

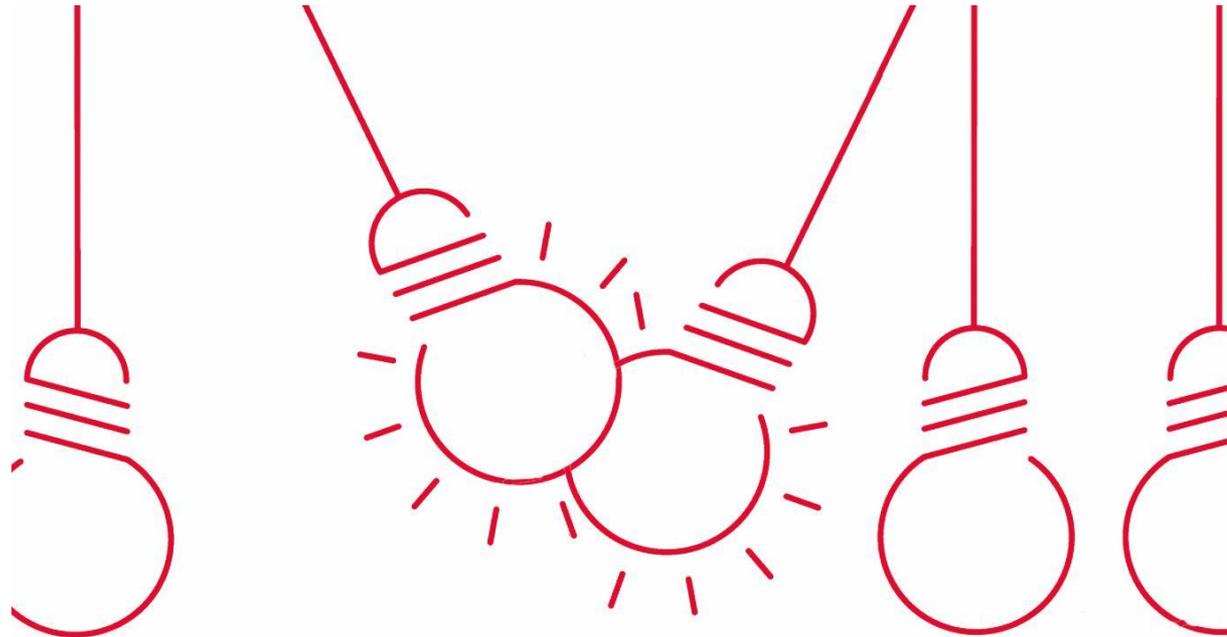


# The role of language in the inclusive classroom

Education Festival 2022

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# Objectives

- › to explore the role of language in the inclusive classroom
- › to gain understanding of teaching approaches that use language for greater inclusion and learning

# The student voice

*A teacher who talks on and on will lose the focus of their students very fast.*

*When waiting long enough for the students to answer, we have time to both think and build the courage to dare trying to answer.*

*[We need] understandable words, writing key words on the whiteboard, repeating the important points.*

*A teacher is easier to understand if they use presentations as support and split the topics into smaller ones.*

# The student voice

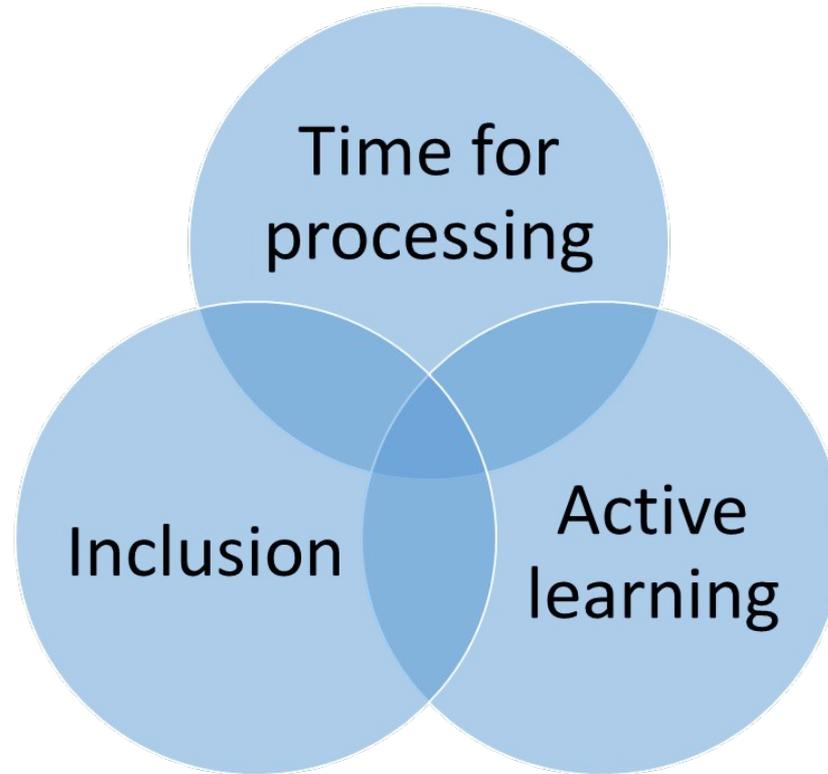
*[It's difficult to understand]  
talk in very fast speed.*

*Give us time to discuss with  
each other, to process  
information.*

*Lectures are fine as long as  
the teacher gives enough  
room for the students to  
process the information that is  
given to them.*

*If [the teacher] uses unknown  
words she always explains them  
in an interactive way, this makes  
that I always feel very included.*

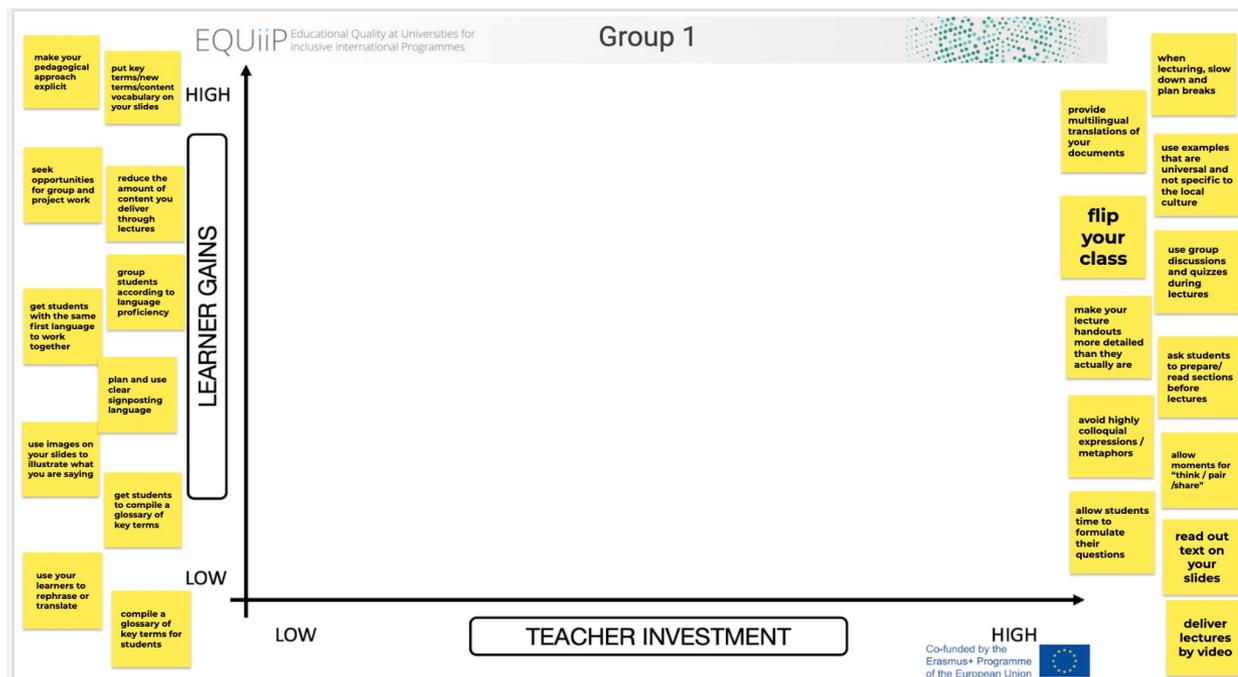
# The role of language



# Activity: Learning Support Strategies

## Small groups (20 minutes)

1. open your envelopes and place the 'teacher investment' on the x axis and 'learner gains' on the y axis
2. go through the cards, each person choose a few to place on the grid
3. explain your choices to each other and discuss what the cards mean to you. You may also create a card of your own.



plan and use  
clear  
signposting  
language

provide  
multilingual  
translations of  
your  
documents

get students  
to compile a  
glossary of  
key terms

Ask students to  
share their own  
views/  
experiences  
with entire  
class

avoid highly  
colloquial  
expression/  
metaphors

use your  
learners to  
rephrase or  
translate

use examples  
that are universal  
and not specific to  
the local culture

use inclusive  
language (e.g.  
gender, race,  
geography)

put key terms/  
new terms /  
content  
vocabulary on  
your slides

when  
lecturing,  
slow down  
and plan  
breaks

get students  
with the same  
first language  
to work  
together

allow students  
time to formulate  
their questions/  
answers

# “Easy wins” identified by participants

- > ask students to share their own views/experiences
- > allow students time to formulate their questions/answers
- > put key terms/vocabulary on your slides
- > plan and use clear signposting language
- > use your learners to rephrase/translate
- > when lecturing, slow down and plan breaks
- > get students to compile a glossary of key terms

# Takeaways

*Language plays an important role in the classroom.*

It's necessary for our language to be:

1. accessible for all students (pace, articulation, pauses, etc.)
2. inclusive of all students (word choice, examples, etc.)

It's necessary for teachers:

3. to be thoughtful in word choice and make context-specific vocabulary accessible
4. to give students the opportunity to interact with each other
5. to be aware that language can play a role in how comfortable someone feels speaking in front of the whole group
6. to use active learning strategies to support diverse learners in achieving the desired learner outcomes

[interesting video on The Role of Language in the Classroom](#)

# Further details

- > List of teaching approaches (EQUIiP)
- > Full summary of student responses

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