It contains interviews in English and German. Students should be advised that the front of the book contains content notices, and that they might want to consult these to make an informed choice about which interviews to read. Students choose two interview *questions* that they find noteworthy, for example, because they worked well or because they are problematic. They post these in the

class forum, and describe what might be good/not so good about these questions, what impact they had on the interview, and what they could learn from it for their own interviews. Students should also feel free to talk about the content of the interviews in addition to the format of the interviews.

- The lecturer should read and respond to forum posts and be prepared to bring up these ideas and points again in Module 8, “Interviews II: Interview guides.”

Ethics

Learning and upholding research standards is an essential part of doing research. The video [Ethical Code and Data Privacy](#) (see Annex 3 for transcript) provides an overview of why researchers should behave ethically, some of the written and unwritten rules of research, as well as some things to take in consideration when conducting interviews with neurodivergent individuals.

One of the written rules of doing research is informing participants about the purpose, conditions, consequences of the study, and obtaining their consent to participate. [On our website](#), lecturers can find two consent forms. One is written for neurodivergent interviewees in Germany, and the other for school staff in Austria. Students can use these models to create their own, keeping in mind that legal specifics for these documents differ from country to country.

Additional resources

A practical introduction to interviews in an education context and to the development of interview guidelines is provided in chapter 5 of:

Zacharias, N. T. (2012). *Qualitative research methods for second language education: A coursebook*. Cambridge Scholars Publ.

Module 7: Inquiry-based learning – from interest to research question

Note: This module is designed for your students to start preparing their interviews with neurodivergent people.

In this module, students will think about their views and experiences with neurodiversity, in order to clarify their interest in the topic. From there, students work to turn those interests into a research topic and design an interview guide.

Learning objectives

In this module, students will:

- reflect on their experiences and interests on the topic of neurodiversity;
- identify aspects of neurodiversity and ELT for further research;
- form groups with peers who have similar interests.

Activities

Guiding questions

What do you think teachers need to know about neurodiversity?

What do you wish you had known about neurodiversity when you were in school?

Do you think there is something special about EFL/ELT and neurodiversity?

Is learning English different, when thinking about neurodiversity, from other subjects? How or why?

Are your reasons for taking this course based on pragmatic issues (time, schedule, etc.)? If so, what do you think you might still be able to learn in this class?

Activity 1

In this activity, students reflect on their experiences with neurodiversity and consider whether and how these experiences inform their interest in the topic. This activity also offers students the opportunity to identify potential classmates to form groups for their research interviews.

Preparatory work

- The lecturer creates a virtual forum asking students to share their reasons for choosing the seminar. The lecturer uses the “Guiding Questions” in the box above as prompts.
- Students reply to the forum and comment on each other’s answers.

In class

- Students form groups based on similarity of interests. This can best be achieved if students are encouraged to “mill around” and engage in conversations about the terms they noted down.
- Students complete the activity [Developing Research and Interview Questions](#).

Module 8: Interviews II: Interview guides

Interview guidelines enhance the reliability and effectiveness of researcher's interviews. They are a typical feature of semi-structured interviews, and can be helpful for novice researchers who may be anxious about conducting an interview for the first time.

Please note: In this module, the lecturer might decide to draw on the forum discussions in Module 6 (Interviews I: Interviews as research methods.)

Learning objectives

In this module, students will:

- Revise their interview questions and create their interview guides.

Activities

Students work in groups to revise their interview questions.

Activity 1

Preparatory work

- Students bring their research and interview questions that reflect the feedback they received from peers and/or the lecturer.

In class

- Students do the activity [Developing Your Interview Guide](#).
- Students collaborate in their groups to revise questions for their interviews.
- The lecturer monitors the class, joining groups occasionally to support students and give feedback when/if needed.
- The lecturer should encourage students to hold a mock interview, in which they practice what to say at the beginning of the interview, how they will ask their questions, and how they will end their interview. This also requires students to agree on who will do which of these things. Students might take notes on which things they need to practice more as well as on what might need to be revised.

Please note: One frequently observed challenge for students is to stay on topic. Often, students forget the selected research question and collect unrelated information. Another problem is the use of very long interview guides. Students should be reminded of the value of their interviewee's time and supported in developing guides that will not take more time than necessary. One strategy students can use is to highlight the most important questions and to use another color to highlight less important questions, which they will only ask if time suffices. A lecturer can address this in one-on-one consultations with groups or systematically pre-teach these concepts and strategies.

Activity 2

Note for the lecturer: To prepare this lesson, cut out the discussion prompts for the activity *What would you do?* If you have more than 18 students, make two copies of the activity.

The teacher forms groups of two or three students each. Ideally, these groups should not be identical to the interview groups. Each group gets two cards with “What would you do?” questions (see the [cards here](#)). Students discuss these within their groups. Afterwards, the lecturer leads a whole-seminar discussion about these questions.

Please note: The questions touch on practical and ethical matters. Sometimes, the answer is clear: If an interviewee changes their mind and does not want to continue with the interview, the interviewer simply stops. In other cases, there is no clear-cut answer. Some interviewees might be less nervous or anxious if the interview is done at a quiet, comfortable place, the interviewee sits to their side rather than in front of them, and/or they can fidget or draw while talking – for other interviewees, the same things might be a bad fit. Rather than teaching students how to conduct their specific interview, these questions invite them to think about these issues and decide for themselves.

After class

We recommend lecturers to take time to meet with each group to give feedback on their interview guides. This can be done before or after interview mock-ups.

Note on transcription: After carrying out the interviews, students will need guidance in how to transcribe them. [Annex 4 – Transcribing Interviews](#) provides information on using the software “f4transkript” for interview data transcription.

Additional resources:

A practical introduction to interviews in an education context and to the development of interview guidelines is provided by chapter 5 of:

Zacharias, N. T. (2012). *Qualitative research methods for second language education: A coursebook*. Cambridge Scholars Publ.

Module 9: Analyzing interview data

Note: By the time this module is taught, students should have already conducted their interviews.

In this module, students will analyze the data from their interviews using a simplified form of thematic analysis. It is important to note that while some of the main principles of thematic analysis are addressed in the content and activities of this module, the activities presented here, for the sake of time and practicality, do not result in full form of thematic analysis. Lecturers should inform students that this module is intended only as an introduction to the main tenets and practices of thematic analysis.

Learning objectives

In this module, students will:

- be presented with the basic principles of qualitative data analysis;
- analyze interview data using a simplified form of thematic analysis;
- draw conclusions about neurodiversity and ELT from their interview data.

Activities

Preparatory work

Students read one the following chapters:

- Melzer, E., & Steininger, I. (2016). Inhaltsanalyse. In C. Caspari, F. Klippel, M. Legutke, & K. Schramm (Eds.), *Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch* (pp. 256–268). Narr Francke Attempto Verlag GmbH + Co.
- Chapter 3 in Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice* (4th ed.). Pearson.
- Chapter 5 in Zacharias, N. T. (2012). *Qualitative research methods for second language education: A coursebook*. Cambridge Scholars Publ.

In class

- Students complete the activity [Thematic Qualitative Data Analysis. Deductive or Inductive?](#) in pairs to read a short definition of thematic analysis, and learn the differences between inductive and deductive thematic analysis.
- As a whole class, the lecturer reviews the activity with the students to check for understanding. The lecturer explains that they are going to proceed with thematic analysis.
- Students start their inductive or deductive thematic analysis of the interview data. They use [Qualitative Analysis Template](#) to extract the excerpts they find more interesting in the data. They proceed to code such excerpts and create categories.
- In preparation for the next class, students prepare a presentation of their findings. This presentation can be sent directly to the lecturer or shared with the rest of the

class. Alternatively, if conditions permit, students can write a short paper summarizing their findings.

Inductive or Deductive Analysis?

Each lecturer can decide whether to carry out a deductive analysis (using pre-defined categories from the academic literature) or an inductive analysis, depending on the specific characteristics of their course or theoretical orientation. Both approaches might be appropriate for the given topics. If lecturers choose deductive analysis, they need to prepare their students by assigning specific readings and theories from which the analytical categories can be derived. However, for students with little or no experience with research, we recommend inductive analysis so that they are not overwhelmed by the need to review the literature in depth. We also believe that it is a good option to use inductive analysis since it allows the categories to be derived from the voices of the neurodivergent interviewees rather than imposing on them pre-ordained categories determined by outsiders or researchers.

Module 10: Learning from the interviews

This is an option to work with the interview transcripts if there is only limited time available to reflect on the interview experience and to discuss the content of the interviews.

Note: By the time this module is taught, students should have already conducted and transcribed their interviews. Anonymized interview transcripts must have been made available to all groups a few days before this class. If Module 9 was implemented, Activity 1 can be skipped, providing more time in class for Activity 2.

Learning objectives

In this module, students will:

- reflect on the process of preparing, conducting, and analyzing interviews;
- discuss extracts from several interviews, making connections between interviews as well as between interviews, theory, and teaching practice.

Activities

Activity 1: Visualizing the interview experience

Students use images to represent their interviewing experience.

Preparatory work

- The lecturer sets up a shared online document that includes a table with as many columns as there are students and four rows. In the first row, students enter their names (one cell per student), and in the cells below this, they share one image that reflects their interviewing experience:

Find one image that represents the interview experience for you, and post it in the column under your name. They can be literal or symbolic, concrete or abstract – as long as they reflect your interview experience in some way.

In class

- The lecturer projects the shared document. They ask several students to share with the whole class what the image they have chosen represents.

Activity 2: Interview workshop

Students make connections between the different interviews as well as between interviews on the one hand and theory and practice on the other hand.

Preparatory work

- For small seminar groups: All students read all interview transcripts. While reading, they note down two sections for each interview they find especially interesting and would like to discuss.
- For larger seminar groups: The lecturer forms groups, with three or four interview teams per group. The students in each group read all interview transcripts prepared by their group members. While reading, they note down two sections for each interview they find especially interesting and would like to discuss.

In class

- Students sit in circles, one circle for each group of three or four interviews or one circle for all students in smaller seminars.
- The group starts with one interview. Students have a few moments to go through their notes and identify the text sections they highlighted. They share these very briefly, without delving into explaining why they find them relevant.
- The students who conducted these interviews select one or two sections that were nominated by their peers. These can be sections that were named repeatedly, or sections that are personally relevant to them.
- The group takes a few minutes to re-read the first section and to discuss this section in detail.
- The group uses the following questions to prompt discussion:
 - o What can we learn from this about neurodiversity and language learning/teaching?
 - o What can we learn from this about interviewing (former) learners/teachers?
 - o Which connections can we make to theory and practice or to the other interviews?
- If there is sufficient time, the group repeats this for a second section. Then the group repeats the process for the next interview.
- It is recommended that students take notes on the discussion related to “their” interview, so they can build on this in the written reflection (Activity 3).

Activity 3

Written reflection: Option A

Preparatory work

- Students write a written reflection. This reflection is suitable as part of a portfolio or as graded course work, if desired. For reflective writing, holistic grading might be most suitable. As an alternative, the expectations can be adapted into a grading rubric. You can use [this resource](#) by the University of Cambridge to orient your students. A sample task might be phrased as follows:

Write a reflection on the interview project. In your reflection, describe the interview preparation, conduction, transcription, and content. Do not (primarily) provide a

chronological narrative (“I did this and then that happened and I did this”), but engage in reflection, i.e., critically analyzing the experience, recording how it has impacted you and what you plan to do with your new knowledge. You can use this resource by the University of Cambridge to orient your students.
(<https://libguides.cam.ac.uk/reflectivepracticetoolkit/reflectivewriting>).

Written reflection: Option B

Preparatory work

- Students write a reflection on the whole interview process using the following prompt:

Pick one or several issues that came up in conducting the interview. These can relate to either the research process or to neurodiversity and inclusive language education. Taking your prior learning on neurodiversity and research methods into account, explain how the seminar and the experience of conducting this interview affected your understanding of neurodiversity in education and how this might apply to your future practice.

This reflection is suitable as part of a portfolio or as graded course work, if desired. For reflective writing, holistic grading might be most suitable. As an alternative, the “expectations” can be adapted into a grading rubric.

In class

The groups create a list of recommendations for future students about conducting interviews. While this activity is practical in nature, it also fosters reflection about the process students have conducted.

- Each student writes two or three recommendations they would give future students about preparing, conducting, and/or transcribing interviews. The lecturer decides whether to use moderation cards or a digital tool.
- The lecturer collects these recommendations or projects the digital tool to the class.
- The lecturer, together with the class, classifies students’ recommendations (possible categories include: interview guidelines, writing research questions, use of language, transcription software, etc.).
- Debriefing: In groups, students consider the relative importance of their recommendations and reach consensus about the most critical categories or issues that future interviewers should consider.

In evaluating this work, lecturers should not grade students’ experiences nor the conclusions they draw, but the way they reflect upon these experiences to arrive at conclusions. An illustrative approach to evaluating reflective writing can be found in the [Reflective Practice Toolkit](#).

Final note: In order to further validate the insights provided by neurodivergent interviewees and the work done by students, lecturers may wish to develop ways to share the output of this seminar. This would be in keeping with the principles of participatory research ([see Module 5](#)) and the tenets of inquiry-based learning. Some options include:

- Share students' recommendations in future seminars or other types of professional development opportunities.
- Students create a poster that they exhibit in a poster exhibition at a university building or on a digital space. They can also create a video with the main findings and post it via social media.

Please note that any of these options entails obtaining explicit approval from the neurodivergent individuals that participated in the research process.

Concluding Remarks

We hope that lecturers have found this teacher guide useful for the design of their own seminars, courses, etc. By piloting these materials at three different universities, we have been able to gather a variety of perspectives and dealt with various challenges. We hope that we have succeeded in sharing the lessons we have learned in this guide. Lecturers should feel free to use and adapt these materials to the specific realities of their context and to their own interests.

Through the ELLeN project and these materials, we expect to contribute to the goal of educating future English teachers with positive attitudes towards neurodiversity and who have some ideas about creating ELT lessons, materials, and experiences that are inclusive and mindful of the needs of neurodivergent learners.

On the pages that follow, you will find the worksheets and annexes referred to throughout the document. There is also a list of scholarly references, as well additional resources regarding neurodiversity.

Introducing Inclusion

Objective: In this activity, you will learn about inclusion, relevant definitions of related concepts, and the skills ELT teachers need in order to make their classes inclusive.

Step 1: Brainstorm some ideas about what you think ELT teachers should know and be able to do to create an inclusive classroom.

[illegible]

Step 2: Watch the lecture *Inclusive TEFL: Chances, challenges, and concepts for inclusive foreign language classrooms*, which you can find [here](#). Remember that you can stop the video and re-wind/ re-watch any part of it. While you watch, take notes regarding the following questions:

What dimensions of heterogeneity does the presenter mention?	How are inclusion, exclusion, segregation, and integration different from each other?
How is the general population's perception of inclusion different from that of experts and practitioners?	What can teachers do to learn more about inclusion?
Two questions you have:	

Step 3: Write a paragraph addressing one, two or all of the questions.

- How familiar were you with inclusion before watching this lecture?
- Has your perception of inclusion changed after watching it?
- How does the challenge of fostering inclusion in the ELT classroom make you feel about your future work?

Defining neurodiversity

Instructions:

Read the text with various definitions of the term 'Neurodiversity' by authors from different fields and identify commonalities and differences. Afterwards, find an additional definition of neurodiversity from any scholarly or popular source. Finally, based on the definitions presented here and the one you found online, write a definition with your own words.

Dana Lee Baker is a professor for political science at California State University Channel Islands. She has published widely on autism and disability policy.

"For the purposes of this book, neurodiversity refers to atypical functionalities found in individuals who have identifiable neurological differences and to their interactions with individuals considered neurologically typical in the context of public infrastructures built around a presumption of neurotypicality. For the most part, this implies that communities referred to as neurodiverse include only those that incorporate individuals who have been formally diagnosed (or could be, given access to professionals) with a disability believed to involve a significant brain-based difference compared to what is currently considered the human norm." (Baker, 2011, p. 22)

"Fundamentally, neurodiversity asserts that neurological differences can be understood and experienced as much as a source of community and communal identity as can differences more routinely associated with politicized diversity, such as race, ethnicity, gender, religion, and sexual orientation. Groups dedicated to neurodiversity evolved to help promote this interpretation of living fully with neurological differences in the face of potentially overwhelming messages to the contrary." (Baker, 2011, p. 20)

Robert Chapman is a research fellow at the University of Bristol. They are autistic, and have published widely on the topic of neurodiversity.

"Over seven years of working on the subject, I have come to see it being more of an epistemically useful concept than anything else. By 'epistemic' I mean relating to knowledge; and in describing it as being 'epistemically useful', I mean in terms of helping us access and generate new forms of knowledge. From this perspective, a core function of the concept regards how it helps us imagine the world differently to how it currently is. For instance, it helps us to both reimagine pathologised and dehumanised kinds in a more humane and compassionate way and reimagine the world in a way that is less hostile to such kinds. In turn, by adopting a neurodiversity perspective, we can alter actual relations; all the way from how we empathise with neurological others on a personal level, to how we design scientific experiments or public spaces. Similarly, within and between neurominorities, it helps us foster not just solidarity and resistance, but also grounds the development of shared vocabularies for making sense of our experiences and increasing our understanding of both each other and ourselves." (Chapman, 2020, pp. 219–220)

Judy Singer¹ co-coined the term neurodiversity in the 1990's, when she was active on an "Independent Living" mailing list. Judy Singer was the first person to discuss this notion in research –

¹ While the ELLeN Group appreciates Singer's contributions to discourse, activism, visibility and interest in neurodiversity and neurodivergent peoples' biographies, we strongly feel that her discriminatory references towards trans communities are in no way acceptable. We distance ourselves from her publicly-stated opinions on issues of gender, gender modality and identity.

in her bachelor thesis (Singer, 2017). Singer has since developed and elaborated on her original definitions. Her current perspective is reflected a blog post, from which the following extracts were taken.

“We are ALL Neurodiverse because no two humans on the planet are exactly alike Our planet has a neurodiverse population If you are an employer, for example, you can talk about a neurodiverse environment, for example, a workplace or team, if you mean that you consciously seek to increase the neurodiversity of your workplace, because it makes good business sense But you can't say that Worker A is 'neurodiverse' while Worker B is not. However, if Worker A has identified themselves with a specific syndrome, for example, Autism, they can be called 'autistic.' But they are no more neurodiverse than anyone else on the planet”.

“The NeuroDiversity Movement is an umbrella term used to advocate for the common interests of various neurological minorities, as were originally described and differentiated by the 20th century Psycho-Medical Complex (...) The movement's aims evolve dialectically, that is, its boundaries are fuzzy and represent the locus of debate and discussion by those who engage with it Despite there being no official definition or spokesperson for the movement, its consensual aims can be discerned. They are to:

- shift mainstream perceptions of marginalized NeuroMinorities
- replace negative, deficit-based stereotypes of NeuroMinorities with a more balanced valuation of their gifts and needs
- find valued roles for neurologically marginalized people
- show that all society benefits from the incorporation of NeuroMinorities.”
(Singer, n.d., n.p.)

Fergus Murray is a science teacher and autism activist.

“One aspect of human diversity is the variety of processing styles we have: what we call neurodiversity. Like other kinds of diversity, it is probably a net positive, but it comes with serious challenges for those who are seen as divergent.” (Murray, 2020, p. 105)

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Neurotypes – Scholarly and Personal Perspectives

Neurotype	Resources
ADHD	<i>For background, scholarly information – Guiding question: What is ADD? What is ADHD?</i>
	ICF Core Set for Attention Deficit Hyperactivity Disorder (ADHD) Dr. Russell Barkley's 30 Ideas about ADHD
	<i>For personal perspectives – Guiding question: What are some prejudices about people with ADHD and can we avoid them?</i>
	Pina Varnel Comics Dani Donovan Comics Carls TikTok Channel (adhadult)
Autism	<i>For background, scholarly information – Guiding question: What is autism?</i>
	Chapter 1 in Fletcher-Watson, S., & Happé, F. (2019). <i>Autism: A new introduction to psychological theory and current debate</i> . Routledge.
	<i>For personal perspectives – Guiding question: What do autistic people want everybody to know about autism?</i>
	Schreiter, D. (2020). <i>The world beyond my shadow</i> . Panini. The webcomics of Lily Spectrum on Twitter (@LilySpectrum), or Instagram (@lilyspectrum). You can also use this website , which holds part of her work if you or your students do not use social media. N. (2020). <i>Schüler mit Autismus-Spektrum-Störungen: Eine Innen- und Außenansicht mit praktischen Tipps für Lehrer, Psychologen und Eltern</i> . Kohlhammer This Amazing Kids video . For the French-speaking: Geelhand, P., Papastamou, F., Belenger, M., Clin, E., Hickman, L., Keating, C. T., & Sowden, S. (2023). Autism-related language preferences of French-speaking autistic adults: An online survey. <i>Autism in adulthood</i> , Article aut.2022.0056. Advance online publication. https://doi.org/10.1089/aut.2022.0056
	<i>For background information – Guiding question: What is developmental language disorder (DLD)?</i>

DLD	<p>Schick, K., & Mayer, A. (2015). <i>Englischunterricht für Kinder mit Spracherwerbsstörungen</i>. In https://library.oapen.org/handle/20.500.12657/27275</p> <p>Ruberg, T., & Rothweiler, M. (2016). <i>Mehrsprachigkeit und Fremdsprachenlernen: Eine unüberwindliche Hürde für Kinder mit einer genuinen Sprachentwicklungsstörung?</i> In S. Doff (Ed.), <i>Narr Studienbücher. Heterogenität im Fremdsprachenunterricht: Impulse – Rahmenbedingungen – Kernfragen – Perspektiven</i> (pp. 77–90). Narr Francke Attempto.</p>
	<p><i>For personal perspectives – Guiding question: What do people with developmental language disorder (DLD) want others to know about them?</i></p>
	<p>The Hidden Disorder: Understanding Developmental Language Disorder by Ryan Kalifa</p>
Dyslexia	<p><i>For background information: Guiding question: What is dyslexia?</i></p>
	<p>Read Chapter 2 in Kormos & Smith (2023). <i>Teaching languages to students with specific learning differences</i>. Multilingual Matters.</p> <p>Read Chapter 1 in Gerlach, D. (2019). <i>Lese-Rechtschreib-Schwierigkeiten (LRS) im Fremdsprachenunterricht. 7 wichtige Punkte für einen erfolgreichen Start ins Thema</i>. Narr Francke Attempto.</p> <p>What is the effect of dyslexia on language learning? by Judit Kormos</p>
	<p><i>For personal perspectives: Guiding question: What do people with dyslexia want everybody to know about dyslexia?</i></p>
	<p>Read the poem by Aisha Borja</p> <p>Read extracts from this article that discuss the author's experiences while studying a foreign language: Simon, C. S. (2000). Dyslexia and learning a foreign language: A personal experience. <i>Annals of Dyslexia</i>, 50(1), 155–187. https://doi.org/10.1007/s11881-000-0021-7</p> <p>Watch these interviews with people with dyslexia</p>

Think back to the texts you have read. Can you recall the main points without looking at your notes? Then look at your notes and check if you have missed anything important. Think back to the first-person accounts. Can you list three main take-home messages?

Neurotypes: Assessment

1. Choose two of the following neurotypes, and write a short definition for each.

Autism

Dyslexia

ADHD

DLD

2. True or False?

Autism is a spectrum. This means that everybody is autistic to different degrees.	(T) (F)	There are differences in working memory between children with ADHD and neurotypical children.	(T) (F)
ADHD is always associated with hyperactivity.	(T) (F)	Developmental Language Disorder is a consequence of learning German as L2.	(T) (F)
Some autistic people have an intellectual disability.	(T) (F)	Children with Developmental Language Disorder have an intellectual disability.	(T) (F)
Dyslexia impacts reading and writing, but also memorizing vocabulary and learning grammar.	(T) (F)	Dyslexia can be a consequence of bad instruction in primary school, or of being ill and frequently skipping school.	(T) (F)

3. Name two things that you have learned that surprised you.

4. Write two open questions that you have.

How well did this work for you? Mark the option that best suits you.

I feel that I have understood the basics of the neurotype I specialized in.	Yes	Partially	No
I feel like I have understood the basics of the neurotype others taught me about.	Yes	Partially	No

Different Types of Interviews (for German speakers)

Watch the (German language) videos *Das Interview: Grundkonzepte* and *Drei Interviewtypen* on [this website](#) and complete the chart below.

Feature/ Interview Type	Problem-centered	Narrative	Expert
Structure	<i>Semi-structured</i>	<i>Open</i>	<i>Semi-structured</i>
Questions			<i>Guiding questions & follow-up questions</i>
Purpose		<i>To listen to someone's story to understand their experiences on a topic</i>	
Nature of the interviewee's knowledge			

Interviews in Research

Alone, with a partner, or in a small group, choose one of the following research interests:

1. You want to know why some neurodivergent learners find working in small groups challenging.
2. You aim to be an inclusive teacher and need to know how to support neurodivergent learners.
3. You are unsure as to whether a particular text will appeal to some neurodivergent learners.

Answer the following questions:

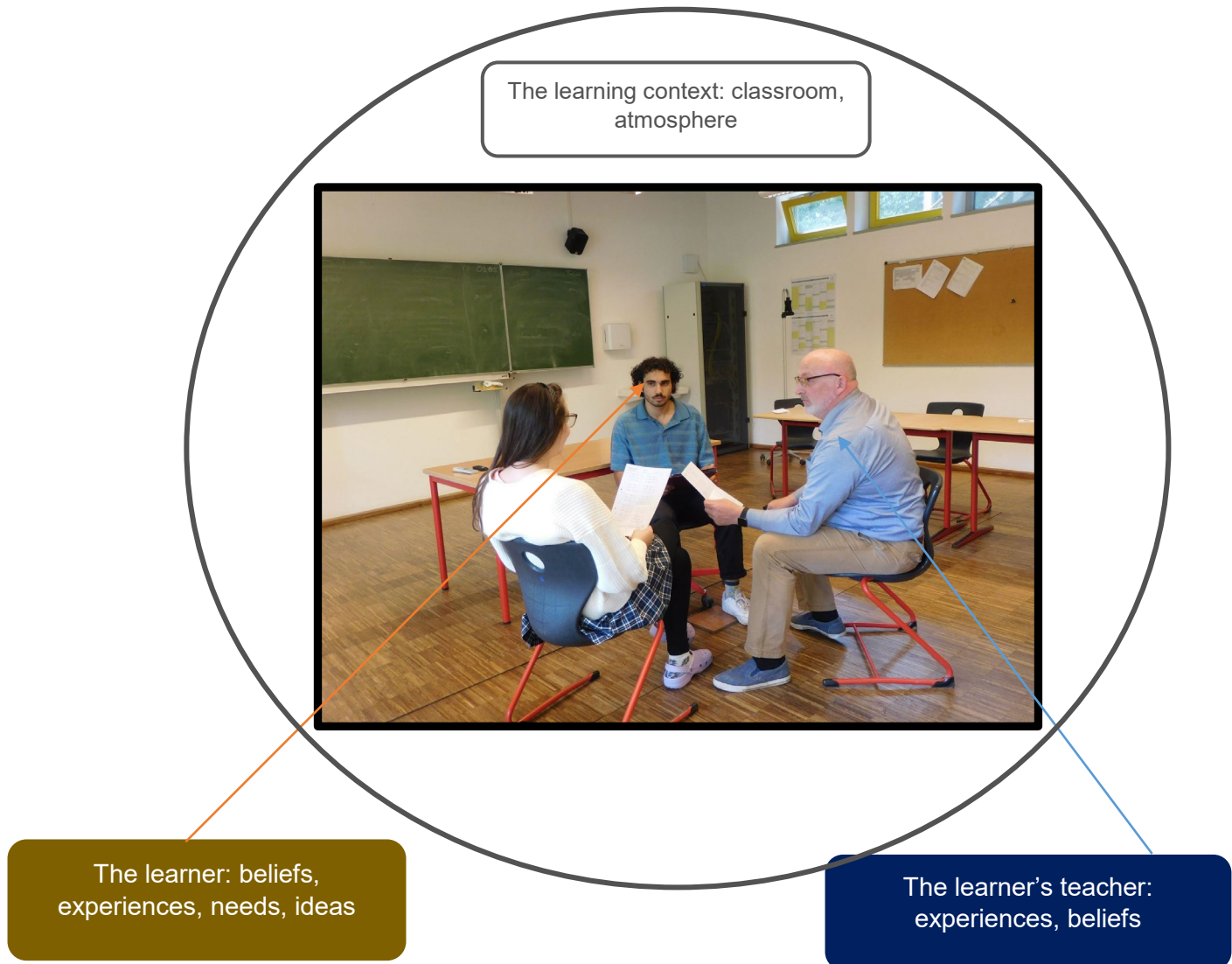
A. Which interview type would you use? Why?

B. What questions would you ask in your interview? (Write down at least three questions, not just the topic.)

Be ready to share your answers with the rest of the group.

Developing Research and Interview Questions

Good research starts with good research questions. You are going to conduct and analyze interviews with neurodivergent learners and/or their teachers. This image illustrates some possible foci for your research questions:



Your task:

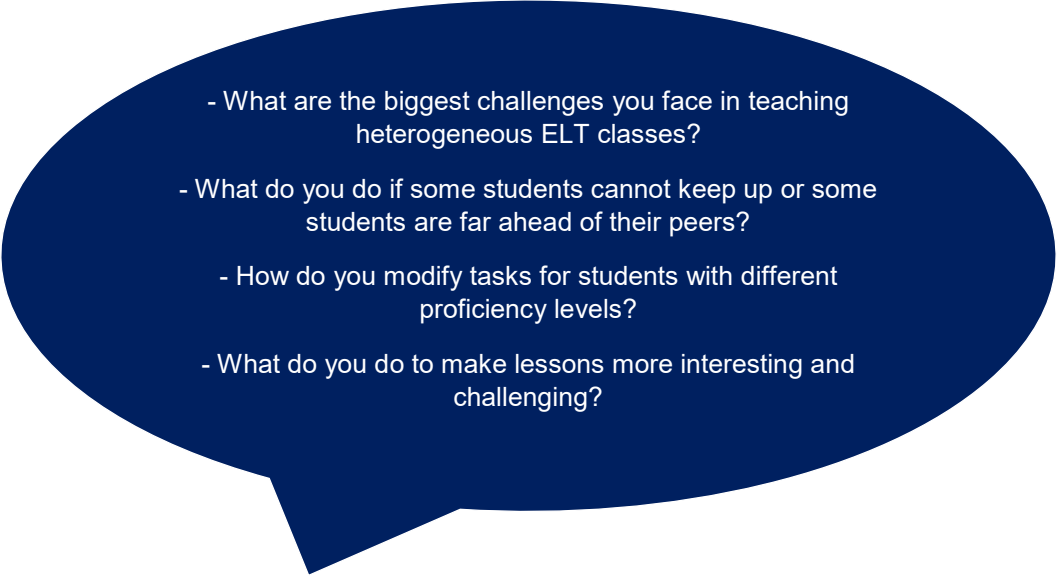
1. Write one or two research questions for your interview. The question(s) should genuinely interest you and be clearly formulated. They also need to be answerable with the kind of data you can obtain through an interview. Your research questions may have sub-questions as well!
2. Identify one theme of your research question and formulate five interview questions to address this theme. State whether these are for teachers or students (which age?).

Here are some examples:

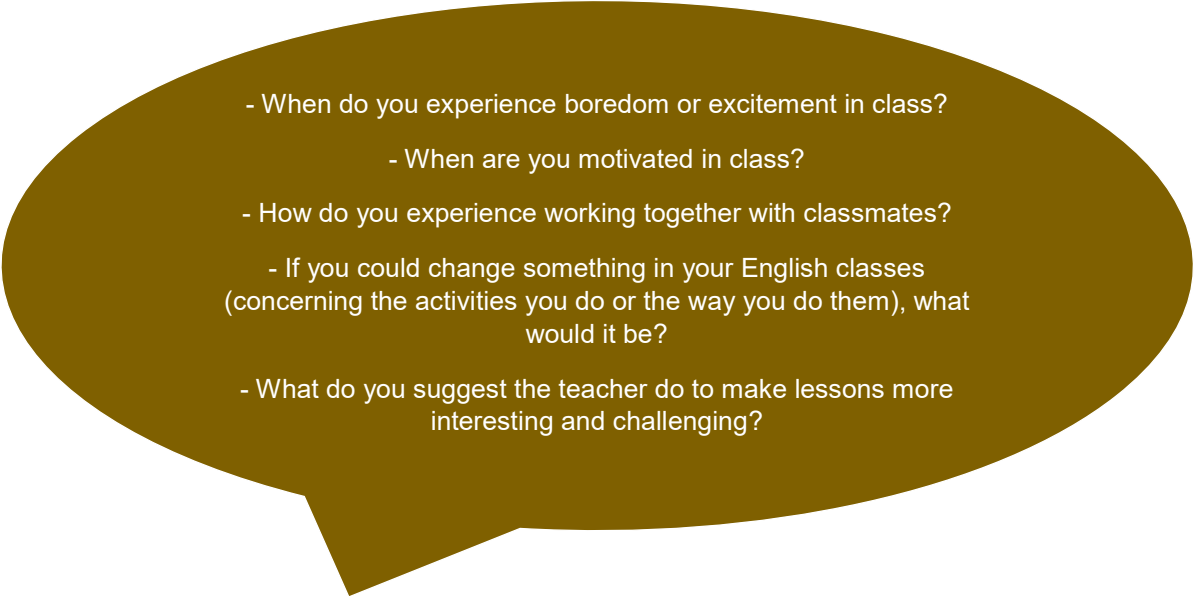
Example 1: Consider the following research question:

“What are ways of addressing heterogeneity in foreign language classrooms, in relation to language proficiency, pace, personality, motivation?”

In order to gain insights to these questions, you could ask **the teacher** the following questions...

- 
- What are the biggest challenges you face in teaching heterogeneous ELT classes?
 - What do you do if some students cannot keep up or some students are far ahead of their peers?
 - How do you modify tasks for students with different proficiency levels?
 - What do you do to make lessons more interesting and challenging?

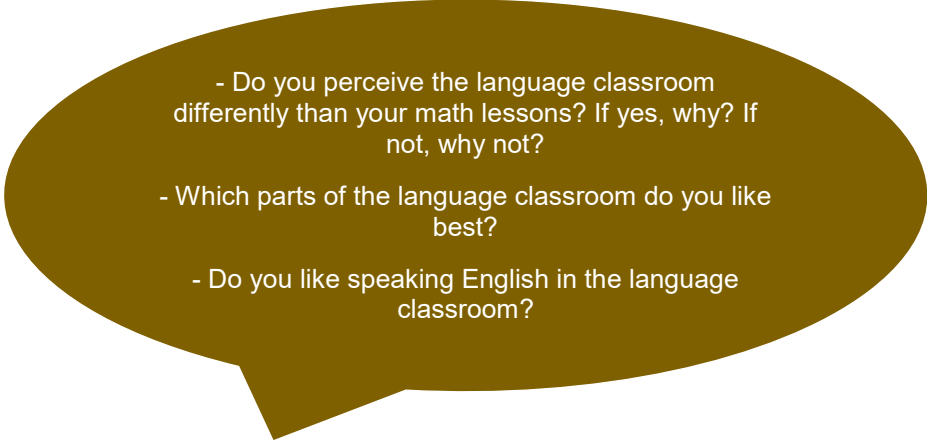
Or you could ask **the learners** the following ones...

- 
- When do you experience boredom or excitement in class?
 - When are you motivated in class?
 - How do you experience working together with classmates?
 - If you could change something in your English classes (concerning the activities you do or the way you do them), what would it be?
 - What do you suggest the teacher do to make lessons more interesting and challenging?

Example 2 – Focus on learners. Consider the following research question:

“How do neurodivergent learners perceive the language classroom?”

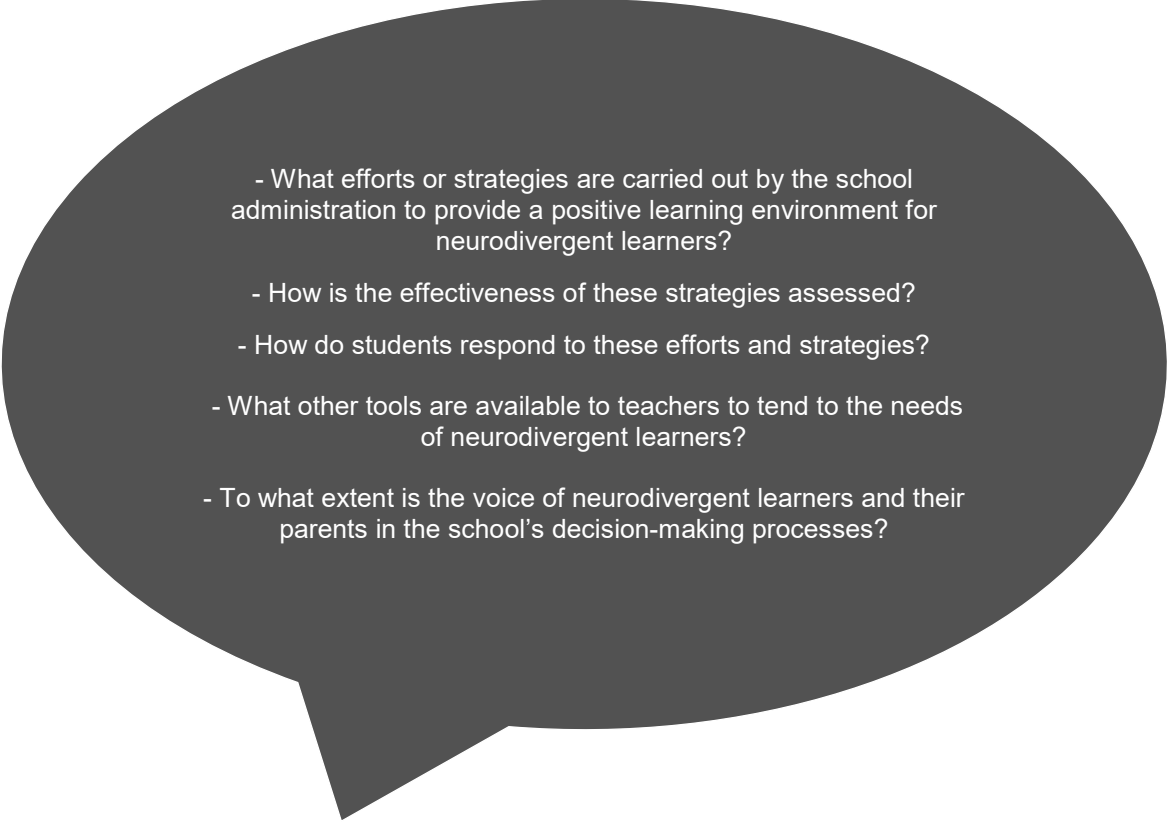
To answer this question, you could ask some neurodivergent learners the following questions:

- 
- Do you perceive the language classroom differently than your math lessons? If yes, why? If not, why not?
 - Which parts of the language classroom do you like best?
 - Do you like speaking English in the language classroom?

Example 3 – Focus on the learning context. Consider the following research question:

“To what extent does this school provide a positive learning environment for neurodivergent and neurotypical learners?”

To answer this question, you could some teachers the following questions:

- 
- What efforts or strategies are carried out by the school administration to provide a positive learning environment for neurodivergent learners?
 - How is the effectiveness of these strategies assessed?
 - How do students respond to these efforts and strategies?
 - What other tools are available to teachers to tend to the needs of neurodivergent learners?
 - To what extent is the voice of neurodivergent learners and their parents in the school's decision-making processes?

Bear in mind!

1. No interview can answer all questions relevant to a research question.
2. Research questions can (and usually do) have sub-questions.
3. Thinking about the kind of evidence you need to answer your research question from the very beginning makes the interview easier.

Important criteria to enhance the quality of your research question:

Complexity: It is not easily answered. It can't be answered with a "yes" or "no". It has substance and needs explanation.

Relevance: It interrogates an underlying problem with educational significance. It is important to someone other than you.

Neutrality: It is unbiased. It does not suggest a preferable answer.

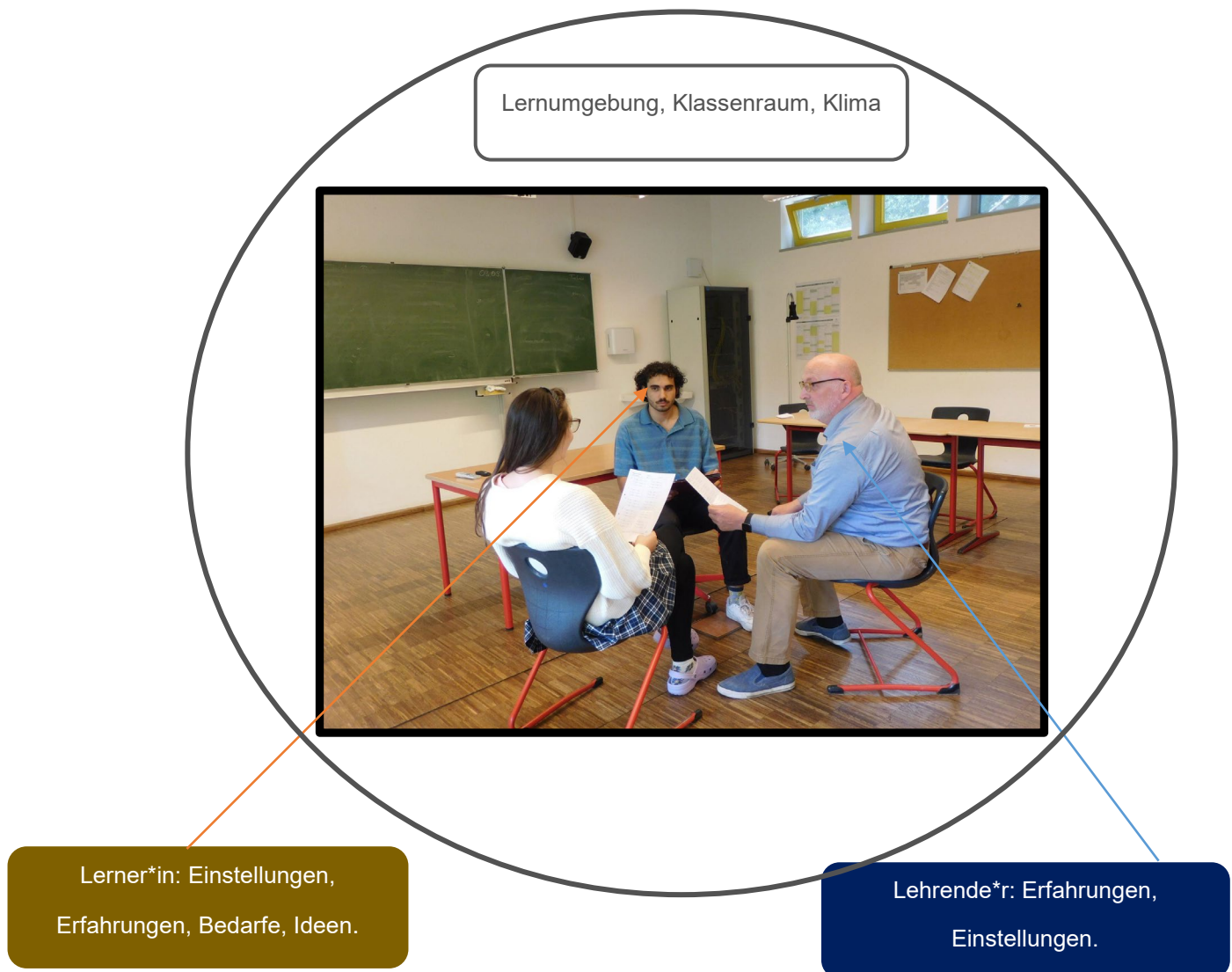
Feasibility: It can be answered with data that you can get. In our case, this means an interview.

Falsifiability: Your research question is phrased in a way that allows for the data to provide unexpected answers, explanations or results.

Another important thing to keep in mind is the type of language you use to phrase your questions. Avoid using technical language and, if you absolutely must use specialized terms, provide a brief explanation.

Entwicklung von Forschungs- und Interviewfragen

Gute Forschung beginnt mit guten Forschungsfragen. Sie werden Interviews mit neurodivergenten Lernenden bzw. ihren Lehrenden führen und analysieren. Die folgende Abbildung illustriert mögliche Fokuspunkte für Ihre Forschungsfragen.



Ihre Aufgabe:

1. Schreiben Sie ein bis zwei Forschungsfragen für Ihr Interview. Die Frage(n) sollte(n) Sie wirklich interessieren und klar formuliert sein. Sie müssen auch mit den Daten, welche Sie durch Interviews erhalten, beantwortet werden können. Ihre Forschungsfrage sollte außerdem viele Teilfragen enthalten.

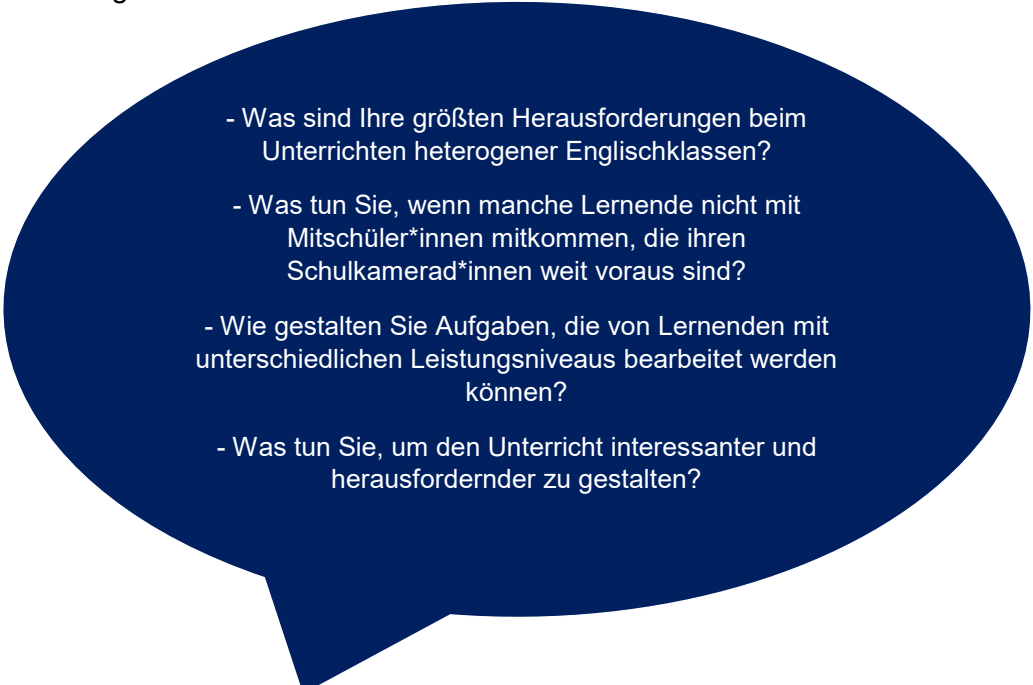
2. Identifizieren Sie Ihre Forschungsfrage und formulieren Sie fünf Interviewfragen, um dieses Thema aufzugreifen. Geben Sie an, ob diese für Lehrende oder Lernende gedacht sind (welches Alter?).

Hier sind einige Beispiele:

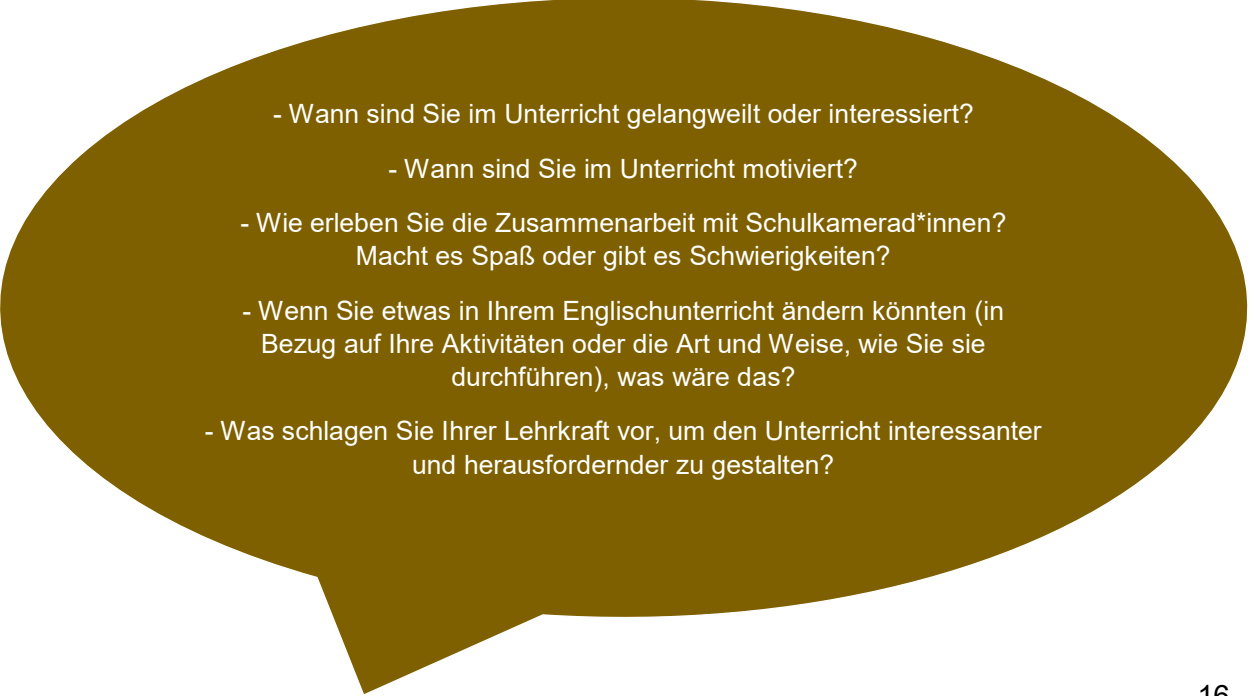
Beispiel 1: Betrachten Sie die folgende Forschungsfrage:

Welche Möglichkeiten sehen Sie, mit Heterogenität im Fremdsprachenunterricht hinsichtlich Sprachkenntnissen, Tempo, Persönlichkeit und Motivation umzugehen?

Um Einblicke in Bezug auf diese Frage zu gewinnen, könnten Sie der Lehrkraft die folgenden Fragen stellen:

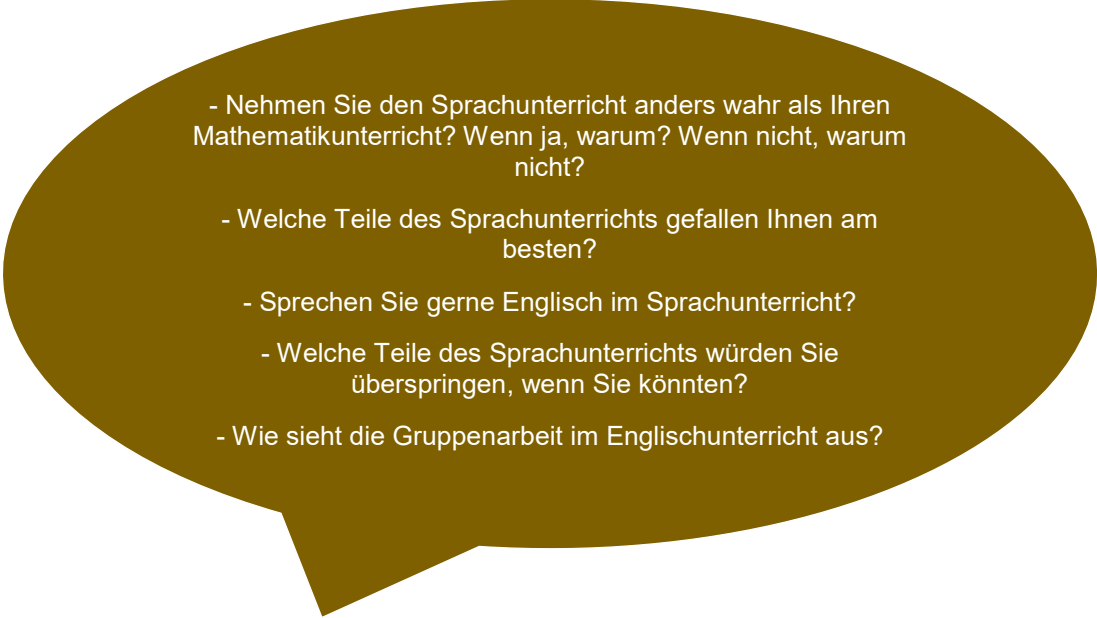
- 
- Was sind Ihre größten Herausforderungen beim Unterrichten heterogener Englischklassen?
 - Was tun Sie, wenn manche Lernende nicht mit Mitschüler*innen mitkommen, die ihren Schulkamerad*innen weit voraus sind?
 - Wie gestalten Sie Aufgaben, die von Lernenden mit unterschiedlichen Leistungsniveaus bearbeitet werden können?
 - Was tun Sie, um den Unterricht interessanter und herausfordernder zu gestalten?

oder den Lernenden folgende ...

- 
- Wann sind Sie im Unterricht gelangweilt oder interessiert?
 - Wann sind Sie im Unterricht motiviert?
 - Wie erleben Sie die Zusammenarbeit mit Schulkamerad*innen? Macht es Spaß oder gibt es Schwierigkeiten?
 - Wenn Sie etwas in Ihrem Englischunterricht ändern könnten (in Bezug auf Ihre Aktivitäten oder die Art und Weise, wie Sie sie durchführen), was wäre das?
 - Was schlagen Sie Ihrer Lehrkraft vor, um den Unterricht interessanter und herausfordernder zu gestalten?

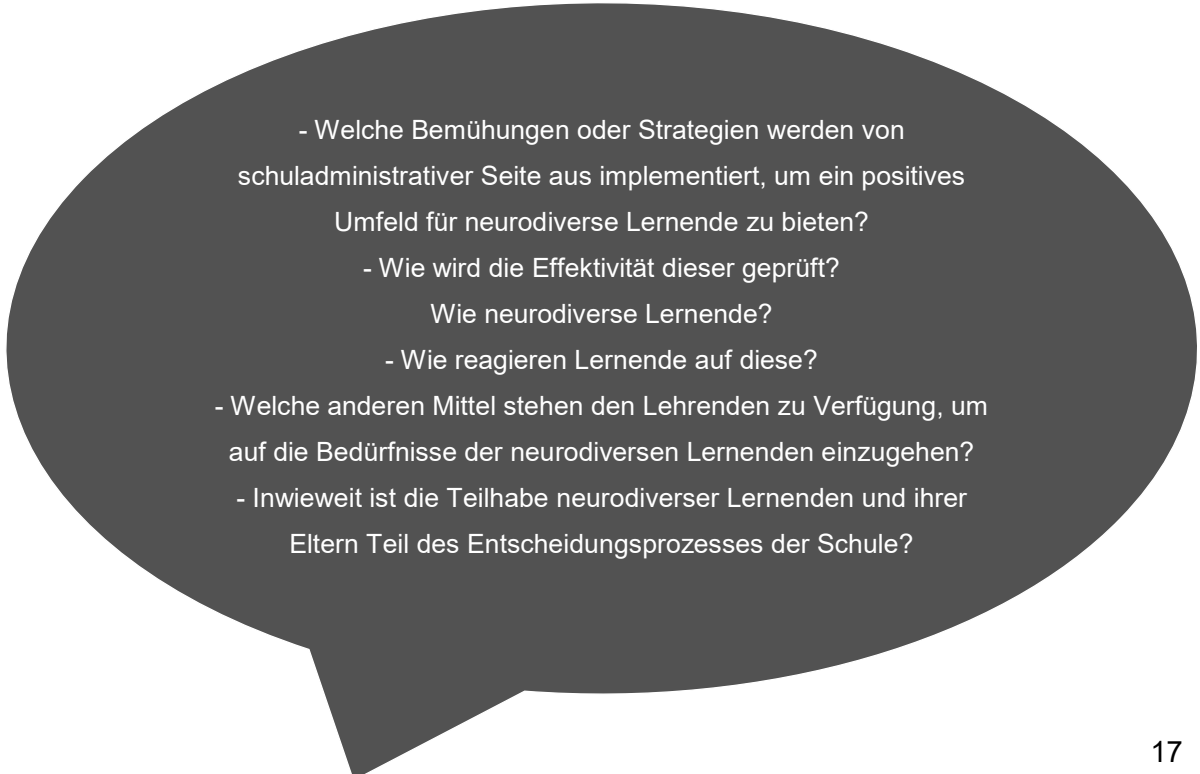
Beispiel 2 – Fokus auf die Lernenden. Betrachten Sie die Forschungsfrage: Wie nehmen neurodiverse Lernende (insbesondere AD(H)S-Lernende) den Sprachunterricht wahr?

Um diese Frage zu beantworten, könnten Sie neurodivergente Lernende die folgenden Fragen stellen:

- 
- Nehmen Sie den Sprachunterricht anders wahr als Ihren Mathematikunterricht? Wenn ja, warum? Wenn nicht, warum nicht?
 - Welche Teile des Sprachunterrichts gefallen Ihnen am besten?
 - Sprechen Sie gerne Englisch im Sprachunterricht?
 - Welche Teile des Sprachunterrichts würden Sie überspringen, wenn Sie könnten?
 - Wie sieht die Gruppenarbeit im Englischunterricht aus?

Beispiel 3 – Fokus auf die Lernumgebung. Beachten Sie die folgende Forschungsfrage: Inwieweit bietet diese Schule eine fruchtbare Lernumgebung für neurodiverse und neurotypische Lernende?

Um diese Frage beantworten, könnten Sie einige Lehrkräfte die folgenden Fragen stellen:

- 
- Welche Bemühungen oder Strategien werden von schuladministrativer Seite aus implementiert, um ein positives Umfeld für neurodiverse Lernende zu bieten?
 - Wie wird die Effektivität dieser geprüft?
Wie neurodiverse Lernende?
 - Wie reagieren Lernende auf diese?
 - Welche anderen Mittel stehen den Lehrenden zu Verfügung, um auf die Bedürfnisse der neurodiversen Lernenden einzugehen?
 - Inwieweit ist die Teilhabe neurodiverser Lernenden und ihrer Eltern Teil des Entscheidungsprozesses der Schule?

Denken Sie daran:

1. Kein Interview kann alle für ein Forschungsprojekt relevanten Fragen beantworten.
2. Forschungsfragen können (und tun dies in der Regel auch) Teilfragen haben.
3. Von Anfang an darüber nachzudenken, welche Art von Daten Sie zur Beantwortung Ihrer Forschungsfrage benötigen macht Ihr Interview einfacher.

Wichtige Merkmale, um die Qualität Ihrer Forschungsfrage zu verbessern:

Komplexität: Es ist keine einfache Antwort möglich. Sie kann nicht mit „Ja“ oder „Nein“ beantwortet werden. Sie hat Substanz und erfordert Erläuterungen.

Relevanz: Sie behandelt ein grundsätzliches Problem mit didaktischer Bedeutung. Sie ist auch für andere als Sie selbst von Interesse.

Neutralität: Sie ist unvoreingenommen. Sie impliziert keine bevorzugte Antwort.

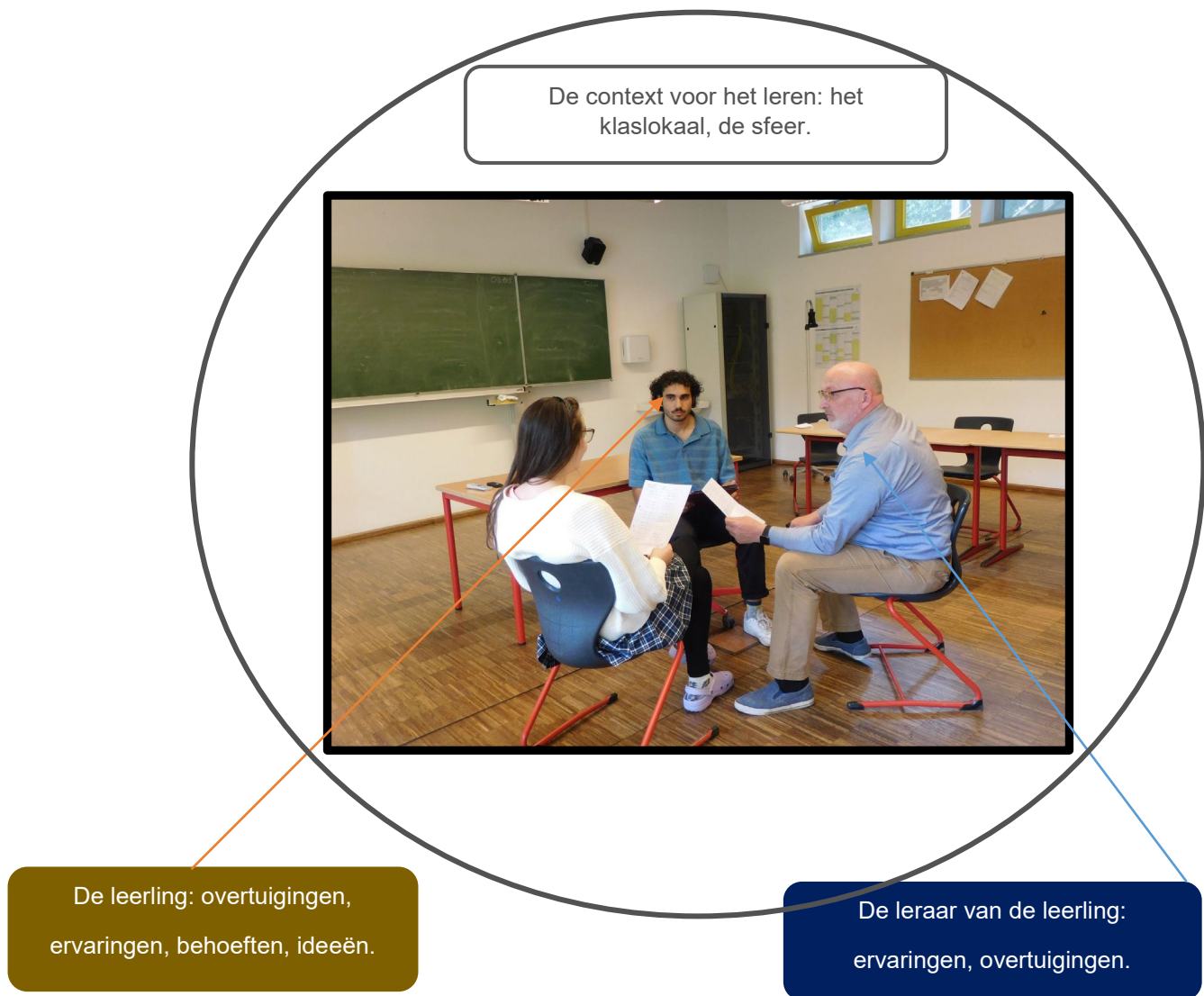
Umsetzbarkeit: Sie kann mit Daten beantwortet werden, die Sie erhalten können. In unserem Fall, in einem Interview.

Falsifizierbarkeit: Ihre Forschungsfrage wurde so formuliert, dass sie es ermöglicht, dass die Daten unerwartete Antworten, Erklärungen oder Resultate hergeben.

Bedenken Sie auch, wie komplex die Sprache ist, die Sie bei der Formulierung Ihrer Forschungsfrage verwenden. Vermeiden Sie technische Sprache. Lässt sich dies keinesfalls vermeiden, stellen Sie Erläuterungen zur Verfügung.

Het ontwikkelen van onderzoeks- en interviewvragen

Goed onderzoek begint met goede onderzoeksvragen. Je wordt gevraagd om interviews met neurodiverse leerlingen en/of hun leerkrachten af te nemen en te analyseren. Hier zijn enkele mogelijke topics voor jouw onderzoeksvragen:



Jouw taak:

1. Formuleer een of twee onderzoeksvragen voor jouw project over inclusief onderwijs en neurodiversiteit. De onderzoeksvraag of -vragen moeten je echt interesseren en duidelijk geformuleerd zijn. Ze moeten ook beantwoord kunnen worden met het soort gegevens dat je via een interview kunt verzamelen. De onderzoeksvragen mogen ook verder verfijnd worden met subvragen!
2. Identificeer één thema binnen jouw onderzoeksvraag en formuleer vijf interviewvragen om dit thema aan te snijden. Geef aan of deze interviewvragen voor

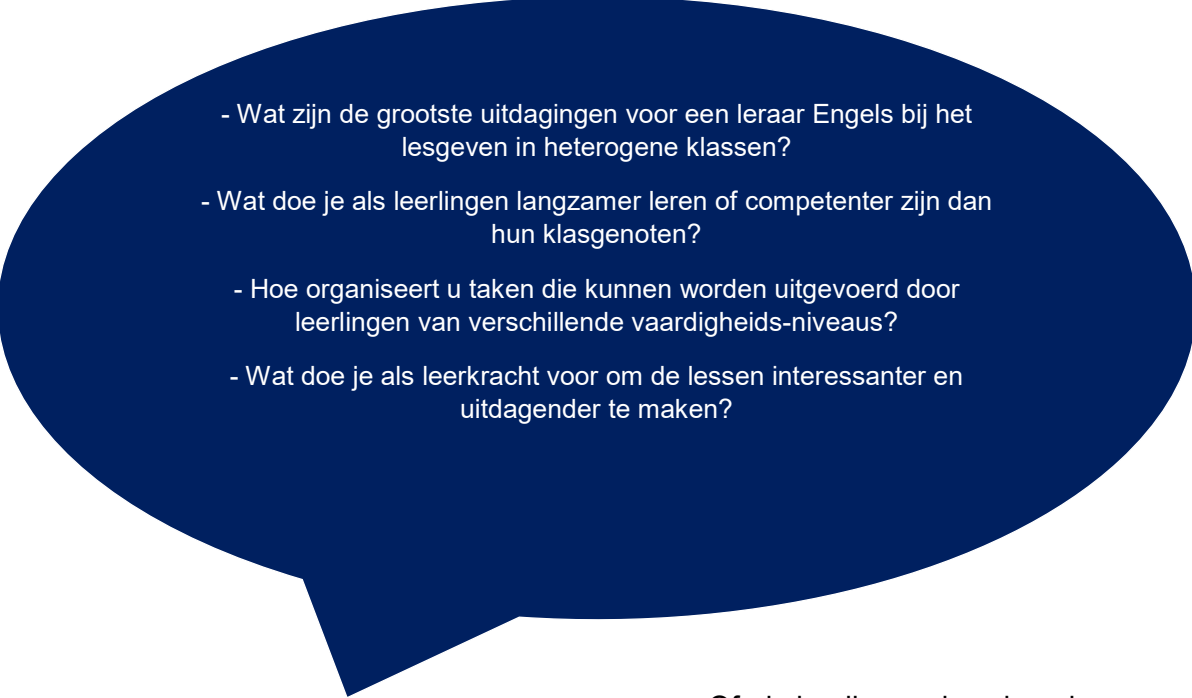
de leerkrachten dan wel voor de leerlingen bestemd zijn (welke leeftijd?). Probeer jouw vragen zo objectief mogelijk te formuleren.

We geven enkele voorbeelden:


Voorbeeld 1: Voor de volgende onderzoeksvraag

Wat zijn de meest efficiënte manieren om heterogeniteit in vreemdetaalklassen aan te pakken? (met betrekking tot taalvaardigheid, tempo, persoonlijkheid, motivatie)

Om inzicht te krijgen in deze vraag zou je de leerkracht de volgende vragen kunnen stellen...

- 
- Wat zijn de grootste uitdagingen voor een leraar Engels bij het lesgeven in heterogene klassen?
 - Wat doe je als leerlingen langzamer leren of competentier zijn dan hun klasgenoten?
 - Hoe organiseert u taken die kunnen worden uitgevoerd door leerlingen van verschillende vaardigheids-niveaus?
 - Wat doe je als leerkracht voor om de lessen interessanter en uitdagender te maken?

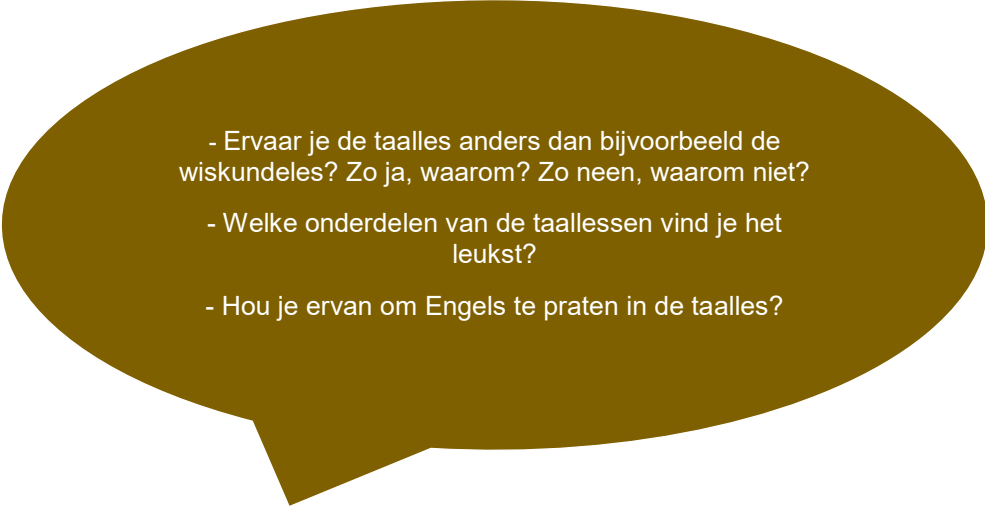
Of, de leerlingen de volgende vragen...

- 
- Wanneer verveel je je of ben je geïnteresseerd in de les?
 - Wanneer ben je gemotiveerd in de klas?
 - Wat zijn jouw ervaringen met de samenwerking met klas-/schoolgenoten? Is het altijd leuk of zijn er soms moeilijkheden?
 - Als je iets zou kunnen veranderen aan de lessen Engels (met betrekking tot de activiteiten die je doet of de manier waarop je ze doet), wat zou je dan voorstellen?
 - Wat doe je als leerkracht / stel je (als leerling) de leerkracht voor om de lessen interessanter en uitdagender te maken?

Voorbeeld 2 – Focus op leerlingen/studenten. Voor de volgende onderzoeksvraag

Hoe ervaren neurodiverse leerlingen de taalklassen?

Om deze vraag te beantwoorden, zou je een aantal neurodivergente leerlingen de volgende vragen kunnen stellen:

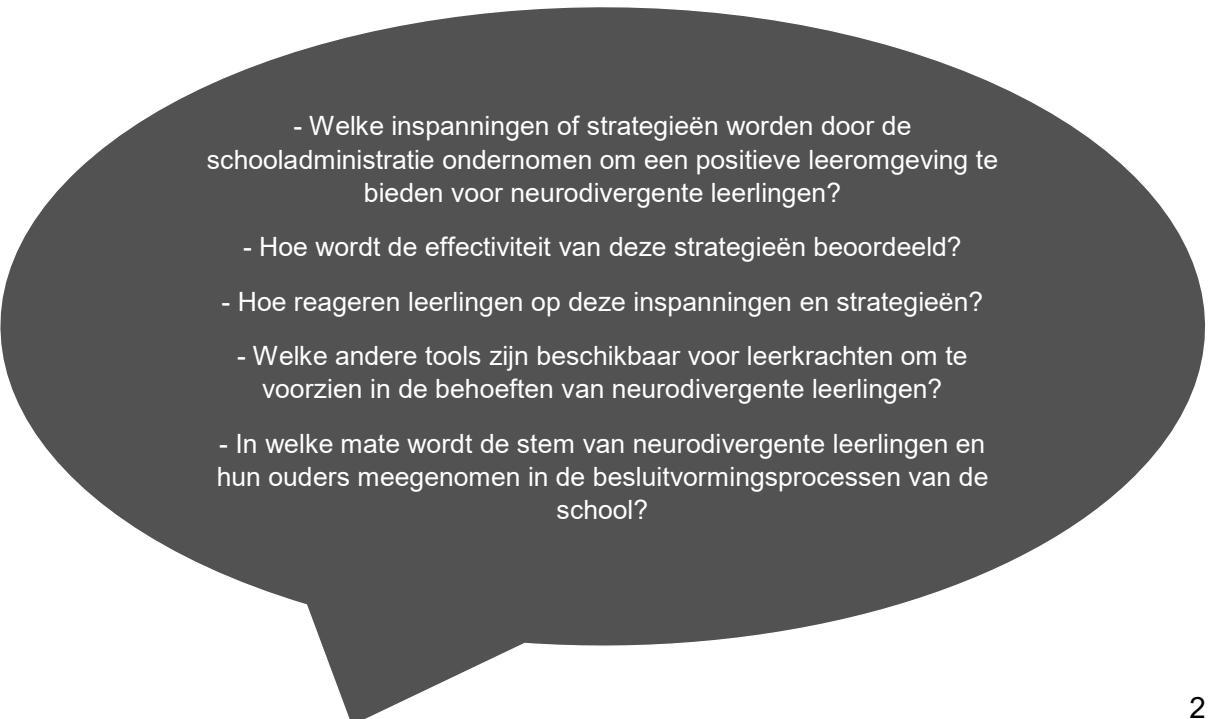
- 
- Ervaar je de taalles anders dan bijvoorbeeld de wiskundeles? Zo ja, waarom? Zo neen, waarom niet?
 - Welke onderdelen van de taallessen vind je het leukst?
 - Hou je ervan om Engels te praten in de taalles?

Voorbeeld 3 – Focus op de leeromgeving. Voor de volgende onderzoeksvraag

In welke mate biedt jouw school

een vruchtbare leercontext voor neurodiversgente en neurotypische leerlingen?

Om deze vraag te beantwoorden, zou je enkele leerkrachten de volgende vragen kunnen stellen:

- 
- Welke inspanningen of strategieën worden door de schooladministratie ondernomen om een positieve leeromgeving te bieden voor neurodivergente leerlingen?
 - Hoe wordt de effectiviteit van deze strategieën beoordeeld?
 - Hoe reageren leerlingen op deze inspanningen en strategieën?
 - Welke andere tools zijn beschikbaar voor leerkrachten om te voorzien in de behoeften van neurodivergente leerlingen?
 - In welke mate wordt de stem van neurodivergente leerlingen en hun ouders meegenomen in de besluitvormingsprocessen van de school?

Denk eraan

1. Geen enkel onderzoeksproject kan àlle vragen beantwoorden die relevant zijn voor een onderzoeksthema.
2. Onderzoeksvragen hebben meestal deelvragen.
3. Het onderzoeksproject wordt eenvoudiger als er vanaf het begin wordt nagedacht over het soort bewijs (welke gegevens zijn nodig?) dat je nodig hebt om jouw onderzoeksvraag te beantwoorden.

Belangrijke criteria om de kwaliteit van jouw vragen te verbeteren:

Complexiteit: De vraag blijkt niet zomaar gemakkelijk te beantwoorden. De interviewee kan niet zomaar met ja of nee antwoorden. Er is meer inhoud en uitleg nodig.

Relevantie: Het betreft een onderliggend probleem van onderwijskundig belang. De vraag is ook relevant voor anderen.

Neutraliteit: De vraag wordt onbevooroordeeld gesteld. Er wordt niet gesuggereerd dat er nog een beter/meer prefereerbaar antwoord mogelijk is.

Haalbaarheid: De onderzoeksvraag kan beantwoord worden met gegevens die we op basis van een interview hebben verzameld.

Falsifieerbaarheid: Jouw onderzoeksvraag wordt best zo geformuleerd dat de verzamelde data ook kunnen leiden tot onverwachte antwoorden, verklaringen of resultaten.

Een belangrijk iets om in gedachten te houden is het soort taal dat je gebruikt om vragen te formuleren. Vermijd het gebruik van technische taal/jargon en als het écht moet, geef dan een korte (extra) uitleg.

Developing Your Interview Guide

In groups, you will create a guide for your interview. The questions you will ask your interviewee are the most important part of your interview guide. However, read the following key points and decide if you want to add other items to your interview guide to make sure that you do not forget anything you might want to say. Sometimes, people even forget to say thanks!

1. Start with an introduction in which you tell your interview partners your names and you thank them for their time and help. Remind them that the interview will be recorded, and they can stop at any time or decide not to answer any questions if they do not want to.
2. Start with easier questions to help the interviewee to feel relaxed and comfortable. These should be open-ended and personal, but not too personal.
3. Provide your interviewee with positive feedback through facial expressions, gestures, or verbal comments. Keep in mind, however, that your interviewee may not respond with the same paralinguistic or nonverbal language. They may have differing body language, degree of eye contact, or respond differently to your comments than anticipated.
4. Put the most important questions in the middle. If you leave them for the end, you might not reach them.
5. Be flexible. Your interviewee may say something you want to follow up on or you might need some additional questions in case the interviewee does not understand what you are asking.
6. At the end, thank the interviewee again for their time and insights! Tell them you will send them the transcript when it is completed if they would like to review it.

Entwickeln Sie Ihren Interviewleitfaden

In Gruppen erstellen Sie Ihre Interviewleitfäden. Der wichtigste Teil Ihrer Leitfäden sind die Fragen, die Sie Ihrem*n Gesprächspartner*in stellen. Lesen Sie die folgenden wichtigen Punkte und entscheiden Sie, ob Sie Ihrem Leitfaden weitere Aspekte hinzufügen möchten, um sicherzustellen, dass Sie nichts vergessen. Manchmal vergessen die Leute sogar, sich zu bedanken!

1. Beginnen Sie mit einer Einleitung, in der Sie sich Ihrem*n Interviewpartner*in namentlich vorstellen und ihnen für ihre Zeit und Hilfe danken. Erinnern Sie sie daran, dass das Interview aufgezeichnet wird und dass sie jederzeit abbrechen oder entscheiden können, Fragen nicht zu beantworten, wenn sie dies nicht möchten.
2. Beginnen Sie mit einfacheren Fragen, damit sich Ihr Gegenüber entspannt und wohl fühlt. Diese sollten ergebnisoffen und persönlich, jedoch nicht zu persönlich sein.
3. Geben Sie Ihrem Gegenüber durch Mimik, Gestik oder verbale Kommentare positives Feedback. Bedenken Sie jedoch, dass Ihr*e Interviewpartner*in nicht unbedingt die gleiche paralinguistische oder nonverbale Kommunikation verwendet. Ihre Körpersprache, ihr Augenkontakt oder ihre Reaktionen auf Ihre Kommentare können für Sie unerwartet sein.
4. Stellen Sie die wichtigsten Fragen in der Mitte des Interviews. Wenn Sie sie bis zum Ende aufheben, werden Sie sie möglicherweise nicht mehr stellen können.
5. Seien Sie flexibel. Ihr Gegenüber sagt möglicherweise etwas, das Sie weiterverfolgen möchten, oder Sie müssen bei Unklarheiten weitere Fragen stellen, um Ihre Frage deutlicher zu machen.
6. Abschließend bedanken Sie sich noch einmal bei Ihrem*r Interviewpartner*in für ihre Zeit und ihre Perspektiven! Sagen Sie ihnen, dass Sie ihnen das Transkript schicken werden, sobald es fertig ist, sofern sie es sich ansehen möchten.

Het ontwikkelen van interviewrichtlijnen

Je gaat in groepjes richtlijnen opstellen voor jouw interview. De interviewvragen die je aan de geïnterviewden gaat stellen vormen het belangrijkste deel van de richtlijnen. Neem zeker ook onderstaande belangrijke punten mee én beslis ook met jouw groepsgenoten of je nog dingen wilt toevoegen. Het is na een interview zeer vervelend om vast te stellen dat je dingen bent vergeten zeggen, er zijn zelfs mensen die in de stress van het interview de participant aan het eind vergeten te bedanken.

1. Begin met een introductie waarbij je jouw naam deelt met jouw gesprekspartners en die mensen ook bedankt voor hun tijd en hun hulp bij het onderzoek. Herinner hen eraan dat het interview wordt opgenomen en dat ze op elk moment kunnen stoppen of beslissen om geen vragen te beantwoorden als ze dat niet willen.
2. Begin met eenvoudige vragen zodat de geïnterviewde zich ontspannen en op zijn gemak voelt. Deze vragen zijn best open en persoonlijk, zorg er echter voor dat ze niet te persoonlijk worden.
3. Geef jouw interviewee regelmatig positieve feedback; je kan dit doen via gelaatsuitdrukkingen, gebaren of verbale opmerkingen. Hou er echter rekening mee dat jouw participant niet noodzakelijkerwijs dezelfde non-verbale communicatie gebruikt. Hun lichaamstaal, oogcontact of reactie op je opmerkingen kunnen nieuw/onbekend voor je zijn.
4. Zet de belangrijkste vragen in het midden van het vragenrijtje. Als je ze tot het einde laat staan, kom je er misschien niet aan toe.
5. Wees flexibel. Het kan zijn dat de geïnterviewde iets zegt wat je wilt opvolgen; sommigen hebben ook wat “extra” vragen nodig als “een duwtje in de rug”.
6. Bedank de geïnterviewde aan het einde nogmaals voor de tijd en de aangebrachte inzichten! Vertel hem of haar dat je hem of haar het transcript van het gesprek zult sturen als het klaar is, de geïnterviewde krijgt de vrijheid om de transcripten al dan niet na te lezen en aan te passen.

What would you do?

Instructions

If you have more than 18 students, make two copies of the activity.

Form groups of two or three students each. Each group gets two cards with “What would you do?” questions. Students discuss these within their groups. Afterwards, the lecturer leads a whole-seminar discussion about these questions.

<p>What would you do if your interviewee answers each of your questions with great care and a lot of detail – and you notice the time you agreed upon runs out?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if your interview is interrupted? Maybe you are interviewing a teacher, and another teacher steps into the room where you are conducting the interview.</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if the interviewee changes their mind and says they do not want to do the interview after all?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>
<p>What would you do if the interviewee seems to be very uncomfortable during the interview?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if you have the impression the interviewee does not understand your questions?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if an interviewee does not engage in eye contact?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>
<p>What would you do if you are not sure you understand your interviewee’s response?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if you yourself feel unsafe in the interview situation?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if the interviewee answers all your questions with “yes” or “no”?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>
<p>What would you do if the interviewee asks if they might bring a friend to the interview?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if you realize mid-interview that you have been misgendering the interviewee?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>	<p>What would you do if the space chosen for the interview is very noisy and potentially distracting?</p> <p><i>Discuss how you would respond OR what you could do to prevent the situation.</i></p>

Thematic Data Analysis: Deductive or Inductive?

Thematic analysis is one of the most commonly used analytical techniques in qualitative research. It consists of reading the data numerous times to identify patterns that shed light on the particular issue at hand. Through thematic analysis, researchers can identify recurring themes in the data and establish connections among them, which in turn allows researchers to make meaning of the ideas that are embedded in the data. Generally speaking, thematic analysis can be inductive or deductive. In inductive thematic analysis, the researcher does not have any preconceived notions, theories, or themes before engaging with the data. Instead, themes emerge from the voices of the participants. In contrast, in deductive analysis, researchers, after familiarizing themselves with a particular theory, begin with a set of predetermined themes or categories (usually no more than five) and analyze the data in light of those constructs.

Complete the table using the phrases and sentences describing aspects of deductive and inductive analysis in qualitative research.

1. Starts with predefined theories or concepts.	6. Quantitative research and structured interviews.
2. Little structure and allows for emerging themes or categories.	7. Highly structured and follows a predetermined framework.
3. Relies on preconceived theories, ideas, and assumptions.	8. Avoids preconceived ideas and allows new ones to emerge.
4. More flexible and adaptive to the data.	9. Usually follows a top-down approach.
5. Usually follows a bottom-up approach.	10. Develops new theories or concepts based on the data.

Aspect	Deductive Analysis	Inductive Analysis
Approach		Starts with data and seeks to identify patterns or themes.
Connection with theory	Tries to fit the data into existing theories.	
Structure		
Research process		
Preconceived Ideas		
Rigidity		
Normally used in...		Qualitative research, content analysis, and open-ended interviews.

Qualitative Analysis Template

Use the following template to conduct the analysis of your interview data. *Important note: In order to do this activity, you must have already transcribed your interview(s).*

<i>If you are doing deductive analysis</i>	<i>If you are doing inductive analysis</i>
<i>First record the previously identified themes in the "Category/Theme" column. Then, read the data to identify relevant quotes and assign them to one or more of the themes. Complete the remaining columns. In the column labelled "Code," you can note a word or phrase that describes the quote in greater detail. These codes can help you identify sub-categories within the main themes and offer a more nuanced understanding of the data.</i>	<i>Read the data and select the passages that interest you most. Then fill in the first three columns. In the column column labelled "Code," write a word or phrase that describes or summarises that particular quote. Then reread all the quotes and codes and try to find keywords (themes) that capture or describe the essence or main idea of each quote. Write those in the column "Category/Theme."</i>

<i>Paragraph</i>	<i>Line</i>	<i>Quote</i>	<i>Code</i>	<i>Category/Theme</i>

Read the descriptions below that elaborate on the column titles.

Paragraph: Write down the number of the paragraph from where you extracted the quote. This number should be clear in your interview transcript.

Line: Write down the number of the line where your quote starts and finishes.

Quote: Write here the quote or text that caught your attention.

Code: Write a phrase or sentence that describes or best summarizes the code. Write codes that are descriptive and make it easier for you to understand, further in the analysis, why you selected that particular quote.

Category/Theme: Depending on whether you are doing inductive or deductive analysis, fill this column before or after you have entered all the data. Read the the instructions above.

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Annexes

Annex 1 – Transcript 1: Video – Why Neurodiversity & TEFL?

Click [here](#) to watch the video.⁴

0:24: This course is based on the notion of neurodiversity and takes a holistic look at teaching English as a foreign language through the lens of neurodiversity.

Why do we draw on the notion of neurodiversity here?

0:42: First of all, a quick revision: What is neurodiversity? There are many different definitions, but they all have one thing in common: They acknowledge that people differ in how they think, and that as a consequence, some people find it easier to navigate society and daily life than other people. That is not because some ways of cognitive functioning are better than others, but because our world – in the sense of a majority world – is built in a way that makes it easy for some people, and harder for other people, to do what they want to do. You might have encountered this idea before - it is often called “the social model of disability.”

1:35: Furthermore, neurodiversity assumes that the fact that your brain works this way or that way, doesn't impact your value as a human being, or your right to fully and equally participate in society. Therefore, neurodiversity does not just imply that we should value the heterogeneity in ways brains work and people interact with their environment, but also that we should celebrate these differences and contribute to creating the kind of world in which everybody can live in a way that works for them and for their brain.

2:17: By the way: Some authors use the term “neurodivergent” to describe people who differ from the majority in how their brain works and how they interact with their environment. Instead of saying that somebody is neurodivergent, you could also say that they belong to a minority neurotype.

2:42: So, why is neurodiversity important for TEFL?

In this video, we will address three aspects.

First: It is important to know about the needs of neurodivergent learners, so you can create lessons that work for all learners in your classroom. As an added bonus, many of the things you can do to enable learning for neurodivergent learners can help all the learners in your classroom.

Second: One of the goals of the EFL classroom is to prepare learners to communicate with a wide range of people. In order to do so, we need to think about what goes into successful communication and how this relates to learners with different neurotypes.

And thirdly, we will talk about diversification in representation: Does the EFL classroom reflect the heterogeneity of society? The texts you read, the videos you watch, the pictures you see - do they reflect the true diversity of society, including on dimensions related to neurodiversity? And: Why is it important that the classroom does reflect this diversity?

⁴ This is the transcript of the video referenced in Module 2: What is neurodiversity?.

4:20: Let's talk about the first aspect: The importance of learning more about the needs of neurodivergent learners, and how to create lessons and learning environments that work for everybody in your classroom.

One thing is clear: While we all have some things in common when learning a language, we also differ from one another in some other ways. For example, input is always important for learning a new language. But, depending on what level you are at, some types of input might be too simple for you, or too hard - at least without additional scaffolding. Therefore, learner orientation has long played an important role in the EFL classroom. Andreas Bonnet, Professor of TEFL didactics, defines learner orientation as follows "Learner orientation in FLT [that is, foreign language teaching] means, making language teaching adaptive to the learners by taking into account their individual psychological dispositions (...) as well as their individual constructions of identity (...) in order to foster learner autonomy with respect to its functional (...) and critical (...) aspect."

5:51: Another aspect of learner orientation considers individual differences in attention and working memory, which researchers like Judit Kormos and Zhisheng Wen have found are important to understanding why some learners acquire new language more easily or rapidly than others.

Many EFL teachers want or need to go beyond learner orientation, adopting an explicitly inclusive perspective on teaching and learning. Inclusive pedagogy focuses on the creation of learning environments that – through, e.g., diversified materials – provide ideal approaches to learning for all.

6:39: Whether your goal is learner orientation or inclusive education, in both cases it will be helpful to understand the needs of your learners. When you learn more about the needs of neurodivergent learners and how to support them in your lessons, you develop your personal teaching toolkit that will serve you in many EFL teaching contexts. In other words: By engaging with the topic of neurodiversity, you can learn things that will help you to teach in a way that works for everybody in your classroom.

7:20: Now, let's talk about the second aspect. One of the goals of the EFL classroom is to develop communicative competence. Communicative competence - a notion originally developed by the linguist Dell Hymes - is the ability "to use the language for meaningful communication" (Richards 2006, 3). A person who has communicative competence can "use language for a range of different purposes and functions," can vary their "use of language according to the setting and the participants," and knows "how to maintain communication despite having limitations in one's language knowledge." Importantly, communicative competence is not just about speaking and listening - it can involve all modalities, and includes the ability to "produce and understand different types of texts."

8:24: One key aspect here is that communicative competence includes the ability to adapt the way we speak, depending on our interlocutors and the setting. Richards (2006) gives examples: When to use informal and when to use formal speech, or being aware of the differences between spoken and written language. But it is worth digging deeper here, and to look at more ways in which we need to adapt the way we communicate - as speakers and writers, as listeners and readers - based on our interlocutors, that is the people we are communicating with.

This is where communicative competence connects with intercultural communicative competence (ICC).

9:21: You might already be familiar with the concept of ICC. In case you haven't encountered it before: The basic idea underlying ICC is that communicative competence itself is not enough if your goal is to communicate effectively with people across different languages and/or different countries. Michael Byram, for example, suggests that an intercultural speaker needs certain attitudes and knowledge, but also skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness.

10:10: So, to summarize: One of the goals of the EFL classroom is the development of communicative competence that is the ability “to use the language for meaningful communication.” This involves adapting the way we speak and write based on setting and interlocutor and also taking differences between people and settings into consideration while listening and reading. We use the term “intercultural communicative competence” to stress differences connected to culture and language.

10:54: But: What does this have to do with neurodiversity?

When you learn more about different neurotypes, you will sometimes encounter descriptions of communication challenges related to specific neurotypes. Usually, these are framed as communicative deficits. Damian Milton, an autistic philosopher, has criticized this understanding. To counter this understanding, he has introduced the notion of the “double empathy problem.”

11:33: When people with different communicative styles communicate, this can be challenging. But, the challenge is not just due to one party in that communication. It is about differences between the parties. The neurodivergent person’s way of communicating may challenge the neurotypical person’s habits of communication - and the other way around.

If we view communication challenges from this perspective, we arrive at something very close to the notion of intercultural communicative competence. It’s not just about everybody learning to communicate in one specific way - but about knowing different ways to communicate, adapting to the person you are communicating with, and the setting you are communicating in at a specific point in time.

12:32: This can, of course, also include changing the setting to fit your needs or the needs of your interlocutor, or the ability to request such changes from others.

So, neurodiversity can be an important concept to take into account when looking at what “communicative competence” really means - both for neurotypical and neurodivergent communicators.

13:06: Finally, let’s talk about the third aspect: Representation. Imagine, for a moment, that you are a student who identifies as male. You open your textbook, and on every page, there are pictures of people. To be more precise, pictures of women in different everyday situations and professions: A group of girls queuing for ice cream, a surgeon, a firefighter, a homemaker. Pictures of women competing at the Olympics and Paralympics. Young women, old women; trans women, cis women; famous women, ordinary women - but only women, in each and every picture. All the stories, too, are about women. Female heroes, female explorers, female teachers, female criminals, and female detectives chasing them.

14:26: Maybe there is one chapter in which you find pictures of boys and men, and pictures of nonbinary children, teens, and adults. It’s a chapter that discusses the challenges of people who aren’t women. But this is the only chapter in which they are visible in any meaningful way.

Again, for this thought experiment, assume that you are a student identifying as male. Would this impact your English language learning experience in any way?

15:02: Now, switch your perspective for a second. Imagine you are a learner identifying as female. Would this have any impact on you, positive or negative?

Now imagine that you are a neurodivergent learner. Not only do you not encounter any texts about you, or images of you in your textbooks. When there is a discussion about you, it is because you need some things to be different than they are for everybody else.

15:42: When we are talking about neurodiversity and EFL learning, we can also make neurodiversity visible, by including it as a topic of the EFL classroom. Do learners read texts written by neurodivergent authors? Do they encounter a broad range of characters from different neurotypes?

16:06: To summarize: In this video, we discussed why neurodiversity is an important topic for the EFL classroom. We touched on three reasons: Learning about neurodiversity and from neurodivergent people can help us in creating lessons that support all learners. Learning about neurodiversity helps us in thinking about the goals of the EFL classroom, specifically communicative competence. And, last but not least, learning about neurodiversity can help us in thinking about neurodiversity as a topic in the EFL classroom, and about representation of neurodivergent people and neurodivergent cultures in the EFL classroom.

Annex 2 – Transcript 2: Video – Ethical Code and Data Privacy

Click [here](#) to watch the video.⁵

0:21: Welcome to our short introductory video about “Ethical standards and data privacy issues when interviewing neurodiverse individuals.”

0:33: Interviewing people for research is always a sensitive thing to do. The people you are interviewing are opening themselves up to you, in what may be some very personal ways.

0:46: This video will describe the things you do to protect the privacy and dignity of the people you interview, and how you also protect yourself within the scope of this project – both ethically (because it's the right thing to do) and legally (so you don't violate any laws).

1:09: The first issue is one of ethical standards. Universities hold researchers to high standards that require them to follow a code of conduct when they carry out research on human (or animal) subjects. Some parts of the ethical code are unwritten, or require you to promise something that cannot be easily checked or tested.

1:35: For example, we ask that you treat the people you interview well. It is important that you speak and act respectfully by, for example, reminding them they only have to answer questions they want to answer, not taking too much of their time, offering them breaks if they seem like they might want one, and by using an appropriate tone and the correct forms of address.

2:04: After the interview, you will be discussing what they said and reflecting on it with other students. Here, too, we ask you to be very respectful. Some things to remember are to avoid a deficit perspective and to validate the interviewee's point of view. Sometimes it can be difficult to value an interviewee's perspective and still critique it meaningfully. A good researcher will undertake extreme efforts to do this sensitively.

2:37: A good rule to keep in mind is this: Imagine your interviewee is sitting in front of you. Would you say to them what you say about them? Some parts of the ethical code are written down. Our ethical code requires you to get informed consent from the people you are interviewing or, if they are children or have a legal representative, from their guardians. The informed consent is a document you give to your interviewee.

3:10: The informed consent tells your interviewee how their information is going to be used. It also tells them how their information (that is their personal data) is going to be collected, stored, kept secure, and what will happen to it after the project.

3:29: Please do not simply hand the informed consent to the interviewee. Talk to them about its content. Assure them that you take their privacy seriously. Remind them that they do not have to do

⁵ This is the transcript of the video referenced in Module 6: Interviews I: Interviews as a research method.

the interview, and that they can change their mind in the middle. They can also decide afterwards if they don't want the interview used.

3:53: You need to tell the interviewee that you are recording them! For many people, this is a significant invasion of their privacy. You must make sure your interviewee knows that they will be recorded before the interview, and before you actually start recording.

4:12: The informed consent tells the interviewee what their rights are if they are unhappy with how their data is collected, used, or stored. They need to agree to the informed consent by signing it.

4:27: If you think the interview partner does not understand what they are signing, or that they feel pressured to do so, you have an ethical obligation to report this to the person in charge of the research project.

4:42: The second issue deals with data privacy, and especially, making sure you comply with General Data Protection Regulations (GDPR for short). You may be more familiar with the German abbreviation: DSGVO.

5:00: The GDPR goes hand in hand with the ethical standards – you cannot have ethical standards without following laws about how to handle personal data. In our case, the relevant GDPR requirements for the interviewee are found in the informed consent document that they sign. The parts of the informed consent that have to do with the GDPR involve informing the interviewee about how their data will be collected and used, and what rights they have regarding their data.

5:32: There are additional GDPR elements that you, as the interviewer, have to agree to. This includes agreeing to submit some files and delete other files at specific times after they are no longer needed. For example, you need to delete the audio file and any files that might reveal the identity of your interviewee when you are done with the transcription.

5:59: You also have to commit to keeping the data secure by, for example, not leaving it on shared computers or unsecured networks. Finally, you agree to not discuss your interviewee by name outside of your work group. As a researcher, you also have rights to your data.

6:19: We hope that this brief video gives you some insight into the several pages that we are asking you to sign, share with your interviewee, and return to us. We hope that, by viewing this video, we have explained both the “why” and “how” of ensuring ethical and legal standards of work with interviewees in research settings.

6:41: This brief summary cannot cover everything there is to know on the topics. If you have questions about these issues, please speak to your professor or professors!

Thank you!

Annex 3 – Transcribing Interviews

Instructions for the transcription activity:

1. Read the transcription rules by Dresing and Pehl. The book that explains these rules can be found at [this link](#) (written in German). Please follow the guidelines for the “**semantisch-inhaltliches Transkriptionssystem**” (pp. 20ff.), including the extended rules (“**Erweiterte inhaltlich-semantische Transkription**”). The more expansive rules (GAT / GAT2) are good for you to be aware of, but are not necessary for this project.
2. Choose a software, if you prefer. The authors of the book are also the creators of software that can help you transcribe more efficiently and accurately. The group of transcription products is called f4 and can be found on [this website](#). If you like, you can use [f4x](#) as a demo version for a total of 30 minutes by registering on the website. F4X will automatically detect the language (English or German) and create a first transcription of your interview. . Please note: f4x had difficulties with accented speech, dialect, and overlapping speakers, and will require a lot of post-editing.
4. Anonymize the finished transcription. None of these should be included in your transcript:
 - Any names, including nicknames.
 - The name of cities, universities, or companies the person is associated with.
 - Anything else that would allow somebody to identify the person.

Here is an example of an anonymized transcript:

“My name is [NAME], but everybody calls me [NICKNAME]. I live in [CITY] and attend [UNIVERSITY NAME]. [NAME OF SISTER] helped me get a job at [COMPANY]. Last year, I won [IMPORTANT NATIONAL SPORTS CONTEST].”

5. You do not need to transcribe introductory/small talk sections at the beginning and/or end.

Annex 4 – Finding Neurodivergent Voices – Resources

There are various ways you can find neurodivergent individuals who may be willing to speak with novice researchers about their language learning experiences. In all cases, sensitivity regarding the topic is very important. Examples include:

- Personal networks (yours or your students'). You may ask your students to ask their own peers, family members, friends, or young adults that they tutor, babysit, train, or supervise. Be sure to thematize issues of guardian and individual consent, potential conflicts of interest, and issues of anonymity.
- Organizations that represent the interests of neurodivergent individuals or that provide speakers about autism, ADHD, and dyslexia can be found with an online search for larger cities.
- Your university's office for students with disabilities may be able to contact neurodivergent students on your behalf. Here, also consider issues regarding privacy, anonymity, and potential conflicts due to power differentials. Some regions have qualification programs for individuals with cognitive impairment, training them as *Bildungsfachkräfte* to work with universities and other educational institutions as self-advocates and experts on inclusion.

Websites and Organizations

Country	Name	Link
Belgium	Vlaamse Vereniging Autisme (VVA)	https://autismevlaanderen.be/
	Autisme Centraal	https://www.autismecentraal.com/
	Sterkmakers in inclusie	https://www.autisme.be/
	Participate	https://www.participate-autisme.be/
	Magali De Reu: journaliste, activiste	https://www.magalidereu.be/
	Ervaringsblog	https://tistje.com/
	Over ADHD	https://www.zitstil.be/
	Netwerk Leerproblemen in Vlaanderen	http://www.netwerkleerproblemen.be/
Germany	Institut für Inklusive Bildung	https://inklusive-bildung.org/
	Autismus – Forschungs – Kooperation	https://www.autismus-forschungs-kooperation.de/
	Aleksander Knauerhase	https://aleksander-knauerhase.de/
	Zentrum für Autismus-Kompetenz	https://www.zak-hannover.de/
	AlphaProf	https://alphaprof.de/
	Ohrenkuss	https://ohrenkuss.de/projekt/

Multimedia Resources

Type of resource	Link
Blog entry	35 neurodiversity podcasts
Blog entry	15 dyslexia podcasts
ADHD podcasts	20 ADHD podcasts https://www.choosingtherapy.com/adhd-podcasts/
Video – TEDTalks about ADHD	This is what it is really like to live with ADHD by Jessica McCabe I have ADHD. What is your superpower? By Negar (Nikki) Amini Why you're wrong about ADHD by Martha Barnard-Rae ADHD Redefined by Brooke Matson
Video – TedTalks about autism	What it's really like to have autism by Ethan Lisi Why everything you know about autism is wrong by Jac den Houting The world needs all kinds of minds by Temple Grandin
Video – TedTalks about Dyslexia	The creative brilliance of dyslexia by Kate Griggs The secret upside of dyslexia: not a disability but a superpower by Ryan Conlan The true gifts of a dyslexic mind by Dean Bragonier
Video – TedTalks about Dyscalculia	My world without numbers by Line Rothmann When things don't add up: Learning with Dyscalculia by Silvie Titterton