

# CercleS ADAPT Focus Group Meeting

**Time:** Thursday - September 10

**Place:** University of Rome “Foro Italico”, Italy

## Coordinators:

- Lidia Jordà (University of Alicante - Spain)
- Marina Macià (University of Alicante - Spain)
- Katarzyna Matuszak (Poznan University of Technology – Poland)
- Jackie Robbins (Open University of Catalunya – Barcelona, Spain)

## PART I - presenting the ADAPD FG: vision and theoretical grounding

**A – Accessibility**

**D – Diversity**

**A – Assessment and**

**P – Pedagogical**

**T – Transformation**

### 1. Welcome

- Welcome by coordinators – short introduction of Lidia Jordà, Marina Macià, Katarzyna Matuszak and Jackie Robbins
- Short round of participants’ introductions (name, institution, role, why associated with “inclusion”)
- Presentation of meeting objectives:
  - Present ADAPT rationale and goals
  - Identify shared challenges
  - Map practices and co-create future actions

### 2. Why ADAPT? The rationale

#### A. Global & European context

- WHO (2023): 1 in 6 people globally has a recorded disability.
- Increasing number of students requesting accommodations in HE.
- Gap between declared disabilities and actual needs.
- Risk of exclusion vs. potential of online & digital education.

#### B. Theoretical foundations

- Inclusive Education (Abdallah, 2016)
- Universal Design for Learning (UDL)
- CEFR (mediation, plurilingualism, sign language)
- Construct validity in adapted assessment

### 3. ADAPT Focus Group – aims & structure

#### Main goals:

- Promote inclusive and accessible language education and assessment.
- Raise awareness among stakeholders.
- Develop & disseminate good practices.
- Foster collaboration across institutions.

#### Areas of action:

1. Research & mapping
2. Pedagogical development
3. Knowledge exchange
4. Student voice

### Highlight of intended impact:

- Improved course accessibility
- Improved assessment accessibility
- Maintained academic rigour
- Stronger European collaboration

## 4. Challenges in European Language Centres - micro-reflection

Challenges:

1. Limited resources
2. Limited awareness & non-disclosure
3. Limited institutional guidelines

### Activity:

Participants identify:

- Which challenge is most pressing in their institution?
- One sentence describing a current frustration.

Transition sentence:

Now that we understand the framework, let's work together on mapping solutions.

## PART II - discussion, mapping & collaborative task

### 5. Group task: "From challenge to framework"

#### Scenario-based collaborative task

Participants are divided into pairs or small groups (depending how many participants will take part).

Each group receives a **scenario card**:

#### ■ Scenario 1:

A B2 English course includes an oral exam. A student with severe anxiety disorder requests an alternative format. The teacher fears compromising CEFR-aligned standards.

#### ■ Scenario 2:

A dyslexic student does not disclose their situation until after failing a written exam.

#### ■ Scenario 3:

Your institution has no written guidelines on accommodations for language testing.

#### ■ Scenario 4:

A student using assistive technology struggles in timed listening exams.

### Task instructions

Each group is asked to:

1. Identify the core problem.
2. Analyse risks (pedagogical, institutional, validity-related).
3. Propose:
  - o Immediate adaptation
  - o Long-term institutional solution
  - o Training need
4. Reflect:
  - o Does this adaptation change the construct being assessed?
  - o How does CEFR alignment remain intact?

Groups prepare a short 3-minute summary.

## 6. Plenary discussion & mapping

### Immediate actions

### Structural needs

### Research questions

Encourage cross-commenting:

- Similar experiences?
- Existing institutional policies?
- Successful training models?

## 7. Strategic brainstorm & next steps

Ask participants:

- What should ADAPT prioritise in the next 12 months?
  - Mapping survey?
  - Guidelines framework?
  - Webinar series?
  - CEFR & adaptations research group?

Inclusion is not lowering standards — it is refining how we define access to standards.

## Mailing list