In this session, we will learn about how to apply universal design for learning (UDL) and inclusive teaching strategies to ensure that language learners receive meaningful and accessible instruction that recognizes the diverse strengths and weaknesses that students bring to the classroom.

This presentation will:

• explore how incorporating a UDL approach can lead to classroom instruction that fosters creativity and student autonomy, while increasing learners’ motivation.

• provide a set of tools that EFL teachers can use to accommodate diverse student populations ensuring that all learners can demonstrate their understanding of classroom content.
Rosa Dene began her teaching career in Bolivia, and since then she has taught in Colombia, Mexico, South Korea, and the United States.

Rosa Dene is a professor in the Department of Foreign Languages and Cultures at Universidad de La Sabana in Chia, Colombia, where she teaches in both the undergraduate and graduate programs.

She holds a Master of Arts in TESOL degree from Portland State University. Her research areas include supporting students with learning differences, World Englishes, critical pedagogies, rural communities and language education, teacher and student identity, and intercultural communication.
Increase Student Motivation with Universal Design in Mind
Today we will...

• Define Universal Design for Learning (UDL)

• Identify the types of learners that UDL can support

• Experience and reflect on why students sometimes struggle in the language classroom

• Develop an understanding of three UDL principles

• Explore activities and strategies for applying UDL principles in the EFL classroom
What types of learning challenges do students face in the EFL classroom?

(Hint: Think about limitations or barriers to learning that both “strong” and “weak” students might face.)
What is Universal Design for Learning (UDL)?
Universal Design for Learning: an approach that uses a variety of teaching methods to remove barriers that students might have in the classroom, while also creating equal opportunities for students to succeed.
Which students does UDL serve?
All students!

Including students with...

- Physical impairments
- Learning differences
- Attention issues
- And all others
What types of activities or parts of a language class might be especially challenging for Freddie?
Please take out a pen or pencil and a piece of paper.
Directions

**Step 1:**
Copy the text using only the hand that you do NOT normally write with.

- If you are right-handed, write with your left hand.
- If you are left-handed, write with your right hand.

**Step 2:**
Cover your opposite eye with your free hand while you write.
Ready
A core concept of the UDL approach is that educational institutions need to reduce the barriers that impede access to materials while at the same time provide flexibility in how students achieve their goals. The universal design approach allows instructors to think differently about teaching because it removes the focus from the individual learner and his or her “ability” to master the material and instead requires instructors to provide a variety of acceptable formats through which each student may engage the material.
Please, put your pen or pencil down...
Let us know in the chat if you copied the whole text.

If not, tell us why this task was difficult.
How did this activity make you feel?
Does anyone remember what they read?
A core concept of the UD approach is that educational institutions need to reduce the barriers that impede access to materials while at the same time providing flexibility in how students achieve their goals.

The universal design approach allows instructors to think differently about teaching because it removes the focus from the individual learner and his or her “ability” to master the material and instead requires instructors to provide a variety of acceptable formats through which each student may engage the material....
“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.”

- Albert Einstein
UDL was born from the idea that....
UDL creates a window of opportunity
UDL: Three Core Principles

1. **Provide multiple means of representation**
   Teachers present and practice language-learning content and information in a variety of ways
   *Focus: deliver learning content in diverse ways to develop knowledge and skills*

2. **Enable multiple means of action and expression**
   Teachers enable students to engage with content and demonstrate their learning in more than one manner
   *Focus: allow students to show what they know or can do in different ways*

3. **Support multiple means of engagement**
   Teachers understand that different factors motivate individual students to learn; they use diverse instructional approaches
   *Focus: foster motivation and commitment to learning*
Principle 1: Provide multiple means of representation

- Provide access
- Provide guided practice and support
- Encourage independence

Goal: develop knowledgeable learners

- Present language learning information in different ways
  Example: Students watch an English-language movie with English subtitles on
Language learning and awareness

- Auditory learning and awareness
- Visual learning and awareness
- Tactile learning and awareness
- Kinesthetic learning and awareness
Provide all students with access to visual support, while listening to texts

- Audio books and recordings
- Text-to-speech software
- Peer reading
Principle 2: Enable multiple means of action and expression

Provide access

Provide guided practice and support

Encourage independence

• Offer different paths to achieve the same learning goal
• Vary response formats (output)

Example: One student might choose to take a written test, while another one might choose to do an oral presentation

Goal: develop confident, goal-directed learners
If we know our students experience learning differently, then why shouldn’t we give them choices?
Provide students assignment options

<table>
<thead>
<tr>
<th>CREATE YOUR OWN PIZZA</th>
<th>CALORIES ARE LISTED PER SLICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHOOSE YOUR SIZE &amp; CRUST</td>
<td></td>
</tr>
<tr>
<td>THIN &amp; CRISPY</td>
<td>PAN</td>
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<tr>
<th>CHOOSE YOUR SAUCE*</th>
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</thead>
<tbody>
<tr>
<td>TOMATO SAUCE (10 Cal), SPICY MARINARA (10 Cal), WHITE GARLIC SAUCE (30-50 Cal), BBQ (10-20 Cal)</td>
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</tbody>
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<tr>
<th>CHOOSE YOUR TOPPINGS*</th>
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<tr>
<td>MEATS</td>
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<tr>
<td>BACON (45-60 Cal), BEEF (40-45 Cal), CHICKEN (15-20 Cal), HAM (10-15 Cal), PEPPERONI (25-35 Cal), SALAMI (25-30 Cal), ITALIAN SAUSAGE (40-50 Cal)</td>
</tr>
<tr>
<td>VEGGIES</td>
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<tr>
<td>BANANA PEPPERS (0-5 Cal), GREEN PEPPERS (0 Cal), JALAPENOS (0-5 Cal), FRESH MUSHROOMS (5 Cal), BLACK OLIVES (10-15 Cal), FRESH ONIONS (0-5 Cal), PINEAPPLE (10 Cal), ROASTED RED PEPPERS (0 Cal), FRESH BABY SPINACH (0 Cal), TOMATOES (5 Cal)</td>
</tr>
</tbody>
</table>

2,000 CALORIES A DAY IS USED FOR GENERAL NUTRITION ADVICE, BUT CALORIE NEEDS VARY ADDITIONAL NUTRITION INFORMATION AVAILABLE UPON REQUEST

*ADDED CALORIES FOR 1 TOPPING PIZZA
Example of assignment options for a speaking assessment

- Poster presentations
- Podcast and video presentations
- Group presentations
Principle 3: Support multiple means of engagement

Provide access

Provide guided practice and support

Encourage independence

Goal: develop purposeful, motivated learners

- Plan to incorporate your students’ interests, individual choice, and collaboration in your instruction

Example: Give students opportunities to collaborate and share ideas in order to create a positive learning environment
Facilitate collaboration

Group work

Debates and team work

Pair work

Group work provides the teacher with the opportunity to informally assess students, give feedback, and provide additional support.
Learning stations or learning centers

Stations provide students with the foundation to develop agency and autonomy.
UDL: Three Core Principles

1. Provide multiple means of representation
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2. Enable multiple means of action and expression
   Focus: allow students to show what they know or can do in different ways

3. Support multiple means of engagement
   Focus: foster motivation and commitment to learning
Remember to keep Universal Design for Learning in mind because....
Tell me, and I’ll forget. Show me, and I may remember. Involve me, and I’ll understand.”

- Chinese Proverb


Thank you!

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