

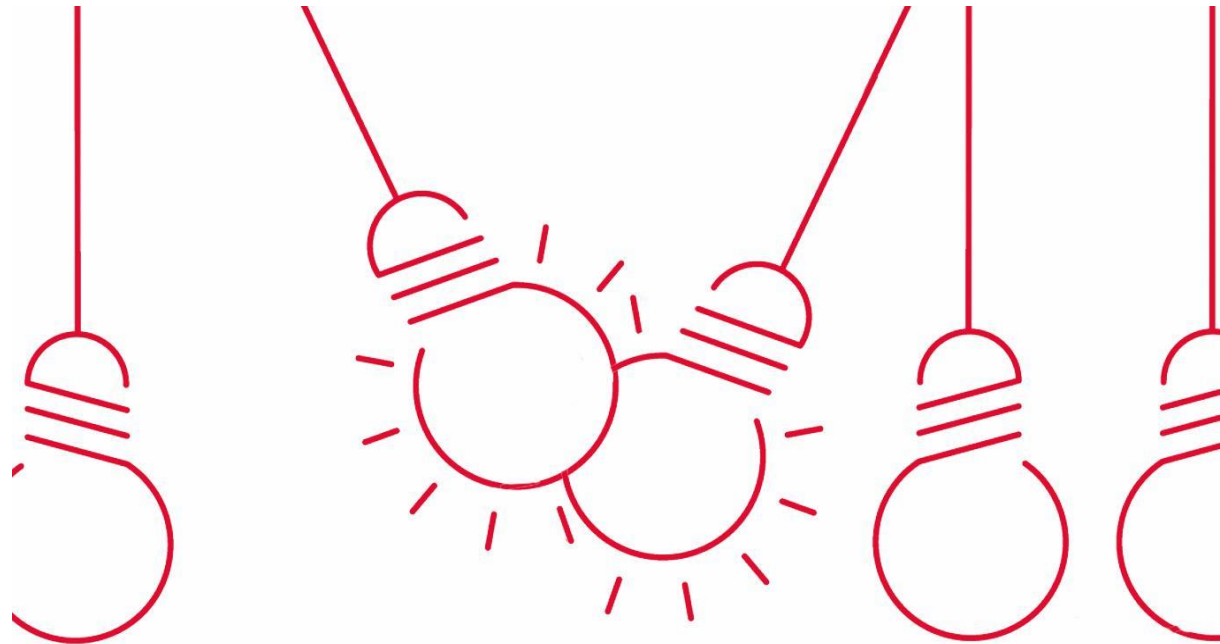


The role of language in the inclusive classroom

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

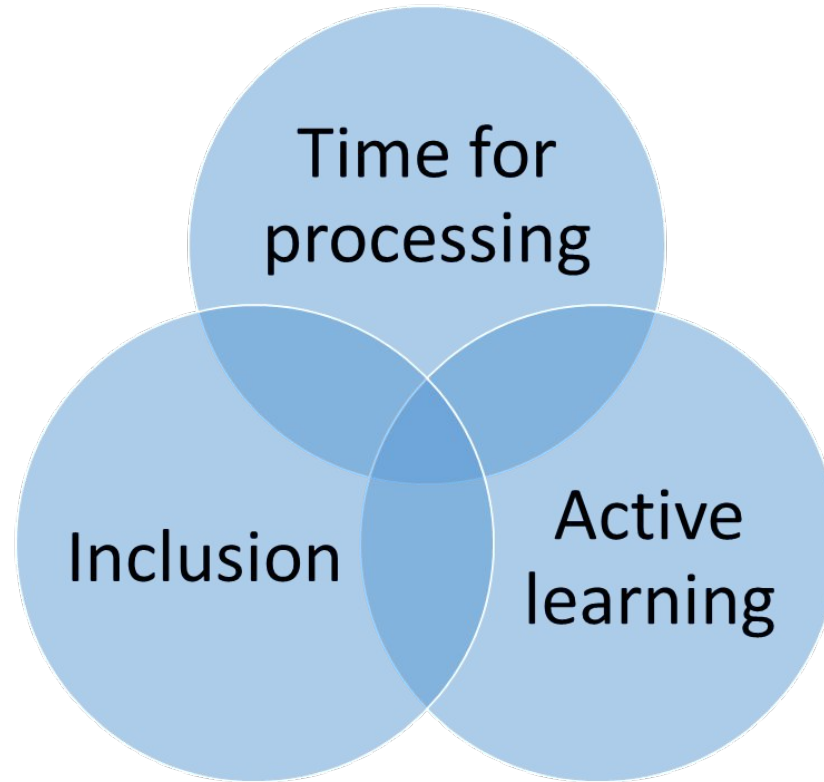
*[It's difficult to understand]
 talk in very fast speed.*

*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.*

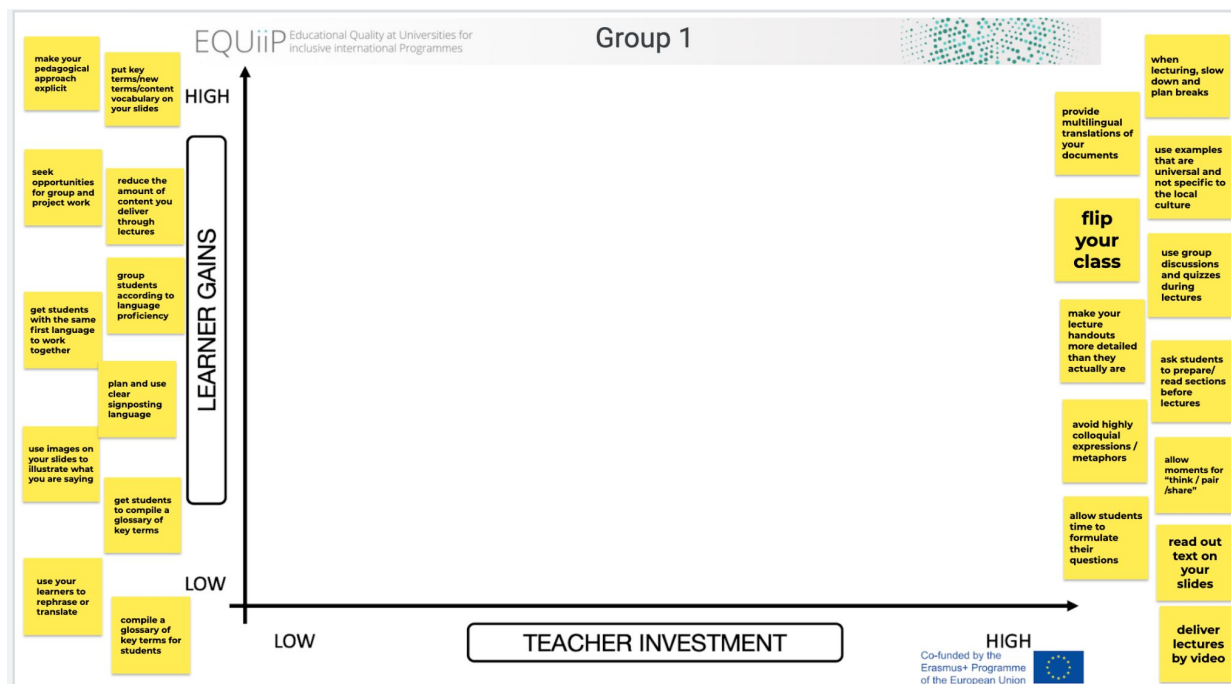
The role of language



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 (EQUiP)
- > Full summary of student responses

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