INCLUSIVE LANGUAGE TEACHING AND STRATEGIES

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Annotation: This article discusses about Inclusive Language Teaching and Strategies in educational settings. It explores the benefits of them and it's effective sides for teaching. It presents arguments supporting the process, overview real-world language use in curricula and highlights the impact of it for overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of language instruction that refers to an approach in language teaching and learning that prioritizes the communication of meaning over the explicit focus on isolated language forms such as Inclusive Language Teaching instruction that refers to an approach in language teaching and learning that emphasizes the explicit focus on linguistic forms such as grammar, vocabulary, pronunciation, and syntax.

Keywords: Deductive Teaching in ESL, Inductive Teaching in ESL, SLA, LAD, Inclusive Language Teaching, Inclusive Imagery, Fostering diversity , inclusion, UDL.

ИНКЛЮЗИВНОЕ ОБУЧЕНИЕ ЯЗЫКУ И СТРАТЕГИИ

Аннотация: В этой статье обсуждаются инклюзивное преподавание языка и стратегии в образовательных учреждениях. В нем исследуются их преимущества и эффективные стороны для обучения. В нем представлены аргументы в поддержку этого процесса, представлен обзор реального использования языков в учебных программах и подчеркнуто влияние этого процесса на общий академический успех. Кроме того, в статье признаются потенциальные проблемы и предлагаются предложения по их преодолению. В целом, он отстаивает важность обучения языку, которое относится к подходу в преподавании и изучении языка, который отдает приоритет передаче смысла, а не явному фокусу на изолированных языковых формах, таких как

инструкция по инклюзивному преподаванию языка, которая относится к подходу в преподавании и изучении языка. это подчеркивает явный акцент на лингвистических формах, таких как грамматика, словарный запас, произношение и синтаксис.

Ключевые слова: дедуктивное обучение в ESL, индуктивное обучение в ESL, SLA, LAD, инклюзивное обучение языку, инклюзивные образы, поощрение разнообразия, инклюзивность, UDL.

INTRODUCTION

Language is a powerful tool for fostering inclusive study and work environments where everyone feels they belong. Inclusive language is not a trend or about being 'politically correct', rather it is about ensuring that everyone feels welcomed, valued and respected in all communications, interactions and spaces. It's no surprise that organisations are developing inclusive language guides as a key strategy in setting the tone for creating and maintaining an inclusive culture. In education and training, inclusive teaching should include inclusive language because at the heart of teaching and learning is the individual. Using inclusive language in academic writing and learning activities also fosters graduates with inclusive graduate capabilities. Deductive and inductive teaching are two approaches used in language instruction, including teaching English as a second language (ESL) or foreign language. Here's an overview of both methods and how they can be applied in teaching ESL will be discussed. Deductive teaching involves presenting learners with a rule, generalization, or language concept first, followed by specific examples and practice activities to reinforce the rule. Inductive teaching involves presenting learners with specific examples, experiences, or language use first, leading to the generalization or understanding of a rule or concept.

Background Information

SLA stands for Second Language Acquisition, which refers to the process through which people learn a language in addition to their native language(s). It's a complex and dynamic process influenced by various factors such as age, motivation, exposure, and individual learning strategies. SLA typically involves several stages, including the initial exposure to the language, the development of basic language skills such as vocabulary and grammar, and the eventual attainment of fluency and proficiency. Input, or exposure to the language, plays a crucial role in SLA. This can

come from various sources such as conversations, reading materials, media, and language classes. Interaction with native speakers and other learners also facilitates language acquisition by providing opportunities for meaningful communication. Every learner is unique, and factors such as age, aptitude, personality, and prior language learning experience can influence the rate and success of SLA. For example, younger learners often acquire languages more easily and quickly than adults, while motivation and learning strategies can significantly impact progress. Researchers have proposed various theoretical models to explain SLA, including behaviorist theories, which focus on imitation and reinforcement, cognitive theories, which emphasize the role of mental processes such as memory and problem-solving, and sociocultural theories, which highlight the importance of social interaction and cultural context in language learning.

Words can empower. An inclusive culture which includes a strategy to embed inclusive language has a range of positive benefits to your organisation.

Inclusive language can:

improve whole-of-institution strategy which supports diversity and inclusion build capacity in your workforce around inclusion and meet relevant performance indicators enrich teaching and learning elements e.g., curriculum, assessment, work -integrated learning, research enhance graduate capabilities or employ-ability skills to improve employment outcomes for students. Words can also hurt. Work undertaken by organisations such as the Australian Human Rights Commission, the Diversity Council of Australia, and the Australian Institute for Health and Welfare shows that non-inclusive language can have a range of negative impacts on people and organisations.

Non-inclusive language can:

contribute to and perpetuate stereotypes and lead to harassment, discrimination, vilification and in some cases violence harm not only individuals but those who witness non-inclusive language cause individuals to be othered or marginalised , diminish people's sense of belonging and reduce their contributions within a study environment or workplace lead to poor mental or physical health outcomes , result in absenteeism, poor productivity or leaving an organisation for staff , an result in poor performance, absenteeism or attrition for students in education or training, lead to harassment, discrimination or vilification which is unlawful and can lead to formal complaints or criminal prosecution. These incidents

can not only impact complainants and respondents but are costly to individuals and organisations and can result in legal and criminal penalties, vicarious liability, and reputational damage to organisations. As part of developing a diverse and inclusive work and study environment developing inclusive language is essential. People should be able to bring their whole self to their study or work environment, so words matter. "Inclusion and diversity means recognising, respecting and valuing individual differences, and having an environment where people are empowered and can fully contribute their talents, skills, experiences, thoughts and energies to the workplace. It involves removing barriers to ensure everyone is able to participate and have equal access to opportunities. It enables new and innovative ways to work, solve problems and create efficiencies and quality outcomes for the benefit of the organisation." (Australian Bureau of Statistics, Inclusion and Diversity Strategy, 2018-21) .

The overlap of these characteristics represents the complex dimensions of the human experience, but also how attitudes, systems and structures in society and organisations can interact to create inequality, exclusion and discrimination. The concept of intersectionality has developed to explain how different aspects of a person's identity can expose them to cumulative or overlapping forms of discrimination and marginalization.

Acknowledging intersectionality also means recognising that people are not confined to one identity and that individuals have multiple facets and identities. Interacting with people using an intersectional lens or approach improves the way we interact and communicate with others. Language is a central part of those interactions. Here are the 5 steps to inclusive language:

1. Person-centred language

Focus on the individual, rather than their demographic group. While we might collectively 'people with disability' as a group we need to note that within this group individuals have unique identities and experiences. This is not to say you should ignore their identities but ask yourself is it relevant to situation. For example, when introducing people.

Instead of: "Hi everyone, I want to introduce you to Rob, he is new to our teaching team and has Autism."

Try: "Hi everyone, I want to introduce Rob, he is new to our teaching team and has expertise in inclusive teaching techniques for Autistic people. Rob is happy for me to also share with you that he is Autistic."

2. Context matters

Language that may be fine outside of work can be non-inclusive at work. Sometimes people use terms about themselves or their friends or 'in group' that are not appropriate for others to use about someone in a work context. Language is constantly evolving so keeping abreast of these changes within the relevant communities is also important.

3. If in doubt, ask.

This is good advice for both working with individuals and when working with groups. Check with individuals about how they wish to be introduced or referred to. This includes affirmed / preferred name, titles, pronouns, nicknames, membership to a group.

Instead of: "Jen is here today to talk about her research, please welcome her."

Try: "Dr Jennifer Smith is here today to talk about her research in pedagogy, please welcome her"

Language is constantly evolving so it is useful to seek advice from relevant organisations e.g., disability networks such as Australian Disability Network.

4. Keep an open mind

Be open to learning about respectful and appropriate language. We know there is language and terminology that we wouldn't think of using now that was commonplace in the past. So, recognising our own unconscious bias is important. Be open to learning from others with more expertise, those with lived experience, considering other perspectives, and recognising you don't have all the answers.

5. Keep calm and respond

If you are called out, or if you want to call out exclusionary language, be calm and respond appropriately. Don't get defensive, take it as a learning experience.

Instead of: "Can't you take a joke?"

Try: "I am sorry I didn't mean to offend you."

Inclusive Teaching Strategies are teaching methods and approaches that enable all students to learn effectively, regardless of their individual differences, learning styles, or abilities. These strategies focus on creating a welcoming and supportive learning environment that meets the needs of all learners.

Some common inclusive teaching strategies include:

• **Universal Design for Learning (UDL):** UDL is a framework for creating learning environments that are accessible to all learners. It involves providing multiple means of representation, engagement, and assessment to meet the needs of diverse learners.

• **Differentiated instruction**: Differentiated instruction is a teaching approach that tailors instruction to the individual needs of students. It involves providing different levels of support, challenge, and choice to meet the needs of all learners.

• Assistive technology: Assistive technology is any device or system that helps people with disabilities to learn more effectively. Assistive technology can include tools such as screen readers, speech-to-text software, and augmentative and alternative communication devices.

• **Collaborative learning:** Collaborative learning is a teaching approach that involves students working together in groups to complete tasks or solve problems. Collaborative learning can help students to develop their social skills, communication skills, and problem-solving skills.

• **Positive behavior supports**: Positive behavior supports are strategies and interventions that are designed to prevent and address challenging behaviors in students. Positive behavior supports focus on creating a positive and supportive learning environment that encourages students to behave appropriately.

Inclusive teaching strategies are essential for creating a learning environment that is welcoming and supportive for all students. By using these strategies, teachers can help to ensure that all students have the opportunity to succeed in school.

Here are some specific examples of how inclusive teaching strategies can be used in the classroom:

• **Universal Design for Learning**: A teacher might use UDL to create a lesson on the solar system that includes multiple means of representation, such as a video, a text article, and a hands-on activity. The teacher might also provide multiple means of engagement, such as allowing students to choose how they want to present their learning (e.g., through a written report, a presentation, or a video).

• **Differentiated instruction**: A teacher might use differentiated instruction to provide different levels of support to students who are learning to read. The teacher might provide struggling readers with additional phonics instruction, while providing more advanced readers with opportunities to read more challenging texts.

• **Assistive technology**: A teacher might use assistive technology to help a student with a physical disability to participate in a science experiment. The teacher might use a screen reader to read the instructions to the student, or provide the student with a speech-to-text software to help them write their lab report.

• **Collaborative learning**: A teacher might use collaborative learning to help students to develop their problem-solving skills. The teacher might divide the students into groups and assign each group a different problem to solve. The students would then work together to come up with a solution to the problem.

• **Positive behavior supports**: A teacher might use positive behavior supports to help a student who is struggling with disruptive behavior. The teacher might develop a behavior plan with the student that includes clear expectations, rewards for positive behavior, and consequences for disruptive behavior.

By using inclusive teaching strategies, teachers can help to create a learning environment that is welcoming and supportive for all students. All students can learn and succeed, given the right support and opportunities.

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