

IMPORTANCE OF TEACHING STRATEGIES FOR A2 ENGLISH LANGUAGE LEARNERS IN INCLUSIVE CLASSROOMS.

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The A2 level in the Common European Framework of Reference for Languages (CEFR) represents a crucial stage for English language learners. At this level, students are expected to understand and use basic everyday expressions and simple sentences (Council of Europe, 2001).[1,4] Vocabulary acquisition is paramount at this stage, as it forms the bedrock for further language development and communicative competence. However, the challenges are magnified when these learners are integrated into inclusive educational classrooms, which cater to a wide spectrum of abilities and learning needs. Learners can easily and naturally do this in their own language and they cannot do this in foreign language[5]. Inclusive settings require educators to implement differentiated strategies that address the diverse learning profiles of all students. This article aims to identify and explore research-backed, practical pedagogical approaches for vocabulary instruction that can effectively support A2 level ELLs within these inclusive environments.

A2 Level and Inclusive Education

The A2 Learner: This section will define the typical linguistic and communicative abilities of an A2 English learner. It will highlight the core vocabulary needs and common challenges faced at this level (e.g., understanding basic verb tenses, everyday vocabulary).

Inclusive Education: This part will define an inclusive classroom and its specific implications for language teaching. We will also highlight diverse learning needs, including neurodiversity, learning disabilities, and physical impairments, and address their specific impact on vocabulary acquisition. [2,3]

Here are some important factors to pay attention to in teaching.

- **Positive Classroom Culture:**

Foster a Growth Mindset: Encourage students to view mistakes as learning opportunities. Use phrases like "That's okay, let's try again," and celebrate effort alongside achievement.

Emphasize Community: Design activities that encourage collaboration and peer support. Implement classroom rules that promote respect and understanding.

Celebrate Diversity: Acknowledge and appreciate the different cultures, backgrounds, and abilities present in the classroom.

- **Clear and Consistent Routines:**

Visual Schedules: Use visual aids to illustrate the daily or weekly schedule. This helps students anticipate what's coming next and reduces anxiety.

Consistent Procedures: Establish clear procedures for common classroom tasks (e.g., asking questions, transitioning between activities). This creates a predictable and safe learning environment.

- **Differentiated Instruction:**

Flexible Grouping: Group students based on their needs for specific activities. Use mixed-ability groups for collaborative tasks and homogeneous groups for focused skill development.

Multiple Means of Engagement: Offer a variety of ways for students to participate (e.g., drawing, writing, speaking, acting).

Choice and Agency: Allow students to choose tasks, topics, or materials whenever possible. This increases motivation and engagement.

- **Building Relationships:**

Get to Know Your Students: Make an effort to learn students' names, interests, and strengths.

Active Listening: Pay attention when students speak, and acknowledge their contributions.

Provide Individual Support: Offer personalized assistance to students who are struggling.

Specific Considerations for Diverse Learners:

- Students with Learning Disabilities: Provide extra support with decoding and comprehension. Offer modified materials and extra time.

- Students with Autism Spectrum Disorder: Use visual supports and structured routines to reduce anxiety. Provide clear and concise instructions.

- Students with Visual Impairments: Provide tactile learning materials and audio recordings. Ensure materials are in large print or Braille.

- Students with Auditory Impairments: Use visual aids and sign language. Ensure the classroom is well-lit and that students can see the teacher's mouth.

- Students with Mobility Challenges: Adapt activities and provide assistive technologies to ensure full participation.[3,12]

Assessment and Feedback:

- Formative Assessment: Regularly check students' understanding through observation, informal quizzes, and exit tickets.

- Variety of Assessment Methods: Use a mix of activities for assessment – speaking, listening, reading, and writing.

- Constructive Feedback: Provide specific and encouraging feedback to help students improve. [5,3]

By implementing these strategies, educators can create inclusive classrooms that effectively support A2 level English language learners in acquiring vocabulary and achieving their full potential. This paper underscores the critical role of vocabulary acquisition in language development and highlights the necessity of differentiated instruction to support A2 level ELLs in inclusive classrooms. By combining explicit vocabulary instruction with contextualized learning, visual and sensory supports, and collaborative and interactive activities, educators can create an environment that fosters meaningful vocabulary acquisition for all learners. Future research should explore the long-term effectiveness of these strategies in inclusive settings and further investigate specific approaches to vocabulary learning for students with diverse learning profiles.

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