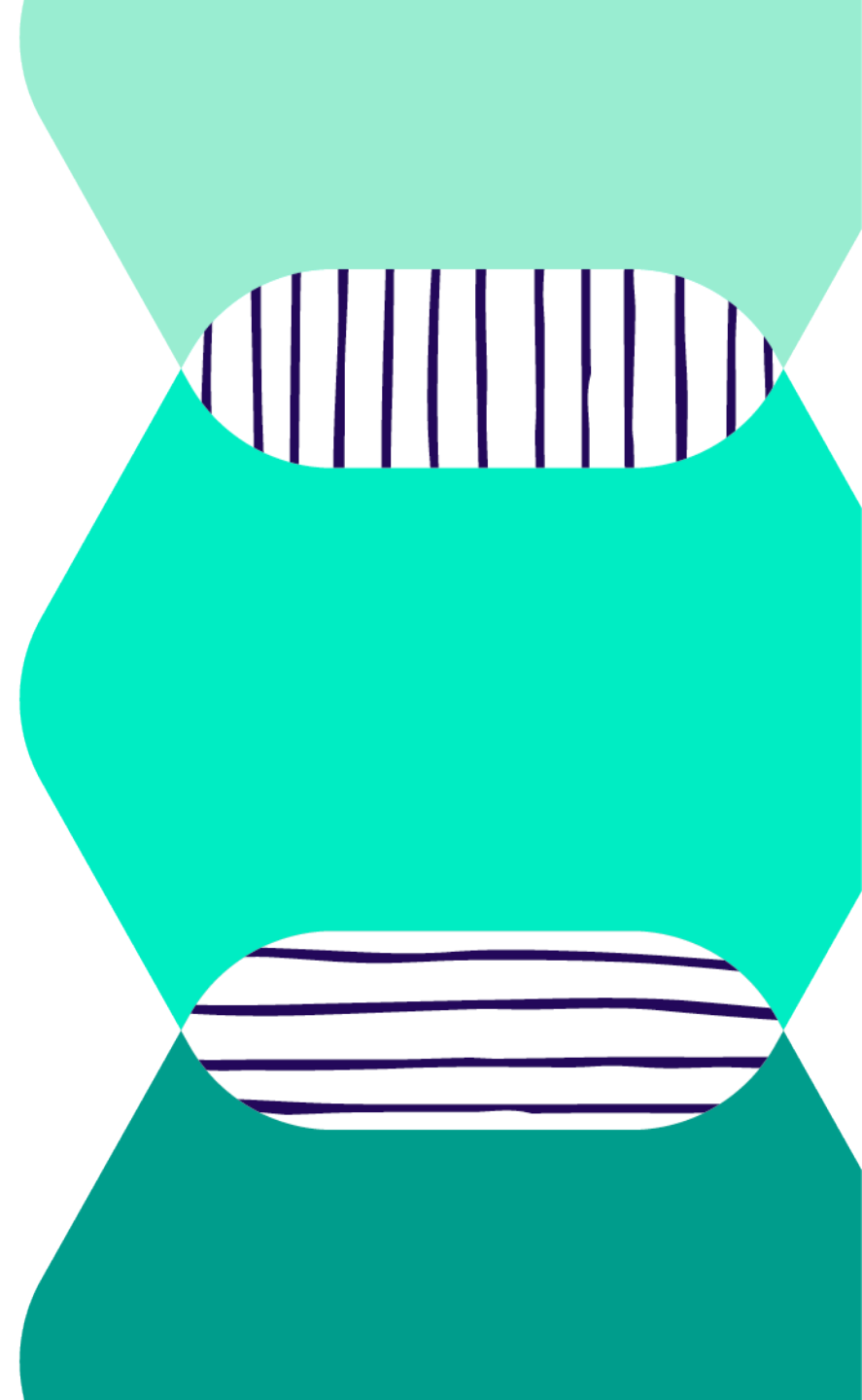


Accelerating English Language Learning in Central Asia

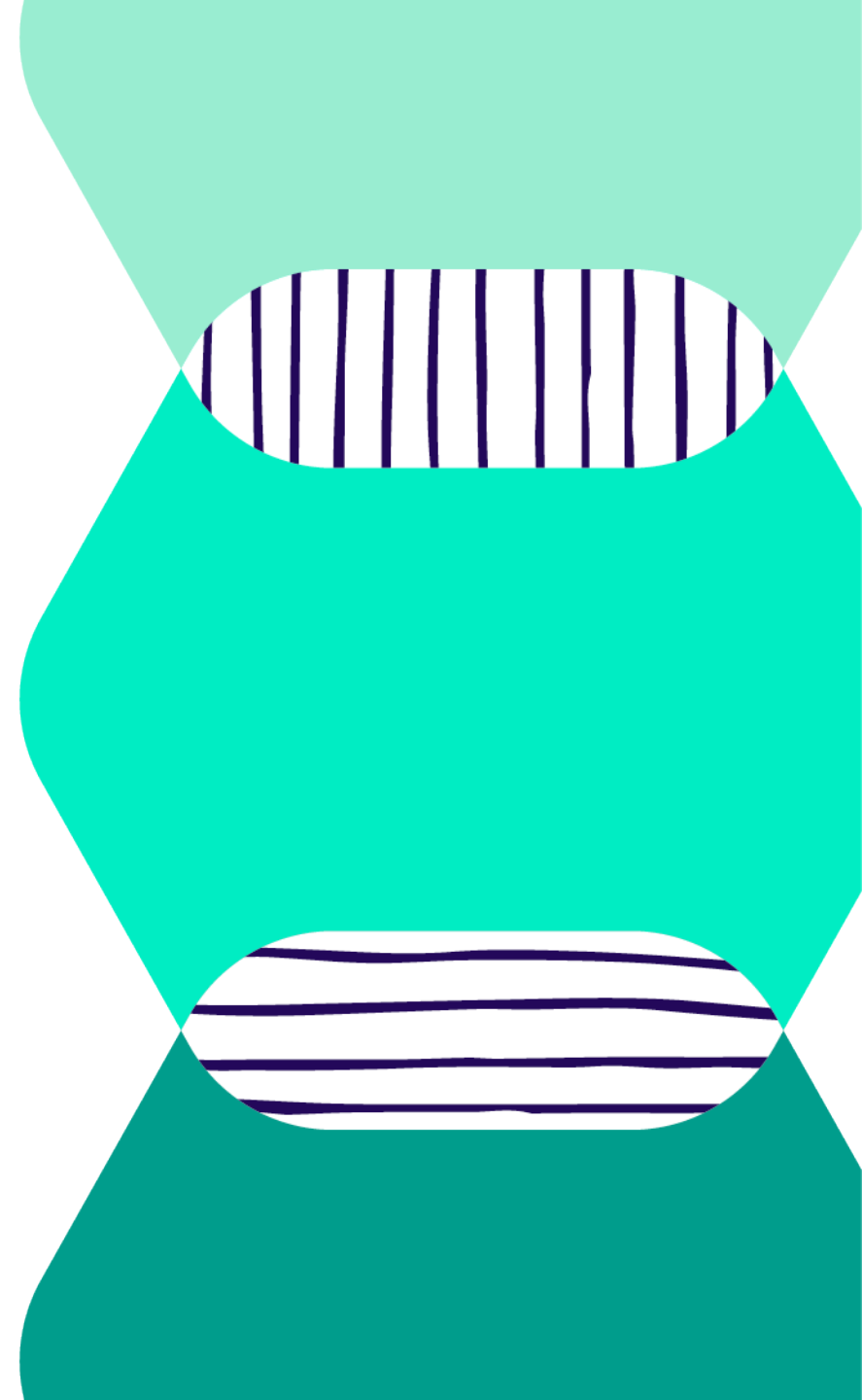
EDI in Practice: Revisiting “The Effective Language Teacher” Resource Pack

Pre-service Session 2



By the end of this session, you will:

- Apply EDI principles to classroom scenarios using tasks and materials from The Effective Language Teacher resource pack.
- Analyse your pre-training observation task to identify strengths and areas for developing more inclusive practice.
- Use practical strategies from the resource pack to plan or adapt activities that support equitable participation and learning for all students.





Pre-training task

Class Observation using the Diversity Responsive Assessment tool
by Taylor and Sobel (2007)

Important! This task is to be completed before the training to help us have a fruitful discussion and share thoughts. You will practise close, evidence-based observation using the Diversity Responsive Assessment (DRA) tool. The task builds skills in accurately observing classroom interactions, identifying how teaching and assessment respond to learner diversity, and reflecting on possible next steps for inclusive practice.

Where to find the tool? The tool is on page 62 of your Paperback training pack, or on the project website: CPD Programme » Module 2 » Unit 4
(<https://blog.westminster.ac.uk/englishincentralasia/forum/module-2/>)

After completing the task, you will be able to:

- Read and interpret the DRA tool carefully and apply it to a live class observation.
- Take detailed, objective observational notes that map to the five sections of the tool.
- Provide evidence-based judgments and reasoned suggestions for improvement.
- Share findings in a short debrief and reflect on the limitations of an observation in class and on the website.

Please read the instructions below very carefully:

Before the observation

1. Find/download the observation tool. Read the whole tool once to get a sense of the five sections, then read it again slowly and highlight key prompts/criteria.
2. Familiarise yourself with the five sections. Make sure you know what evidence each section requires.
3. Prepare your materials:
 - A printed copy of the DRA tool or an electronic copy that you can edit.
 - A separate notebook or digital document for raw observational notes.
 - A method for time-stamping observations (watch, phone).
4. Brief the class teacher/colleague: explain that you are observing for developmental purposes and will not judge individual pupils. Confirm any confidentiality. The names of the people you observed will not be named during the workshop.



This was your pre-training task. Let's see what you managed to do.

- What surprised you?
- What challenged your assumptions?
- How has this observation shaped your thinking about EDI in your own future practice?

The diversity assessment tool by Taylor and Sobel (2007)

Section 1- Teacher

- Awareness of and respect for students' diverse backgrounds
- Inclusive interactions with no bias, and support for all students' self-esteem
- Equal expectations and balanced attention to all learners
- Instruction connected to students' backgrounds and learning needs
- Fair and consistent feedback and assessment for everyone

Section 2- Study Environment and Assessment

- Diverse cultural, religious, age, and socioeconomic representation
- Accurate, authentic diversity in displays
- Flexible, interactive seating arrangements
- Grouping that supports collaboration across diverse learners

The diversity assessment tool by Taylor and Sobel (2007)

Section 3- Teaching Materials

- Inclusion of diverse cultural perspectives in materials
- Non-stereotypical representation of all groups
- Availability of resources in students' native languages
- Materials that engage, challenge, and support all learners
- Representation of diverse gender roles, racial, and cultural backgrounds

Section 4- Self-reflection

- Respectful, inclusive behaviour
- Use of diversity resources
- Accommodation of diverse needs
- Recognition of language and literacy differences
- Fair, accurate feedback
- Responsiveness to all learners
- Reflect on diversity teaching
- Appropriate classroom humour

The diversity assessment tool by Taylor and Sobel (2007)

Section 5- Areas of strengths

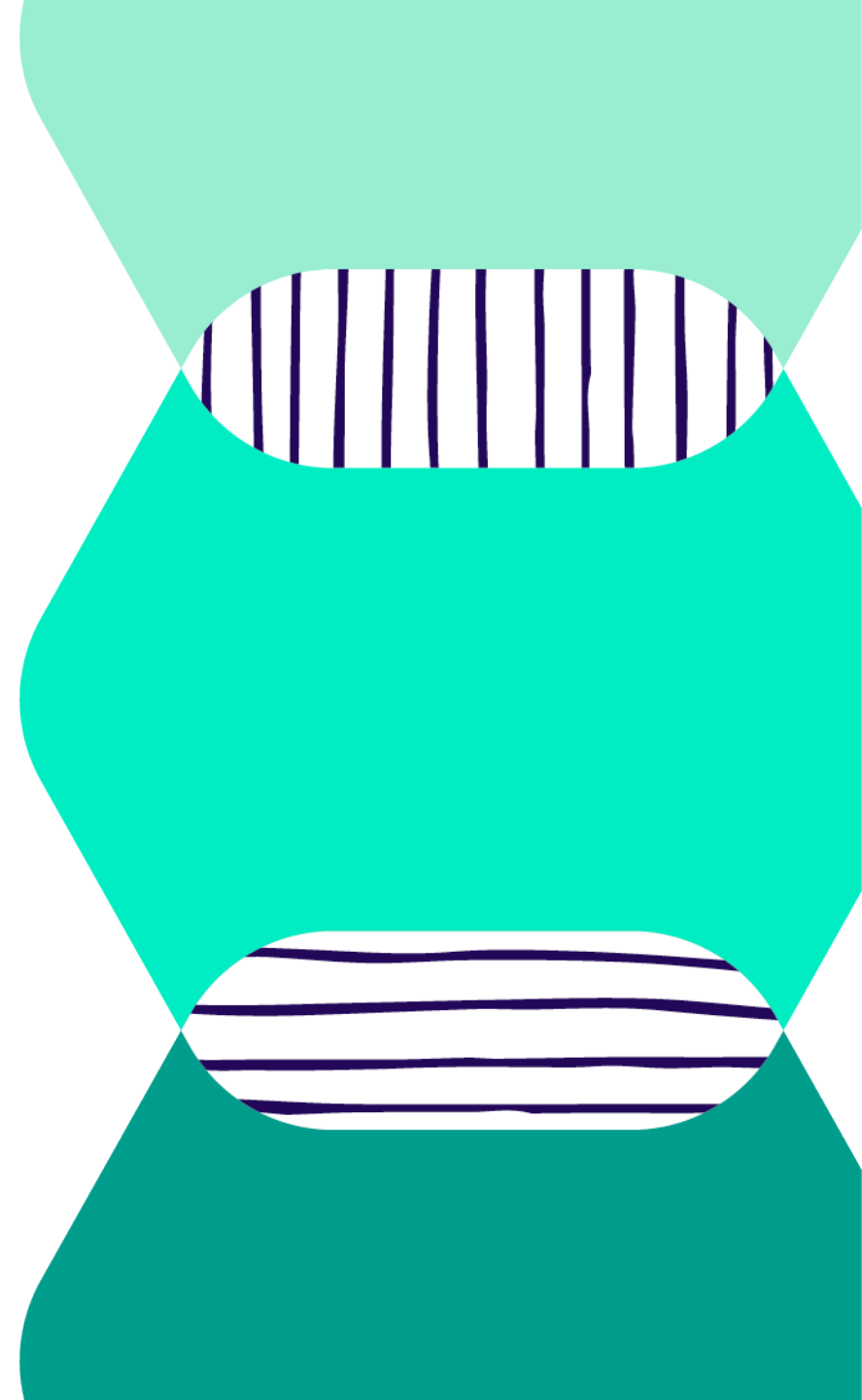
Section 5- Suggestions for improvement



Let's reflect on your experience as an observer!

Look back through your collected findings and analyse them in light of inclusive teaching principles.

- What patterns or gaps do you see?
- How does your observation inform your understanding of equitable and inclusive classroom practice?



Task 1A:

Read the case carefully (the rural Turkmenistan classroom) on page 13 of the Resource Pack or Module 1, Unit 1 on the project website.

The teacher works at a secondary school in a rural area of Turkmenistan. Their students, aged 15–17, come from diverse linguistic backgrounds, with some speaking Turkmen, Uzbek or Russian as their first language. Their exposure to English is mainly limited to the classroom, as they rarely use it outside school. Today, the teacher's lesson focuses on the past simple tense. The teachers begin by writing example sentences on the board: *I went to the market yesterday. She visited her grandmother last weekend. They played football after school.*

The teacher explains the grammar rule and asks students to copy the sentences into their notebooks. Next, they give the students a worksheet with ten fill-in-the-blank exercises and instruct them to complete it individually. After fifteen minutes, the teacher checks the answers aloud, asking individual students to read their responses. Some students answer correctly, while others hesitate or remain silent. The teacher provides the correct answer but does not ask follow-up questions. At the end of the lesson, the teacher assigns ten more grammar exercises for homework. Before leaving, they remind students that there will be a quiz next week.

In pairs or small groups, discuss:

Where do you see barriers to equality, diversity, or inclusion?

Who might be left out or disadvantaged in this lesson?

Task 1B:

Revise the case so that its framing is aligned with EDI principles and reflects an EDI-informed approach.

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Access

Design Options for Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Design Options for Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Support

Design Options for Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Design Options for Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Executive Function

Design Options for Emotional Capacity (9)

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Options for Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Options for Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

Engagement (The “Why” of learning)

Gap: Limited ways to sustain interest and motivation

The lesson relies on copying, silent individual work and answer-checking. There is little choice, collaboration or real-world relevance.

7.1 Optimise individual choice and autonomy – students have no options in how to engage with the work.

7.2 Optimise relevance, value and authenticity – examples are simple but not connected to students’ own lives.

8.3 Foster collaboration and community – no pair or group work to support motivation, especially for multilingual learners.

Representation (The “What” of learning)

Gap: Limited variety in how content is presented

The teacher uses only written examples and verbal explanations. Learners who need visual, audio or interactive support may struggle.

1.1 Offer ways of customising the display of information – no diagrams, timelines, colour-coding or visual cues.

1.2 Offer alternatives for auditory information – explanation is given orally but not supported with visuals or models.

2.1 Clarify vocabulary and symbols – no explicit support for learners whose first language is Turkmen, Uzbek or Russian.

2.5 Illustrate through multiple media – the lesson does not use images, stories, gestures or multimedia demonstrations.

Action & Expression (The “How” of learning)

Gap: Only one response format is offered

Students complete fill-in-the-blank exercises and read their answers aloud. This limits opportunities for different learners to express understanding.

5.1 Use multiple media for communication – students are not allowed to speak freely, write their own sentences, or demonstrate learning in varied ways.

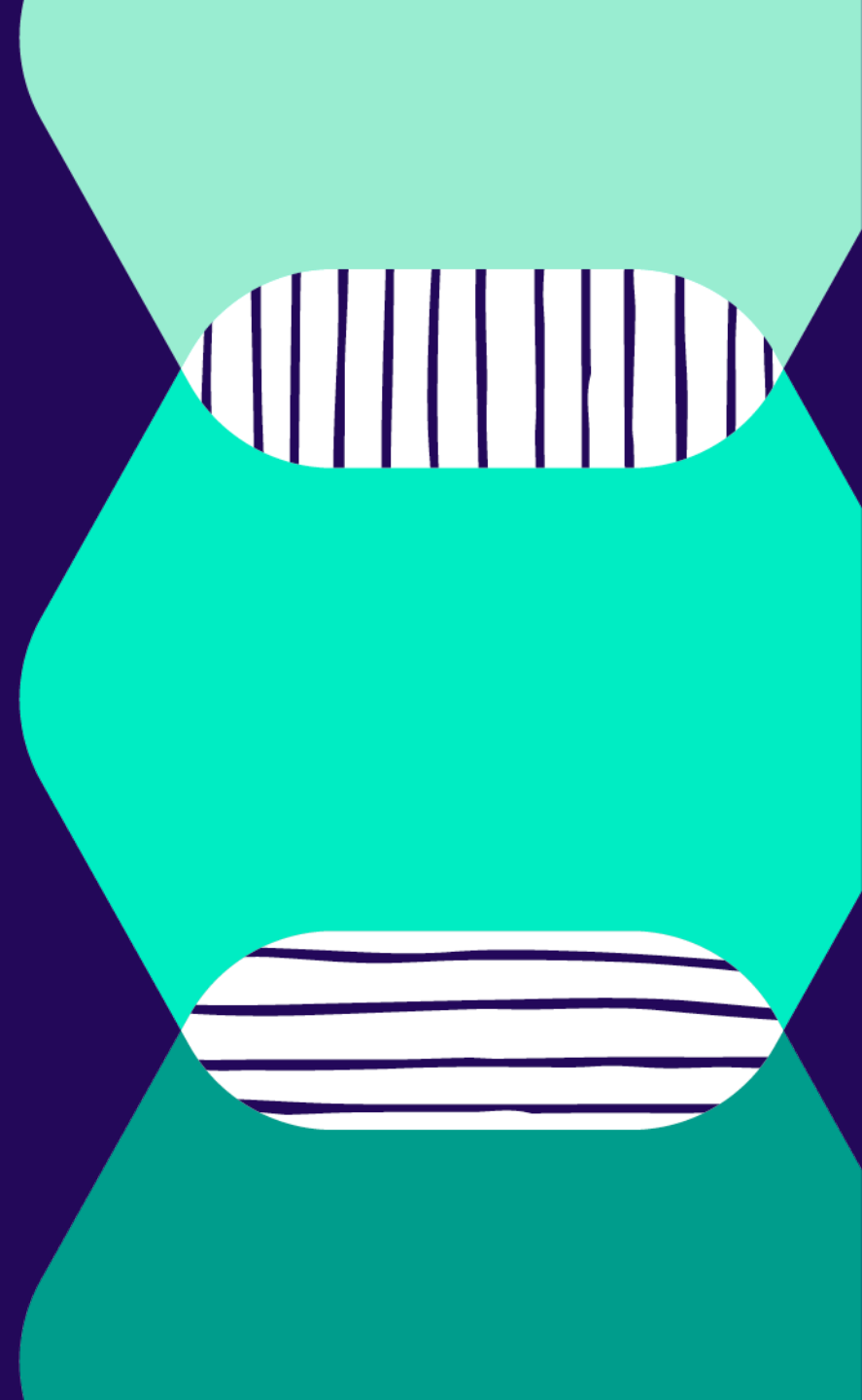
5.3 Build fluencies with graduated levels of support for practice and performance – no scaffolding or guided practice before independent work.

6.1 Guide appropriate goal-setting – learners do not reflect on what they understand or need to improve.

6.4 Enhance capacity for monitoring progress – answer-checking is teacher-led, with little feedback or self-assessment.

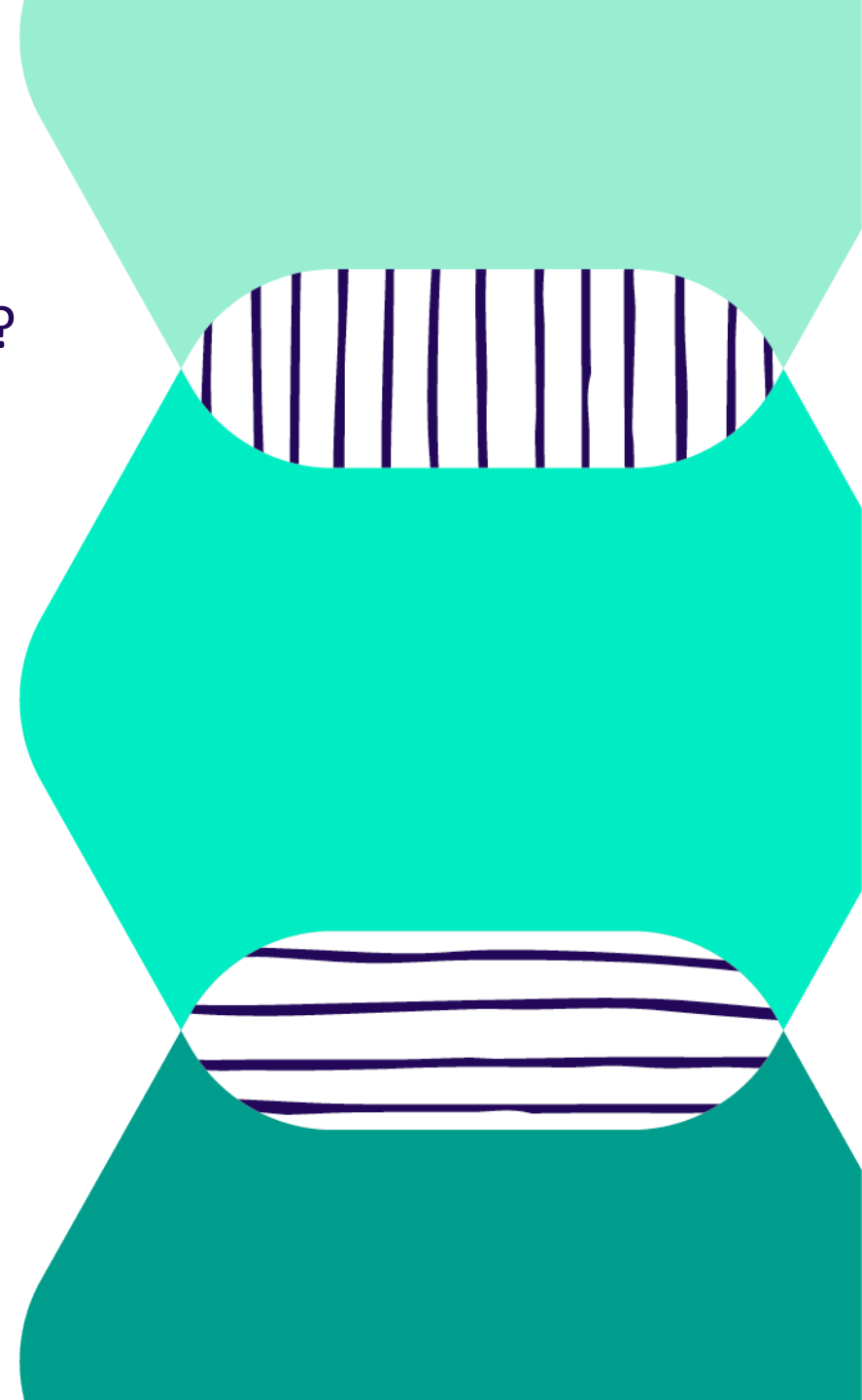
Task 2:

Read the schematic CLIL lesson plan very carefully. You can also find its copy in the Paperback Pack, page 32 or on the project website, Module 1, Unit 4.



Answer the following guiding questions:

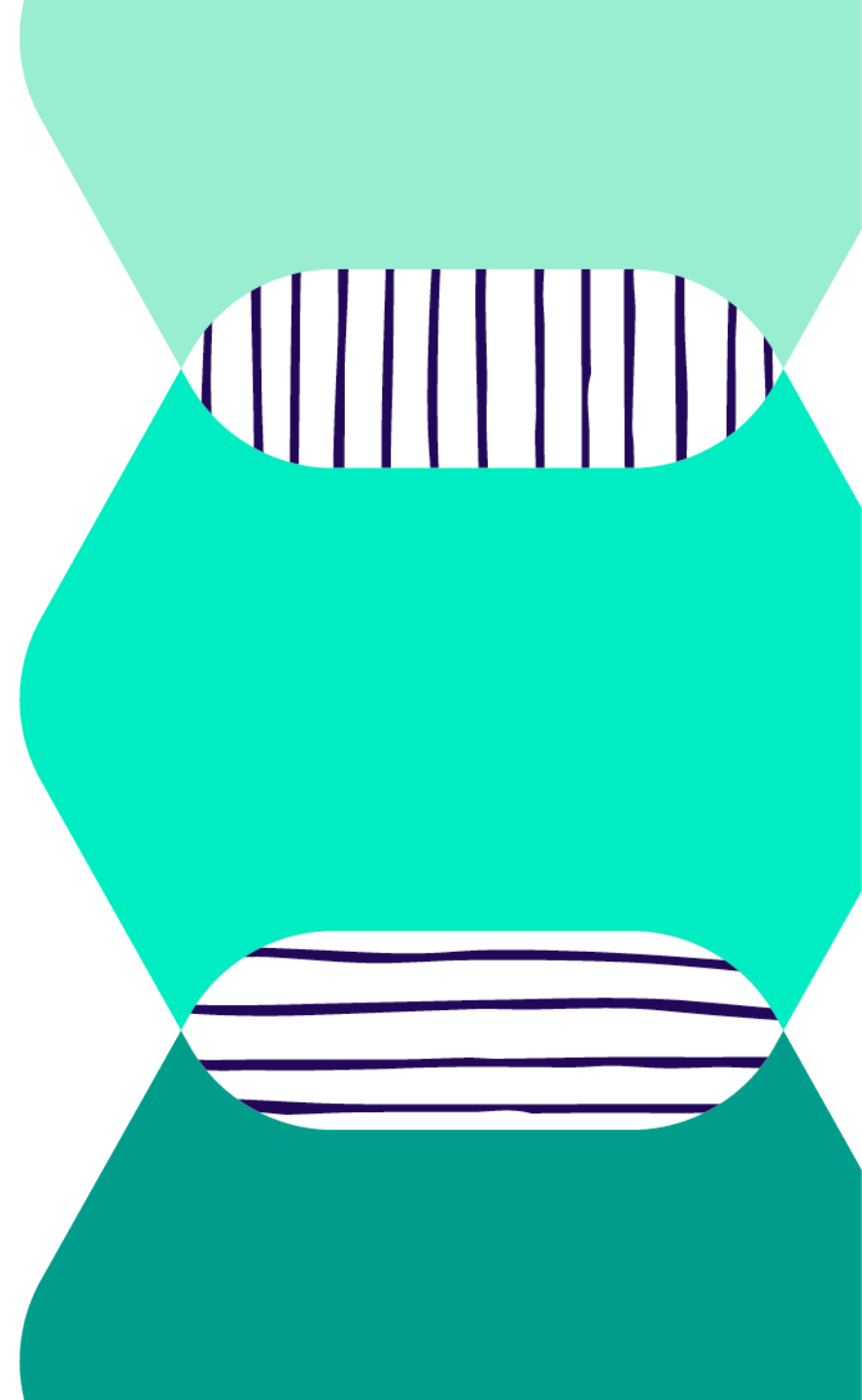
1. Are the tasks accessible to learners with different language levels?
2. Are there multiple ways to engage with content (visual, auditory, kinesthetic)?
3. Are learners given choices in how to demonstrate learning?
4. Does the lesson include scaffolding for learners who may need extra support?
5. Does the plan encourage all students to participate actively?



Identify one gap/area where the lesson plan could be improved to better support EDI principles.

For example, you may want to:

1. Add case studies from diverse countries or communities.
2. Provide scaffolds for learners with different proficiency levels.
3. Use multiple forms of assessment to cater for different strengths.
4. Incorporate collaborative tasks that value all students' voices.



For an area/gap you identified, propose a practical change to the lesson plan.

You may want to consider:

1. Task design (e.g., group discussions, projects, debates).
2. Materials (e.g., culturally inclusive visuals, multilingual glossaries).
3. Assessment (e.g., formative checks, alternative formats like oral, visual, or written)

