

# Some aspects of inclusion exclusive to language pedagogy

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Inclusive teaching involves **deliberately cultivating a learning environment** where **all students** are **treated equitably**, have **equal access to learning**, and feel valued and supported in their learning. Such teaching **attends to social identities** and **seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces**, affect individuals' experiences of those spaces, and influence curriculum design.

*-Center for Research on Learning and Teaching,  
University of Michigan*

## IP approaches steer

(1) **away** from a traditional, or **individualised**, approach to learner diversity that starts by making provision for *most* learners, and then offers something *additional* or *different* for *some* learners identified as having particular needs,

(2) and **towards** a pedagogical approach that starts with the **learning of everybody**.

That is, in the inclusive pedagogical approach, teachers **focus on how to make rich learning opportunities available for everybody** so that *all* learners can participate in the community of the classroom.

- Kristine Black-Hawkins, 2017

# Inclusion

# Identity

# Inclusion

↑ awareness of

Diversity

reflect on

Identity

Inclusion

# Increasingly Diverse Student Population

- **identity** vs. **identities**
- **intersectionality** of **identities**
- **fluidity** of **identities**

# How to be inclusive in the face of multiple identities?

- Be mindful
- Be aware
- Create spaces to include
- Self reflection



# Understanding inclusion in the context of world language classrooms: aspects unique to language pedagogy (lp)

(i) the target language

(ii) the language student

(iii) the multi-lingual student

(iv) the subject matter

aspects of inclusion unique to lp

(i) the target language

(a) the linguistic features of the languages we teach

(b) biases within the parent culture reflected in the TL

# Linguistic features of the TL

## Gendered Languages

- Be mindful, be aware
- Language intervention

Example : Hindi

- **Verb conjugations** in Hindi are gendered: **M & F**
- **Non-binary** LGBTQIA+ students in class.
- **Parent culture has recognized “Transgender”** as an additional gender

Language intervention: **offer my students a Non-binary verb conjugation option**

## When language intervention is not possible

- Be mindful, be aware
  - in explanations, in instruction, in discussions
- **Create spaces for discussion of the limitation of the linguistic features TL**



भारतीय विशिष्ट पहचान प्राधिकरण  
भारत सरकार

आधार नामांकन / संशोधन फॉर्म  
AADHAAR ENROLMENT / CORRECTION FORM

आधार नामांकन मुक्त और स्वैच्छिक है। आधार नामांकन में किसी भी प्रकार का संशोधन निर्धारित अवधि (96 घंटे) के भीतर करना जा सकता है, यह सुविधा नि:शुल्क प्रदान की जा सकती है।  
Aadhaar Enrolment is free and voluntary. Correction within 96 hours of enrolment is also free. No charges are applicable for FoP provide your EID, Name and only that field which needs correction.

संशोधन हेतु अपनी नामांकन संख्या यहाँ लिखें :  
In case of correction provide your EID No. here :

फॉर्म भरते समय अंत में दिये अनुदेशों का पालन करें। बड़े स्पष्ट अक्षरों का प्रयोग करें।  
Please follow the instructions overleaf while filling up the form. Use capital letter on

1	नामांकन-पूर्व संख्या : Pre-enrolment ID :	2	एन पी आर रसीद/टी आई एन संख्या NPR Receipt / TIN Number :
3	पूरा नाम : Full-Name :		
4	लिंग भेद : पुरुष ( ) स्त्री ( ) अन्य ( ) Gender : Male ( ) Female ( ) Transgender ( )	5	उम्र : सतत अथवा जन्म तिथि : Age : Yrs OR Date of Birth : घोषित Declared
6	पता : के पते पर ( ) पत्नी ( ) पुत्र ( ) पत्नी ( ) पति ( ) Address : C/o ( ) D/o ( ) S/o ( ) W/o ( ) H/o ( )	सत्यापित Verified	

9 नीचे दिये गए विकल्पों में से कोई एक विकल्प चुने (ये जानकारी नामांकन के बाद बदली नहीं जा सकती)।  
Select One of the Below (OPTIONAL) (This data cannot be Corrected after Enrolment)

मैं चाहता हूँ/की भारतीय विशिष्ट पहचान प्राधिकरण नया बैंक/पोस्ट ऑफिस आधार संख्या से जुड़ने में मुझे कोई आपत्ति नहीं है।  
I want the UIDAI to facilitate opening of a new Bank/Post Office Account linked to my Aadhaar.

मेरे वर्तमान बैंक छाते को मेरी आधार संख्या से जोड़ने में मुझे कोई आपत्ति नहीं है।  
I have no objection to linking my present bank account provided here to my Aadhaar.

राज्य : आई एफ एस सी कोड बैंक का नाम  
State : IFSC Code : Bank Name/

सत्यापन श्रेणी : दस्तावेज आधारित ( ) पहचानकर्ता आधारित ( ) परिवार के मुखिया आधारित ( )  
Verification Type : Document Based ( ) Introducer Based ( ) Head of Family ( )

ऊपर दिये गये पर्यायों से कोई एक चुनिए पहचान और/या आवास प्रमाणपत्र दस्तावेज ना होने पर पहचानकर्ता पहचानकर्ता और/या परिवार के मुखिया की जानकारी जरूरी नहीं है।  
Select only one of the above. Select introducer or Head of Family only if you do not possess any documents. Details are not required in case of Document based Verification.

10 दस्तावेज आधारित के लिए (प्रस्तुत दस्तावेज के नाम लिखें। मान्य दस्तावेजों की सूची अंत में दी गई है।)  
For Document Based (Write Names of the documents produced. Refer backside of this form for details.)

क. पहचान प्रमाण दस्तावेज A. POI  
ख. पता प्रमाण दस्तावेज B. POR

ग. संबंध प्रमाण दस्तावेज C. POR  
घ. जन्म तिथि दस्तावेज D. (सत्यापित)

11 पहचानकर्ता आधारित - परिवार के मुखिया आधारित : पिता ( ) माता ( )  
For Introducer Based - For HoF Based - Details of : Father ( ) Mother ( )  
पहचानकर्ता का आधार संख्या -  
Introducer's Aadhaar No. \_\_\_\_\_  
परिवार के मुखिया की नामांकन/आधार संख्या -  
HoF's EId/Aadhaar No. : \_\_\_\_\_

मैं पुष्टि करता/करती हूँ/की \_\_\_\_\_ का पहचान और पता सत्य, सही और  
I hereby confirm the identity and address of \_\_\_\_\_ as being true, c

पहचानकर्ता/परिवार के मुखिया का नाम:  
Introducer/HoF's Name :

सहमति / Consent  
मैं प्रमाणित करता/करती हूँ कि मेरे द्वारा भारतीय विशिष्ट पहचान प्राधिकरण को दी गयी जानकारी (बायोमेट्रिक्स) I confirm that information (including biometrics) provided by me to the UIDAI and the information co



# Biases within the parent culture reflected in the TL

## words matter, language matters!

- Norms, mores, gender perception & gender roles -all reflected in the language

- Loaded terms

Example used by  
Prof. Seema Khurana  
Yale University -2021 NCOLCTL talk

Use neutral language instead:  
for above example use *not married*

Another example: in Spanish,  
when referring to people, use  
*persona* instead of *hombre* or  
*mujer*

कुँआरा - Bachelor

kunaaraa, kunArA

पुल्लिंग - Masculine  
विशेषण (Adjective)

**अर्थ (Meaning)**

bechelor , unmarried

**'कुँआरा' के अन्य सांदर्भिक अर्थ (Other contextual meanings)**

single, unwed, unwedded

कुँआरी - Virgin

kunaarii, kunAri

स्त्रीलिंग - Feminine  
विशेषण (Adjective)

**अर्थ (Meaning)**

virgin , unmarried

**'कुँआरी' के अन्य सांदर्भिक अर्थ (Other contextual meanings)**

pure, undefiled, chaste, single, unwed, unwedded

# When terms are not gendered in the TL, why gender them in our textbooks??



First Year Hindi

Gautami Shah/गौतमी शाह

## Pronouns

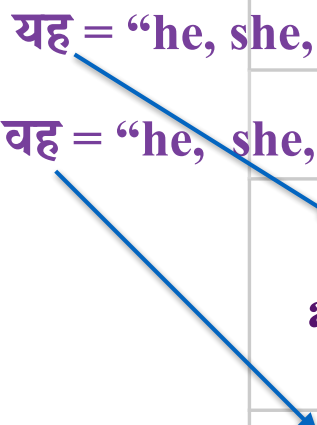
### Personal Pronouns

Singular	Plural
(Never used to address more than one person)	(Always grammatically plural even if used to address one person)
मैं = I	हम = We or Royal "I"
तू = You	तुम = You or You all
-	आप = You or You all
यह = This (person, allo-animal, living being, thing, etc.)	ये = These/They
वह = That (person, allo-animal, living being, thing, etc.)	वे = Those/ They

Typical textbooks translations =

यह = "he, she, it, this"

वह = "he, she, it, that"



aspects of inclusion unique to lp

(ii) the language student

(a) language learners might be specifically vulnerable and sensitive to "exclusion."

(b) the 'Heritage Language Student'

(a) Language learners might be specifically vulnerable and sensitive to "exclusion"

For example

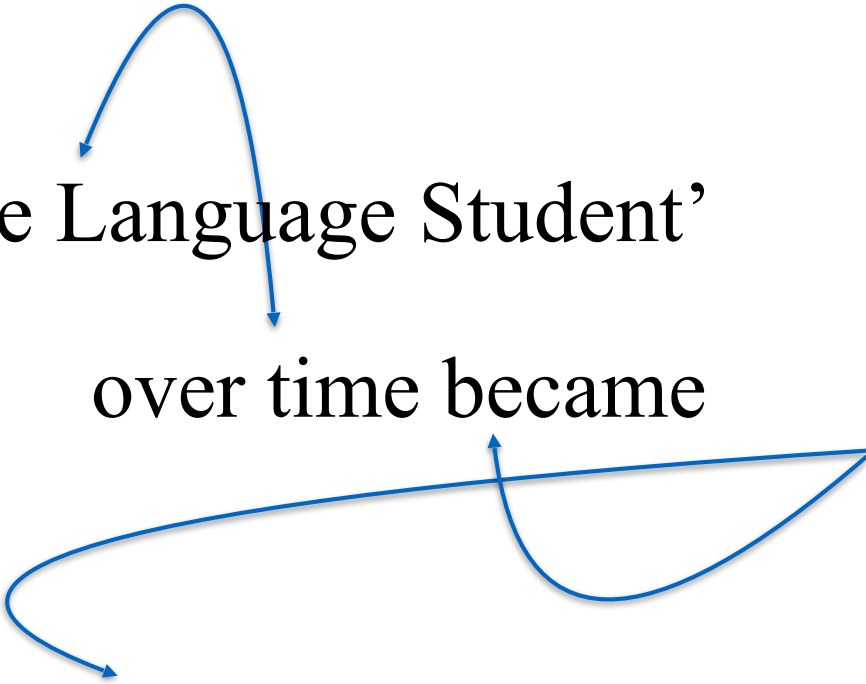
- exposing themselves
- monolingual backgrounds
- mixed ethnicity
- personal experiences

(b) The ‘Heritage Language Student’

The ‘Heritage Language Student’

over time became

the ‘Heritage ~~Language~~ Student’!!







**But we're speaking Japanese!**

Based on an idea by Stephen Bryan

Written by Ken Tanaka, David Neptune, David Ury

published 2014: <https://www.youtube.com/watch?v=oLt5qSm9U80>



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## (b) The ‘Heritage Language Student’

The ‘Heritage Language Student’

over time became

the ‘Heritage ~~[Language]~~ Student’!!

Need to **reinsert** “**language**” into the equation

**else we run the risk engaging in racial and ethnic profiling!!**

aspects of inclusion unique to lp

(iii) the multi-lingual student

aspects of inclusion unique to lp

(iii) the multi-lingual student

multi-lingual translanguageing  
in the  
language classroom

# Multilingual Communities

## Assumptions & Communication

### Monolingual

- Shared Speech
- Grammar
- Deviations are frowned upon
- Proficiency

### Multilingual

- Shared Space (multiple langs)
- Communicative practices
- Deviations become the norm
- Repertoire Building

Extrapolated from Khubchandani, 1997  
& Canagarajah, 2011.

Named Languages v/s Linguistic System of an Individual

Hindi, Bengali,  
Spanish, French,  
Dari, English,  
Sinhalese

Bits and pieces of various  
named languages  
accessed by the individual  
for effective communication

*“.... terms of named languages do not necessarily overlap  
with the linguistic systems of individual speakers”*

*-Garcia & Kleyn, 2016*



# Translanguaging

“A naturally occurring phenomenon  
for multilingual students”

*-Canagarajah  
2011*



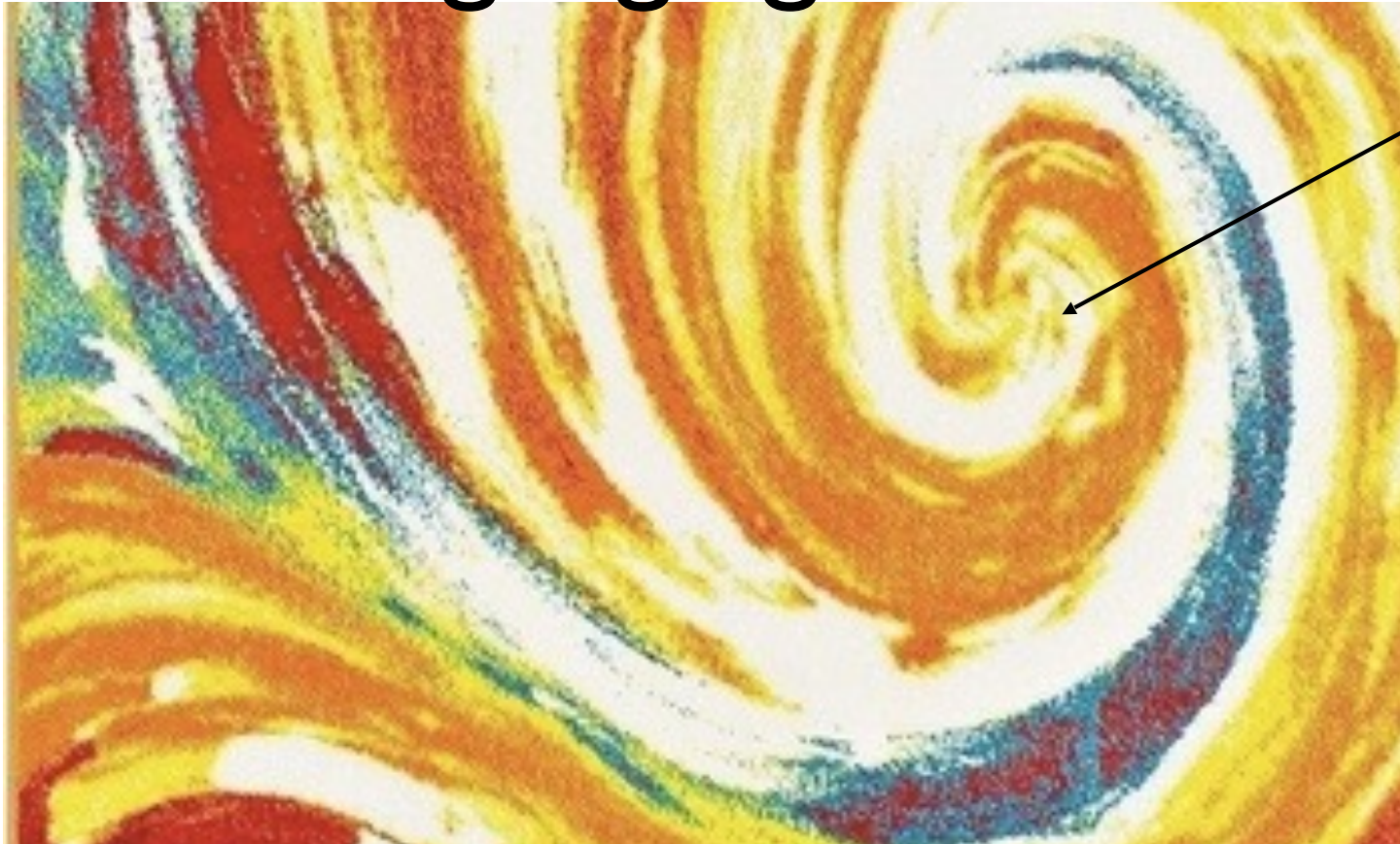


film: “queen” (2014)  
director: vikas bahl  
actors: kangana ranaut, lisa haydon

[https://en.wikipedia.org/wiki/Queen\\_\(2014\\_film\)](https://en.wikipedia.org/wiki/Queen_(2014_film))



# Translanguaging



Linguistic repertoire of a multilingual learner

“languages are part of a repertoire that is accessed for their communicative purposes; languages are not discrete and separated, but form an integrated system for them”

*-Canagarajah, 2011*

**All** students in our  
classrooms  
**are**  
definitely in the process of  
becoming multi-lingual



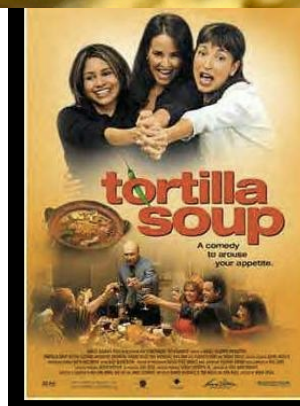
film: "tortilla soup" (2001)

director: maría ripoll

actors: héctor elizondo, elizabeth maria peña,

isacuelina danell chreders

[https://en.wikipedia.org/wiki/Tortilla\\_Soup](https://en.wikipedia.org/wiki/Tortilla_Soup)



An ad for milk by Amul Dairy in the 1990s

Code Switching/Code Mixing being one side of the coin....

.....translanguaging

is the other side of the coin.....

... one, we need to understand and factor in, in order to be **effective** and **inclusive** in our pedagogy.

# Multi-lingual Identities



## Code Switching/Code Mixing



<https://www.ebay.com/itm/RUGS-AREA-RUGS-8x10-AREA-RUG-CARPETS-QUALITY-MODERN-COLORFUL-RUGS-KIDS-RUGS-NEW-/142205757571>

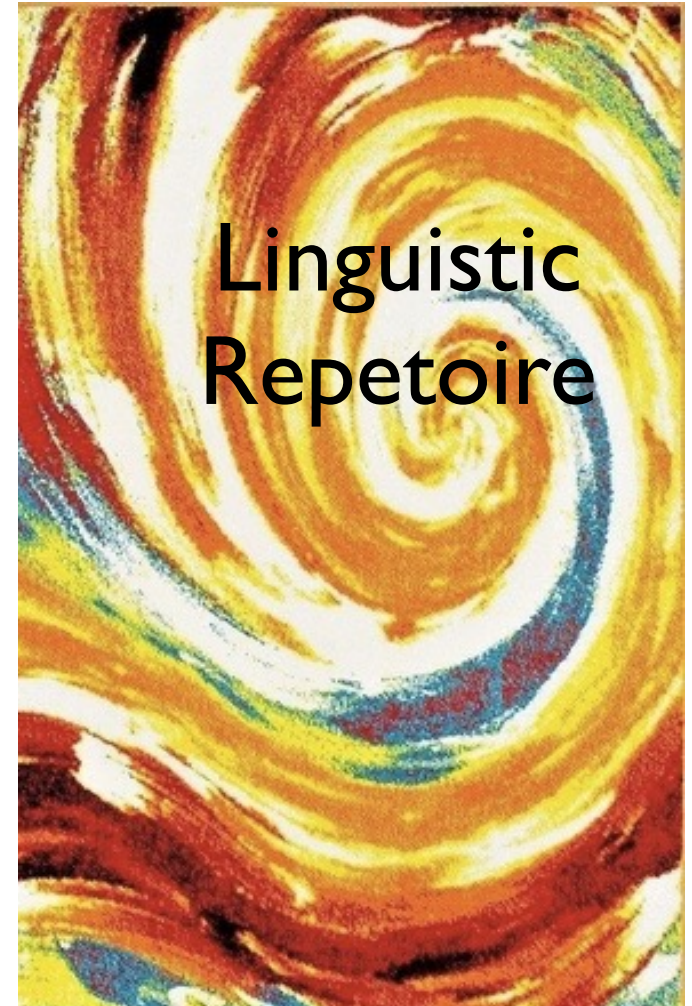
**L1**

**L2**

**L3**

Use of colors to explain the difference b/w the “Code Switching” and “Translanguaging” is inspired by Jason Anderson, 2017  
<http://www.jasonanderson.org.uk/index.html>

## Translanguaging



<https://www.ebay.com/itm/RUGS-AREA-RUGS-8x10-AREA-RUG-CARPETS-QUALITY-MODERN-COLORFUL-RUGS-KIDS-RUGS-NEW-/142205757571>

Meshing of languages in communication

# multi-lingual **translanguaging** in the language classroom

- Users not Learners
- Pedagogical shift in focus
- Assessment strategies



aspects of inclusion unique to lp

(iv) the **subject matter**

the **world is our subject matter**

relevant topics, difficult topics

Examples:

caste

colorism

sustainability

# IMPACT of inclusive language intervention

## Student reactions and feedback on language intervention:

- *If it does not create problems for the other students, I would like to use non-binary verb conjugations if possible, even if they are not yet part of Hindi.*  
(Request by a student)
- From the Fall '21 course evaluation: *I felt the class was really welcoming, and I can't describe enough how much I truly appreciate the inclusion of so many inclusive options (i.e. including nonbinary*

# IMPACT of inclusive subject matter

## Student reactions and feedback on inclusive subject matter:

- From the Sp' 22 course evaluation: *I enjoyed working on the caste system as it was also teaching more in-depth about culture and provided a vocabulary that was bigger than classroom discussions.*
- *Being a Dalit, my grandfather had to endure many indignities. Discussing the caste system in class made me feel “I belonged”.* (Paraphrased from a conversation with a student)

Translated transcription of the poem “sundarta kyaa hai by Vandana George”

### What is beauty?

What is beauty?

For a six year old (girl) child  
those *barbies* that are kept in the shop?  
Their fair faces, blonde hair, blue eyes?  
That song she had heard, a nursery rhyme in  
English:

“Curly hair, very fair, eyes are blue, lovely  
too!”

She wants that barbie.  
That barbie who is different from her.  
That barbie who is prettier than her.  
That barbie who is different from her, prettier  
than her.  
*I was that child.*

Have you noticed?  
Only fair children are called “beautiful”.  
Quite!  
A ten year old child is now learning.  
T.V. is teaching her.  
There are so many creams.  
There are so many soaps.  
There is so much make up!  
(All) to become *fair*.  
The dark-skinned woman is now fair.  
The sad woman is now happy.  
That ten year old child, is she aware?

Does she know that she is like the dark-  
skinned woman?  
Does she know that she will not become fair  
(light-skinned)?  
Is she aware that she has to become beautiful?  
That she will have to “become sad” (face  
disappointment) ?

No, that child is me.  
I am intelligent.  
I know that T.V. is wrong.

Quite.  
A young woman has learnt.  
I am learning.  
That T.V. is wrong.  
That society is wrong.  
That the internet is wrong.  
That friends are wrong.  
That the people who put on make-up at 5am  
are wrong.  
That the people who wear a sweater in  
summer, they are the ones who are wrong.  
That people who wear wigs, they are wrong.  
That the people who buy a beautiful barbie,  
they are the ones who are wrong.  
Yes, all are wrong - because when they are not  
wrong, I am not beautiful!

**IMPACT**  
of  
creating  
space for  
trans-  
linguaging  
and  
inclusive  
subject  
matter





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