REVISTA RAÍDO
FLUXO CONTÍNUO
OPEN ACCESS
UFGD editora
DOI: 10.30612/revi.v12i24.10093

The Teaching of Additional Languages to Students with Specific Learning Difficulties: Challenges and Possibilities of Engagement

O Ensino de Línguas adicionais para Alunos com Dificuldades Específicas de Aprendizagem: Desafios e Possibilidades de Engajamento

Miriam Sester Retorta (UTFP)
E-mail: msretorta@gmail.com
Orcid: https://orcid.org/0000-0003-4891-5659

Juliana Reichert Assunção Tonelli (UEL)
Bolsista Produtividade em Pesquisa do CNPq
E-mail: jtonelli@uel.br
Orcid: https://orcid.org/0000-0001-5102-5847

Abstract: This essay discusses the right of students with disabilities to have their school syllabus and teaching methods adapted according to their specific needs, as outlined in Brazilian Law No. 9394/96 and No. 13.146/2015. It presents challenges and possibilities of adapting lesson plans and materials for students with visual impairments, autism spectrum disorder (ASD), and dyslexia, using a Socio-discursive Interactionism (SDI) theoretical-methodological perspective in language teaching. For visually-impaired students, the use of tactile materials, audio resources, verbal descriptions, and assistive technology are suggested when working with genres, but this paper also highlights the difficulty of interpreting graphics, tables and other visual representations. For students with ASD, studies have shown that using a didactic sequence can be effective for teaching different genres to students in the spectrum while promoting integration in the classroom. For dyslexic students, it is paramount to focus on guiding students to communicate in practical and meaningful ways from a socio-discursive perspective. Overall, the essay suggests

that teachers should tailor their lesson plans to the specific needs of each student with disabilities or with special learning difficulties, using a genre-based teaching approach.

Keywords: Additional languages; Students with disabilities; Students with specific learning difficulties; Socio-discursive interactionism.

Resumo: Este ensaio discute o direito do aluno com deficiência de ter seu currículo escolar e métodos de ensino adaptados de acordo com suas necessidades específicas, conforme previsto nas Leis brasileiras nº 9.394/96 e nº 13.146/2015. Apresenta desafios e possibilidades de adaptação de planos de aula e materiais para alunos com deficiência visual, transtorno do espectro do autismo (TEA) e dislexia, utilizando uma perspectiva teórico-metodológica interacionismo sociodiscursiva (ISD) no ensino de línguas. Para alunos com deficiência visual, sugere-se o uso de materiais táteis, recursos de áudio, descrições verbais e tecnologia assistiva no trabalho com gêneros, mas este trabalho também destaca a dificuldade de interpretação de gráficos, tabelas e outras representações visuais. Para alunos no TEA, estudos têm mostrado que o uso de uma sequência didática pode ser eficaz para o ensino de diferentes gêneros para estes alunos, promovendo a integração em sala de aula. Para alunos disléxicos, é fundamental focar em orientar os alunos a se comunicarem de maneira prática e significativa de uma perspectiva sociodiscursiva. No geral, o ensaio sugere que os professores devem adequar seus planos de aula às necessidades específicas de cada aluno com deficiência ou com dificuldades específicas, usando uma perspectiva de ensino baseada em gênero.

Palavras-chave: Línguas adicionais; Alunos com deficiências; Alunos com dificuldades específicas de aprendizagem; Interacionismo sociodiscursivo.

Recebido em: 02/05/2023

Aceito em: 23/08/2023

INTRODUCTION

The inclusion of students with disabilities[1] and students with specific learning difficulties (SpLDs)[2] in public and private fundamental, secondary or tertiary educational environments represents a challenge for all those involved with education. Since the Salamanca Statements (UNESCO, 1998) which reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs, the Brazilian government has been engaged in establishing parameters to enhance inclusive education in our country.

Right after the Salamanca Statements in 1994, Law No. 9394/96 of Lei de Diretrizes e Bases da Educação Nacional[3]- LDB (BRASIL, 1996) was conceived and implemented. Concerning inclusive education, Art. 58 states that 'for the purpose of this law, special education is understood to be the type of school education, preferably offered in the regular education system, for students with special needs. Therefore, ever since this law was enacted, fundamental, secondary and tertiary institutions have been receiving students with several kinds of impairments[4].

In this context, the Ministry of Education and Culture (MEC) has launched various programs and publications in favor of inclusion. Among some of them are theoretical references, such as the Ensaios Pedagógicos: construindo escolas inclusivas[5] (BRASIL, 2006a), Saberes e práticas da inclusão - Ensino Fundamental[6] (BRASIL, 2006b) and saberes e práticas da inclusão: desenvolvendo competências para o atendimento às necessidades educacionais especiais de alunos cegos e de alunos com baixa visão[7] (BRASIL, 2006c).

1 "Students with disabilities" refers to individuals who have impairments (commonly permanent impairments), whether physical, cognitive, sensory, or emotional, that can substantially affect their ability to engage in educational activities and participate fully in the learning process.
2 "Students with specific difficulties" typically refers to individuals who face challenges in certain areas of learning (reading, writing, mathematics and other subjects) or development but might not necessarily have a diagnosed disability. In most cases, these students face temporary difficulties.
3 Law of Guidelines and Bases for National Education.
4 "Impairment" refers to a condition, physical or cognitive, that negatively affects an individual's normal functioning, abilities, or capacities. It can refer to a wide range of limitations, whether they are related to physical health, sensory abilities (such as vision or hearing), mental health, cognitive processes (such as memory or attention), or other aspects of an individual's overall well-being. Impairments can vary in severity and can impact a person's daily life activities, interactions, and participation in various aspects of society, including education, work, and social engagement.
5 Pedagogical Essays: building inclusive schools.
6 Knowledge and Practices of Inclusion - Primary school.
7 Knowledge and Practices of Inclusion: developing skills to meet the special educational needs of blind students and students with low vision.

In 2015, the Brazilian Estatuto da Pessoa com Deficiência Lei nº 13.146 2015 (BRASIL, 2015b).[8] was sanctioned and aimed to promote, under conditions of equity, the exercise of fundamental rights and freedoms for people with disabilities, mainly through social inclusion. This regulation has been a mark on inclusion once it reinforced the importance of approval of funding by the public authorities in projects that contribute to the accessibility of a guaranteed right for people with disabilities or with reduced mobility to live independently and exercise their rights of citizenship and social participation.

One of the consequences of this statute was the establishment, almost five years after the institution of the law of quotas in universities and federal institutes in the country, of a new group, students with disabilities. In 2017, the decree for quotas (Diário Oficial, April 24, 2017 (BRASIL, 2017) came out in order to serve as a stimulus for people with disabilities to complete and continue their studies in higher education.

It is worth noting that Brazil has committed to implementing the Treaty of Marrakech through the passing of Decree No. 10,882/2021. To achieve this, the country must take several steps, such as creating laws and regulations to ensure that individuals with visual impairments have access to works in an accessible format, promoting international cooperation to facilitate the exchange of accessible works (papers, articles, books among other publications) between signatory nations, and implementing measures to prevent copyright abuse and infringement (BRASIL, 2021).

The aim of such laws and publications is to guide teachers/professors from different disciplines on how to work with the issue of inclusion in the classroom. There is, therefore, a governmental movement in favor of the school inclusion of people with disabilities, even if, in practice, every initiative in this direction depends, among other things, on investments and concrete actions inside and outside the school context. One example would be that children with disabilities have the right to receive support from tutors or special education professionals within the classroom setting. Another example would be that schools have an obligation to provide a physical environment that is accessible for children with disabilities, including those who use wheelchairs or tactile paving/tactile ground surface indicators for blind students.

8 Law for the Inclusion of People with Disabilities.

Despite having four major national laws for inclusion in educational institutions, the Brazilian Estatuto da Pessoa com Deficiência (Law No. 13,146, of July 6, 2015 (BRASIL, 2015a), the Constituição Federal de 1988[9] (BRASIL, 1988.), the Lei de Diretrizes e Bases da Educação Nacional (BRASIL, 1996) and the Plano Nacional da Educação[10] (BRASIL, 2014), students with disabilities find many barriers to their effective inclusion in society. Be it the lack of accessibility; of financial investment in projects for teachers, students and schools; social prejudice; issues with mobility and absence of training programs for teachers and stakeholders on how to incorporate inclusive teaching in the classroom.

Thus, the challenges that teachers and students face are not few and in our additional language class, it is no different once the language teacher has to deal with several students with different disabilities in the same crowded classroom with little or no support at all (Ferreira; Almeida, 2017; Tonelli *et al*., 2017). However engaged the teachers are in trying to adapt their classes to their students with disabilities, the lack of detailed knowledge of each disability, their students' limitations and strengths makes it difficult, if not impossible, to provide quality education for these students, mainly concerning the teaching of additional languages, which is the scope of this paper.

This essay is situated in the Applied Linguistics field and its objective[11] is to reflect upon the challenges and possibilities of teaching additional languages to students with disabilities and/or with specific learning difficulties under a genre-based approach. For this purpose, we bring examples of research carried out under genre-based proposals, including the socio-discursive interactionism perspective (SDI) (Bronckart, 1999, 2006). More specifically, we aim at pointing out some possibilities of teaching additional languages by means of textual genres since, according to Bakhtin (1992), discourse genres are types of utterances that are defined by their social function, structure, and style. They are not fixed or rigid categories, but rather dynamic and constantly evolving forms of communication that are shaped by the historical and cultural leicontexts in which they are used. Bakhtin argues that discourse genres are inherently dialogic, meaning that they are always in conversation with other genres and forms of communication. They are not isolated or self-contained, but rather exist in relation to other genres, and are influenced by and shape the social and cultural practices of the communities that

9 Federal Constitution of 1988.
10 National Plan for Education.
11 The authors would like to thank Professor Otto Henrique Silva Ferreira for constructive criticism of the manuscript.

use them. For Bakhtin, discourse genres are not simply formal categories, but are intimately tied to the ways in which people understand and make sense of the world around them. They are a crucial part of the social and cultural practices that shape our lives and are constantly evolving and adapting to new contexts and situations.

This text is organized in three sections apart from this introductory part. First, we talk about the theoretical framework which underlie our discussion. Next, we refer to the design of this study. Then, we focus our argument on three specific groups: the visually-impaired, students on the ASD and with dyslexia. Finally, we close this essay with suggestions and possibilities.

1. THE TEACHING OF ADDITIONAL LANGUAGES BY MEANS OF GENRES: POSSIBILITIES OF ENGAGEMENT

In this section, we present the theoretical framework concerning teaching additional languages in the light of the SDI perspective in order to provide some examples on how this theoretical-methodological construct has been incorporated in teaching proposals devoted to include students in language classrooms.

In the last twenty years, a significant amount of research has been conducted in the field of teaching additional languages from the perspective of SDI (Bronckart, 1999, 2006). As a Human Science perspective, this allows for a broader understanding of how language can be comprehended, thus benefiting those interested in the field (Cristovão, 2001, 2007; Ferrarini, 2009; Lenharo, 2016; Magiolo, 2021, Petreche, 2008; Sánchez, 2016; Santos, 2022; Stutz, 2012; Tonelli, 2005).

The term textual genre, by convention, given its recurrence in everyday life, refers to the different forms, characteristics and languages of various texts, whether oral and/or written, digital or non-digital, which are part of communicative relations and human social interaction (Bronckart, 2006). According to Cristovão (2001), the teaching of textual genres should be integrated into a broader pedagogical approach that emphasizes the social and cultural contexts of communication. She argues that students should not only learn how to recognize and produce different genres of texts but also understand the social and historical factors that shape them. She also advocates, based on the SDI perspective, the use of textual genres in teaching reading

and how didactic models of genre can support the analysis of teaching materials for additional languages. In view of such perceptions, we take, for example, tales, fables, poems, menus, cartoons, comic strips, news, reports, reviews, emails as an endless list, which goes from the simplest to the most complex, with regard to their use and practicality.

Bakhtin (1992, p. 279), which relates “all spheres of human […] activity to the use of language” and considers that each of these spheres “involves a repertoire of discourse genres”, brings in the midst of these discussions and assertions, a series of studies referring to the theories of language and needs of understanding around the textual genres. Among the statements that gain recurrent notoriety in the works focused on this theme, is the one defended by Marcuschi (2002, p. 22) where, according to the author, “verbal communication is only possible by some textual genre”.

In this sense, the textual genres, according to the authors above mentioned, are all texts (oral and/or written) that circulate socially and aim at effecting the process of communication and verbal interaction between individuals. What also inserts in the context of the discussion, the social function of genre, since it enables interaction and coexistence in society. The genres start to have, from this view, an extremely pragmatic and contextualized character. Hence, one is faced with a concept that refers not only to one of the didactic-methodological possibilities of additional languages teaching in the classroom, but to a concept closely related to the constitution of the subject in society, from an interactive activity, affected primarily by language.

Concerning Special Education, researchers who are inserted in the inclusion field have been discussing the importance of effectively including students with any impairment considering their rights to learn an additional language taking into account the possibilities that such learning may bring to them (Johnson, 2010, 2015). The acquisition of new communication skills, the opportunity to participate more actively in social and cultural activities, and the potential for enhanced academic and career opportunities are some of the rights that need to be potentialized. Johnson (2010) has emphasized the need for inclusive and accessible language learning environments that provide appropriate support and accommodations for students with different types of impairments.

In any case, it seems to be clear that effective language education is essential for students with impairments, and that ensuring their inclusion in language learning programs is an important step towards promoting their full participation and success

in society. As such, it is important for educators, policymakers, and other stakeholders to continue to work towards the development of inclusive and accessible language learning environments that meet the needs of all students, regardless of their individual abilities or impairments.

2. THE STUDY DESIGN

This essay falls within the scope of Applied Linguistics, an interdisciplinary field of language research that aims to shed light on social matters where language plays a pivotal role, as defined by Lopes (2009). The arguments presented here were conducted based on discussions and questioning about how to teach students with disabilities and SpLDs. Hence, our main goal is to gain insights and a deeper understanding of the topic at hand, by interweaving concepts of the socio-discursive interactionism perspective to the adaptation of class teaching and didactic materials to these students. Therefore, we will be engaged in an exploratory view once the main goal of exploratory study is to gather preliminary information, insights, and understanding about the problem, which can help in developing a more specific question and hypothesis for further investigation, and thus, talk about the drawbacks and benefits of advocating for a socio-discursive interactionism approach to language teaching.

3. DEFINING THE EDGES

Students with disabilities and SpLDs are entitled to have their school syllabi modified as well as the teaching methodology, and the teaching material according to their specific needs as per Law No.9394/96 and No. 13.146/2015. Different types of adaptations may be necessary depending on the nature of the disability, such as changes to the material format or content, additional time for assignments and exams, assistive technology, or teacher/aide support. To adapt lesson plans and materials for d or SpLDs students, we advocate using a SDI theoretical-methodological perspective h to language teaching.

Therefore, in this section, we present some challenges and some possibilities which may help us define the edges concerning teaching proposals developed by researchers engaged in SDI facing the challenges of teaching languages to students with disabilities.

Since our focus is pointing out some possible directions to the teaching of additional languages to SpLDs, our aim is to discuss some drawbacks and benefits when adapting didactic materials oriented by different genre-based frameworks, including the SDI. Also, the range of specific educational needs is large and, for this reason, in this essay, we turn our attention to three of them: visual impairments, ASD and dyslexia.

We will start our discussion with the visually-impaired students. Teaching a language to visually-impaired students requires careful consideration and planning to ensure that they have access to the same language learning opportunities as their sighted peers. The approach and some factors should be considered when teaching a language to students with visual impairment like the use of tactical materials, such as Braille, raised line drawings, and tactile diagrams, can help students understand visual concepts related to language. Audio resources, like recordings of language materials, can assist students in learning new vocabulary, grammar rules, and pronunciation. To aid in understanding visual materials, verbal descriptions should be provided. Assistive technology, such as screen readers or text-to-speech software, can help visually-impaired students access digital language materials. However, little is known about what text genres should be either carefully adapted or used with the help of a sighted person.

As an example, the textual genre comic strip uses a sequence of images or illustrations arranged in panels to tell a story or convey a message. They usually have recurring characters and can include dialogue, captions, or sound effects to express meaning.

On this matter, Oliveira (2018) proposes the teaching of Spanish to children based on that genre with activities organized in a Didactic Sequence (Dolz, Noverraz, Schneuwly, 2004). In order to include all the students, the author used the main characteristics of the comic strips to indicate possible adjustments that can benefit all the students, not only the visually-impaired ones.

Other examples of challenging genres for blind students are the reading of graphics, tables, maps, charts and other types of visual representations. Despite the potential benefits of technology in assisting blind students to access educational materials and participate in academic activities, there may be obstacles in effectively interpreting visual representations because we may raise the question about who, in fact, is interpreting the text: the screen reader or the audio descriptions? This is because reading visual representations requires visual literacy skills, which can be

challenging for those who lack their own visual knowledge to read these types of genres. Furthermore, assistive technology and tactile materials may be time-consuming for both teachers and students. However, there have been studies that show how technology, such as social media on smartphones, can be used to teach English to blind students effectively. For example, Retorta and Cristovão (2017) found that visually-impaired Brazilian students were able to learn English through reading posts and listening to podcasts on WhatsApp and Facebook mobile. Thus, teachers and evaluators should consider the individual student's needs and preferences and their objectives in using these genres with visually-impaired students.

Other Brazilian researchers also conducted studies on how to promote the teaching of English to visually-impaired students. The book organized by Medrado (2014), for instance, explores strategies and methodologies, under the theoretical and methodological assumptions of the SDI, that can be used to include visually-impaired students in additional language teaching, as well as assistive technologies that can be used to facilitate the learning process for these students. In addition, the book presents case studies offering concrete examples on how inclusive practices can be implemented.

Turning our discussion to students with ASD, we would first like to highlight that the number of students with ADS has been increasing in the world. According to the Centers for Disease Control and Prevention (CENTERS FOR DISEASE CONTROL AND PREVENTION, 2020) in 2004, the number reported by the CDC was 1 in every 166. By 2012, this number had risen to 1 in 88. In 2018, it further increased to 1 in 59. In the latest CDC publication in 2020, the prevalence stood at 1 in 54.

In 2018, the Brazilian Institute of Geography and Statistics (IBGE) released a survey that found that the number of people with ASD in the country had increased by 33.8% compared to the last survey carried out in 2011. According to the survey, about 2 million people in Brazil are on the spectrum[12].

Therefore, the growth trend of students diagnosed within the ASD calls our attention to how we will adapt our classes to receive these students, and to do so, we teachers need to be aware of these students' condition, which affects social communication, interaction and behavior.

In relation to language learning, students with ASD, may present difficulties with language comprehension and interpretation which can vary widely among individuals.

12 The statistics about ASD in Brazil from the 2022 census will be available by 2025.

Some individuals with ASD may have no difficulty understanding metaphors and analogies, while others may struggle with these types of language expressions.

Research has suggested that individuals with ASD may have more difficulty processing figurative language, such as metaphors and idioms, compared to literal language. This may be due to differences in brain processing and neural connectivity that affect the ability to make abstract connections between concepts and words (Simmons; Coggins; Weismer, 2018).

Some of the questions asked in this section may be answered by studies which established a relationship between inclusion and the teaching of English through genre-based classes. This is the case with the teaching approaches proposed by Ferreira and Tonelli (2020), which converge with Oliveira's (2018) proposal, under the theoretical and methodological assumptions of SDI. They suggest the use of a Didactic Sequence (DS) (Dolz, Noverraz, Schneuwly, 2004) as a tool to organize English classes for young and very young learners with autism. This device aims to organize activities around a specific textual genre, which can be an effective aid in teaching various genres. The authors developed activities exploring the genre children's literature (Tonelli, 2005) taking into consideration not only the limitations of the ASD students, but mainly their capacities. Furthermore, the proposal was devoted to integrating all the students in the English classroom having in mind the integration purpose.

Dyslexia is another challenge that SpLDs have posed for educators at different school levels. The Brazilian Dyslexia Association (Associação Brasileira de Dislexia - ABD) defines dyslexia "as a learning disturbance or disorder related to reading, writing and spelling" (ASSOCIAÇÃO BRASILEIRA DE DISLEXIA, 2016, p. 1). The Brazilian Dyslexia Association is associated with the International Dyslexia Association, which understands language as a code, and characterizes dyslexia as a specifically biological disorder related to the codification of words. However, from a SDI perspective, when it comes to additional language classes, it is crucial to consider which concept of language is being adopted so as to provide room to a broader discussion on what it really means to teach languages to students who are diagnosed as such.

Based on the assumption that language is a social practice, as stated by Bakhtin (2000), we understand that the notion of dyslexia as a disorder solely related to difficulties with letters and/or words does not accurately represent the ways in which individuals can participate socially. We believe that social practices, such as school relations, take place through language and that the complexity of these practices has an impact on reality. Therefore, from our perspective, it is necessary to identify how

languages are used and to determine whether teaching is focused on guiding students to communicate in a practical and meaningful way.

In a socio-discursive perspective, knowledge does not exist apart from the individual and their real existence, but rather takes place in events. As Bakhtin (2008, p. 207) states, “language is a whole and living entity, and not just a specific linguistic object.”

Drawing from the same perspective, Tonelli (2012) investigated the possibility of teaching English as an additional language to dyslexic students through textual genres. The author focused on activities related to the genre of “personal letter,” a written text, and used activities within a DS (discourse system) to promote a systematic teaching and learning process.

The findings showed that the student, who participated in the research, was able to actively engage in the proposed activities and could read and write a personal letter. This demonstrates that although the diagnosis received by dyslexic students should be questioned, there is a risk associated with developing written activities without context.

While there have been some studies and initiatives focused on making language learning materials and classrooms more accessible, there is still a lot to learn and improve upon in terms of providing an inclusive and effective language education to this population.

In the realm of education, especially when it comes to students with disabilities, there is a profound understanding that one size does not fit all. This acknowledgement is rooted in the reality that every student with a disability is a unique individual, characterized by distinct strengths, challenges, and learning styles. Hence, adopting an approach that is not only versatile but also responsive to these individualities is of paramount importance. Enter the genre-based language teaching approach, a pedagogical strategy that holds the potential to potentialize how we cater to the educational needs of students with disabilities or SpLDs.

The genre-based language teaching approach operates on the premise that different types of texts or genres have their own distinct language features, structures, and purposes. By embracing this perspective educators can craft lesson plans that are inherently flexible, adapting to the particular requirements of each student. Consider, for instance, a student with dyslexia who struggles with reading comprehension. Instead of approaching reading as a monolithic task, a genre-based approach based on an SDI theoretical/methodological perspective allows educators to identify texts that align with

the student's interests and strengths. This way, the student can engage with content that resonates with them, enhancing comprehension and overall engagement.

Moreover, the genre-based perspective is an avenue for addressing the multifaceted nature of disabilities and SpLDs. Students with disabilities often have varying degrees of difficulty across different skill sets. Through this approach, teachers can seamlessly incorporate varied genres across reading, writing, and listening activities, providing diverse avenues for skill development. A student who experiences difficulty in written expression but excels in visual processing might find solace in comics or graphic novels. These genres not only provide alternative modes of expression but also harness the power of visual context to augment comprehension.

To propel this approach into practice, educators could collaborate with special education professionals and engage in ongoing professional development. By honing their ability to recognize students' individual challenges and strengths, educators can strategically employ the genre-based perspective to target specific learning goals. By continually reassessing their students' progress, educators can tailor their approach in real-time, ensuring optimal learning outcomes.

To draw this discussion to close, the genre-based language teaching approach is a beacon of inclusivity and adaptability in education, particularly for students with disabilities or SpLDs. Its flexibility aligns perfectly with the unique needs of each student, allowing educators to weave a tapestry of learning experiences that cater to diverse learning profiles. By harnessing the power of varied genres, educators can unlock a world of potential and foster an environment where every student's journey is supported, respected, and celebrated.

4. FINAL REMARKS

While educators are well aware of the importance of selecting appropriate materials and modifying them to cater to students with disabilities and SpLDs, ensuring equitable access to educational content and learning opportunities, they often possess limited awareness regarding the potential benefits of genre-based teaching. Students with disabilities may face barriers to learning that require adaptations to be made in order for them to fully participate and benefit from instruction. Choosing proper materials and adapting them to meet the needs of students with disabilities or special difficulties not only helps to ensure that they can access and understand educational content,

but it also promotes their overall engagement and motivation to learn. When students are able to fully participate in learning activities and access materials in a way that is meaningful to them, they are more likely to be motivated to learn and to experience greater success in their academic endeavors.

Genre-based language teaching can be a beneficial approach for students with disabilities who are learning an additional language because it focuses on the functional use of language in specific contexts, rather than just on grammar and vocabulary. This teaching proposal can be particularly helpful for students with disabilities who struggle with abstract concepts or who may have difficulty making connections between language and real-world situations. One of the main benefits of genre-based teaching is that it allows students to develop their language skills in a way that is relevant to their interests and experiences.

The principles of inclusion should be inserted not only in fundamental and secondary schools, but it should also be disseminated in undergraduate teacher education programs, as advocated by Medrado, Mello and Tonelli (2019) when they discuss the importance of inclusive practices and policies in language teacher education programs. They explore how language teacher education programs can better support students from diverse backgrounds, including those with disabilities, non-native speakers of the language, and those from different cultural backgrounds and provide examples of inclusive practices and policies that can be implemented in these programs in order to promote greater diversity and inclusivity.

Overall, from our perspective and based on the presented study, we have all the necessary legal conditions to carry out actions in favor of the inclusion of students with disabilities, as well as those with specific learning difficulties, and genre-based teaching. As discussed, SDI (Bronckart, 1999, 2006) can be an effective approach for students with disabilities who are learning an additional language as it promotes engagement, relevance, and the development of important language capacities and strategies. By tailoring language instruction to the specific needs and interests of individual students, this theoretical-methodological perspective can help to ensure that all students have equal access to the benefits of language learning.

REFERENCES

ASSOCIAÇÃO BRASILEIRA DE DISLEXIA - ABD. *O que é dislexia*? São Paulo: ABD, 2016. Disponível em: https://www.dislexia.org.br/o-que-e-dislexia/. Acesso em: 19 ago. 2023.

BAKHTIN, M. *Estética da criação verbal*. Tradução: Maria Ermantina Galvão G. Pereira. 3. ed. São Paulo: Martins Fontes, 2000.

BAKHTIN, M. *Marxismo e filosofia da linguagem*. São Paulo: Hucitec, 1992.

BAKHTIN, M. *Problemas da poética de Dostoiévski.* Tradução de Paulo Bezerra. Rio de Janeiro: Forense Universitária, 2008.

BRASIL. Constituição (1988). *Constituição da República Federativa do Brasil*. Brasília, DF: Presidência da república, 1988.

BRASIL. Decreto nº - 9.034, de 20 de abril de 2017. Altera o Decreto nº 7.824, de 11 de outubro de 2012, que regulamenta a Lei nº 12.711, de 29 de agosto de 2012, que dispõe sobre o ingresso nas universidades federais e nas instituições federais de ensino técnico de nível médio. *Diário Oficial da União*: seção 1, Brasília: DF, ano 154, n. 77, 24 abr. 2017. Disponível em: https://pesquisa.in.gov.br/imprensa/jsp/visualiza/index.jsp?jornal=1&pagina=1&data=24/04/2017. Acesso em: 10 fev. 2023.

BRASIL. Decreto nº 10.882, de 3 de dezembro de 2021. Regulamenta o Tratado de Marraqueche para facilitar o acesso a obras publicadas às pessoas cegas, com deficiência visual ou com outras dificuldades para ter acesso ao texto impresso. *Diário Oficial da União*, Brasília, DF, 6 dez. 2021. Disponível em: http://www.planalto.gov.br/ccivil_03/_Ato2019-2022/2021/Decreto/D10882.htm. Acesso em: 2 abr. 2023.

BRASIL. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. *Diário Oficial da União*, Brasília, DF, 23 dez. 1996. Disponível em: http://portal.mec.gov.br/seed/arquivos/pdf/tvescola/leis/lein9394.pdf. Acesso em: 16 mar. 2013.

BRASIL. Lei nº 13.005, de 25 de junho de 2014. Aprova o Plano Nacional de Educação - PNE e dá outras providências. *Diário Oficial da União*, Brasília, DF, 26 jun. 2014. Disponível em: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13005.htm. Acesso em: 10 nov. 2022.

BRASIL. Lei nº 13.146, de 6 de julho de 2015. Institui a lei brasileira de inclusão da pessoa com deficiência. *Diário Oficial da União*, Brasília, DF, 7 jul. 2015a. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13146.htm. Acesso em: 10 nov. 2022.

BRASIL. Ministério da Educação. Secretaria de Educação Especial. Departamento de Políticas de Educação Especial. Coordenação Geral de Articulação da Política de Inclusão. *Ensaios pedagógicos*. Brasília, DF: MEC, 2006a. Disponível em: http://portal.mec.gov.br/seesp/arquivos/pdf/ensaiospedagogicos2006.pdf. Acesso em: 30 out. 2013.

BRASIL. Ministério da Educação. Secretaria de Educação Especial. *Saberes e práticas da inclusão*: recomendações para a construção de escolas inclusivas. Brasília, DF: MEC, 2006b.

BRASIL. Ministério da Educação. Secretaria de Educação Especial. *Saberes e práticas da inclusão*: desenvolvendo competências para o atendimento às necessidades educacionais especiais de alunos cegos e de alunos com baixa visão. Brasília, DF: MEC, 2006c. Disponível em: http://portal.mec.gov.br/seesp/arquivos/pdf/alunoscegos.pdf. Acesso em: 30 out. 2013.

BRASIL. Senado Federal. Secretaria de Editoração e Publicações Coordenação de Edições Técnicas. *Estatuto da pessoa com deficiência*. Brasília, DF: Senado Brasileiro, 2015b. Disponível em: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www2.senado.leg.br/bdsf/bitstream/handle/id/513623/001042393.pdf. Acesso em: 10 nov. 2022.

BRONCKART, J. P. *Atividade de linguagem, discurso e desenvolvimento humano*. Trad. Anna Rachel Machado; Maria de Lourdes Meirelles Matêncio. Campinas: Mercado de Letras, 2006.

BRONCKART, J. P. *Atividade de linguagem, textos e discursos*: por um interacionismo sócio-discursivo. Trad. de Anna Rachel Machado & Péricles Cunha: São Paulo: EDUC, 1999.

CENTERS FOR DISEASE CONTROL AND PREVENTION - CDC. *Key Findings from the ADDM Network*. a snapshot of autism spectrum disorder in 2020. [*S. l.*]: CDC, 2020. Available at: https://www.cdc.gov/ncbddd/autism/pdf/Key_Findings_508.pdf . Access in: 3 Aug. 2023.

CRISTOVÃO, V. L. L. *Gêneros e ensino de leitura em LE*: os modelos didáticos de gêneros na construção e avaliação de material didático. 2001. Tese (Doutorado em Linguística Aplicada e Estudos da Linguagem) - Pontifícia Universidade Católica de São Paulo, São Paulo, 2001. Disponível em: https://www.leffa.pro.br/tela4/Textos/Textos/Teses/vera_cristovao.pdf . Acesso em: 18 ago. 2023.

CRISTOVÃO, V. L. L. *Modelos didáticos de gêneros*: uma abordagem para o ensino de língua estrangeira. Londrina: EDUEL, 2007.

DOLZ, J.; NOVERRAZ, M.; SCHNEUWLY, B. Sequências didáticas para o oral e a escrita: apresentação de um procedimento. *In*: SCHNEUWLY, B.; DOLZ, J. *Gêneros orais e escritos na escola*. [Tradução e organização: Roxane Rojo e Glaís Sales Cordeiro]. Campinas: Mercado de Letras, 2004. p. 81 a 108.

FERRARINI, M. A. *O gênero textual conto de fadas para o ensino de produção escrita em língua inglesa*. 2009. Dissertação (Mestrado em Estudos da Linguagem) - Universidade Estadual de Londrina, Londrina, 2009. Available at: https://www.livrosgratis.com.br/ler-livro-online-129628/o-genero-textual-conto-de-fadas-didatizado-para-o-ensino-de-producao-escrita-em-lingua-inglesa. Access in: 10 Feb, 2023.

FERREIRA, F. S.; ALMEIDA, S. F. M. Excesso de alunos com deficiência em classes regulares: desafios e perspectivas para a inclusão educacional. *Revista Brasileira de Educação Especial*, Marília, v. 23, n. 3, p. 379-390, 2017. Disponível em: https://doi.org/10.1590/S1413-65382317000300007; Acesso em: 4 jan. 2022.

FERREIRA, O. H. S.; TONELLI, J. R. A. Ampliando horizontes: ensino de inglês para crianças com transtorno do espectro autista. *Revista Desenredo*, Passo Fundo, v. 16, n. 3, p. 557-572, set./dez. 2020. Disponível em: https://seer.upf.br/index.php/rd/article/view/11449. Acesso em: 3 ago. 2023.

JOHNSON, K. E. Inclusive language education and technology: enhancing opportunities for language learning for deaf and hard-of-hearing students. In: LIONTAS, J. I. (ed.). *The TESOL encyclopedia of English language teaching*. [*S. l.*]: John Wiley & Sons, 2015. v. 2, p. 618-623. Available at: https://doi.org/10.1002/9781118784235.eelt0318. Access in: 3 Aug. 2023.

JOHNSON, K. E. Language and literacy development in children with autism spectrum disorders: A cross-disciplinary perspective. In: SIMPSON, J.; NIPPOLD, M. (ed.). *Language development*: a lifespan perspective. Cambridge: Cambridge University Press. 2010. p. 322-338. Available at: https://doi.org/10.1017/CBO9780511841204.019. Access in: 3 Aug. 2023.

LENHARO, R. I. *Participação Social por Meio da Música e da Aprendizagem de Língua Inglesa em um Contexto de Vulnerabilidade Social.* 2016. Dissertação (Mestrado em Estudos da Linguagem) - Universidade Estadual de Londrina, Londrina, 2016.

MAGIOLO, G. *Sequência didática do gênero história infantil*: educação linguística em língua inglesa na infância e sensibilização às diferenças. 2021. Dissertação (Mestrado em Estudos da Linguagem) - Universidade Estadual de Londrina, Londrina, 2021.

MARCUSCHI, L. A. Produção textual: gêneros textuais: definição e funcionalidade. *In*: DIONÍSIO, A. P.; MACHADO, A. R.; BEZERRA, M. A. (org.). *Gêneros textuais e ensino*. 4. ed. Rio de Janeiro: Lucerna. 2002. p. 19-36.

MEDRADO, B. P. *Deficiência visual e ensino de línguas estrangeiras*: políticas, formação e ações inclusivas. Campinas: Pontes Editora, 2014.

MEDRADO, B. P.; MELLO, D.; TONELLI, J. R. A. Inclusive practices and policies in language teacher education courses. *DELTA*: Documentação de Estudos em Linguística Teórica e Aplicada, São Paulo, v. 35, n. 3, p. 1-23, 2019. Disponível em: https://doi.org/10.1590/1678-460X2019350307. Acesso em: 9 abr. 2023.

LOPES, M. Da aplicação de linguística à linguística aplicada indisciplinar. In: PEREIRA, R. C.; ROCA, P. *Linguística aplicada*: um caminho com diferentes acessos. São Paulo: Contexto, 2009. p. 11-24.

OLIVEIRA, T. R. R. *Inclusão de aluno deficiente visual*: proposta de sequência didática de Língua Espanhola para o Ensino Fundamental I. 2018. Trabalho de Conclusão de Curso (Mestrado Profissional em Letras Estrangeiras Modernas) - Universidade Estadual de Londrina, Londrina, 2018.

PETRECHE, C. R. C. *A sequência didática nas aulas de língua inglesa do ensino médio e o desenvolvimento de capacidades de linguagem*. 2008. Dissertação (Mestrado em Estudos da Linguagem) - Universidade Estadual de Londrina, Londrina, 2008.

RETORTA, M.; CRISTOVÃO, V. L. L. Visually-impaired brazilian students learning English with smartphones: overcoming limitations. *Languages*, [*s. l.*], v. 2, n. 3, p. 2-27, 2017.

SÁNCHEZ, N. L. *Análise de necessidades de gêneros de texto para o planejamento de material didático em espanhol para fins específicos*: o curso técnico em transações imobiliárias. 2016. Tese (Doutorado em Linguística Aplicada) - Universidade do Vale do Rio dos Sinos, São Leopoldo, 2016.

SANTOS, L. V. *O papel da planificação coletiva do dispositivo sequência didática na formação inicial de professores de língua inglesa com crianças*. 2022. Dissertação (Mestrado em Estudos da Linguagem) - Universidade Estadual de Londrina, Londrina, 2022.

SIMMONS, E. S.; COGGINS, T. E.; WEISMER, S. E. Language development in autism spectrum disorder: a comprehensive review. In: BENÍTEZ-BURRACO, E. A.; Barroso, L. (ed.). *The Routledge Handbook of Language Development*. [*S. l.*]: Routledge, 2018. p. 490-507.

STUTZ, L. *Sequências didáticas, socialização de diários e autoconfrontação*: instrumentos para a formação inicial de professores de inglês. 2012.Tese (Doutorado em Estudos da Linguagem) - Universidade Estadual de Londrina, Londrina, 2012.

TONELLI, J. R. A. *A dislexia e o ensino-aprendizagem da língua inglesa*. 2012. Tese (Doutorado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina, 2012.

TONELLI, J. R. A. *Histórias infantis no ensino da língua inglesa para crianças*. 2005. Dissertação (Mestrado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina, 2005.

TONELLI, J. R. A.; ROCHA, E. P.; FERREIRA, O. H. S.; OLIVEIRA, T. R. R. O currículo adaptado: (re)pensando o ensino de línguas estrangeiras para aprendizes com necessidades educacionais especiais a partir da sequência didática. *Revelli*, Inhumas, v. 9, n. 2, p. 97-110, 2017. Disponível em: https://www.revista.ueg.br/index.php/revelli/article/view/6070. Acesso em: 9 abr. 2023.

UNESCO. *Declaração de Salamanca e linha de ação sobre necessidades educativas especiais 1994*. [S. l.]: UNESCO, 1998. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000139394. Access in: 15 Dec. 2022.