



# Special Educational Needs in Technology-Enhanced Language Teaching

October 9th, 2019  
By Simon Zuberek





# Compare and Adapt

- Where do you turn to for ideas, advice, or help on the use of ICT in special education context?
- Turn to your neighbor and discuss your experiences with using ICT to address special education needs? Do you think your practices would be applicable in your neighbor's classroom? Would you find your neighbor's suggestions suitable for your students?





# Look Back and Remember

- Did you take advantage of adaptive technologies in the past, when working with special-needs students? Are you utilizing the current technologies? In what direction would you like to see these technologies develop, and what should one do to be ready to use them?





# Identify, Assess and Provide

- How do you assess your students' special needs? What resources do you tend to consult to address them?





# Differentiate, Support and Collaborate

- Individually or with your neighbor, take a look at one of the case studies from the chapter. Have you ever worked with a similar student? If so, how did you approach this challenge?
- If not, can you think of ways in which technology could be leveraged to help such a student in your classroom? How would you go about implementing it?





# Observe and Verify

- How would you evaluate the effectiveness of the solution you have introduced?





# Research, Develop and Network





# Feedback

- [menti.com](https://www.menti.com)
- Code: 12 60 37





# Upcoming Events

- **Friday, October 11th, 2019 (2pm - 4pm)** - *The Plight of Epistemological Racism, Southern Theory, and Scholarly Ethics* with Ryuko Kubota of the University of British Columbia
- **Thursday, October 17th, 2019 (4pm - 5pm)** - Second LRC Workshop on Language Teaching with Technology
- **Wednesday, October 23rd, 2019 (4pm - 5pm)** - CALL and the Inclusive Language Classroom (Part 2)



*The End*

