

Exploring Challenges and Implications of Inclusive Learning Practices in University-level English Language Classrooms

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The use of inclusive language is an essential aspect of modern communication that seeks to prevent the marginalization of individuals based on various characteristics such as gender, race, religion, ability, or other traits. Despite the potential benefits of incorporating inclusive language practices that promote diversity in English language classrooms, it can present challenges and limitations for educators. Thus, this study, influenced by Critical Language Awareness (CLA) theory, sought to investigate the challenges teachers may experience when attempting to teach inclusive language in university-level English language classrooms. To accomplish this objective, qualitative research methods, including focus groups and interviews, were employed to gather English teachers' experiences and perspectives concerning the implementation of inclusive language practices within the classroom. Additionally, this study examined several variables such as the teacher's background, student demographics, and resource accessibility, which can influence the effectiveness of inclusive language practices. Furthermore, the research explored teachers' understanding of inclusive language and how they integrate it into their instructional practices. This study's findings have significant implications for English language teaching and learning. The study outlined the difficulties that teachers may encounter when implementing inclusive language practices in the classroom, with a particular emphasis on students who come from different cultural, linguistic, and socio-economic backgrounds. These findings emphasize the value of encouraging inclusive language patterns within the context of English language instruction, and they can guide efforts to improve initiatives for teacher preparation and professional growth in this field. By elucidating the complexities and obstacles of inclusive language instruction, this study provides invaluable insights that can inform efforts to enhance teacher preparation and professional development in this specific area as learning inclusive language has significant implications for students' future careers.

Keywords: Inclusive language, English Language Teaching, Teacher Experiences, Challenges