

Guiding questions

Erlam et al., 2021

- 1) How do Erlam et al. (2021) define inclusion? p. 19
- 2) How do the authors characterize an inclusive language classroom? p. 20
- 3) What tensions could arise when striving for inclusion? p. 20
- 4) How do the authors define language aptitude? p. 20
- 5) What does 'lower' aptitude not mean? p. 21
- 6) Why can the term language aptitude be misleading? p. 21
- 7) How do the authors define working memory? p. 22
- 8) In how far can testing aptitude be problematic for teachers? p. 22
- 9) How can teachers cater to varying aptitude levels? p. 23
- 10) How do the authors define motivation? p. 24
- 11) Is motivation a stable trait or a dynamic process? p. 24
- 12) What is the ideal L2 self? p. 25
- 13) What does the "+ve" stand for in Figure 2.1? p. 26
- 14) How do the authors define learner engagement? p. 26
- 15) Which 3 types of engagement do the authors list? p. 26
- 16) What does it mean when the authors describe engagement as 'malleable'? p. 27
- 17) How can engagement be promoted (Frederick et al., 2004)? p. 32
- 18) What does SpLD stand for? p. 33
- 19) What is the interactional view of disabilities? p. 34
- 20) What are accommodations? p. 35
- 21) What is formative assessment? p. 38