

Session 2

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

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.

1. Your pre-training task for this session was a class observation with the EDI focus. If you have not attended the training, this task was to be completed before the training to help us have a fruitful discussion and share thoughts. You are asked to 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/englishcentralasia/forum/module-2/>)

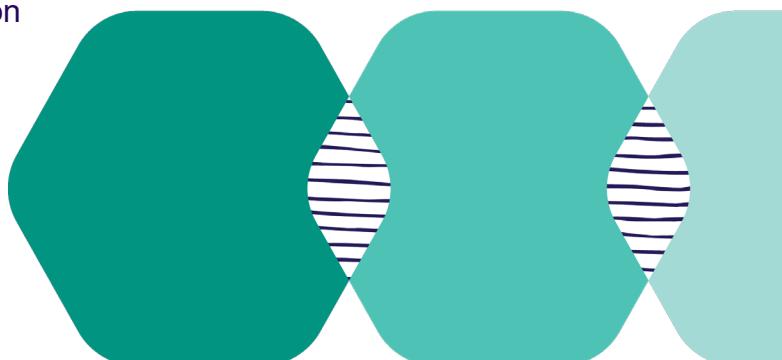
2. Do activity 1 below and study slides 3-7. When you are ready, start reflecting on the observation experience and the use of the tool. Read the detailed instructions on the link below.

Activity 1: Pre-training Task

Visit the Project Website to do the task:

<https://blog.westminster.ac.uk/englishcentralasia/reflections/>

3. The following task also requires you to use the Resource Pack. You need to read the case (the rural Turkmenistan classroom) on slide 9 and page 13 of the Resource Pack



or Module 1, Unit 1 on the project website and do tasks A and B.

Task 1: Case

A

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

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 teacher begins 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.

4. Individually, in pairs or small groups, discuss the following questions (slide 10):
 - Where do you see barriers to equality, diversity, or inclusion?
 - Who might be left out or disadvantaged in this lesson?

Take a look at the table below. Have you identified similar connections to (or failures to meet) EDI principles?

EDI Dimensions	Case observations/examples	Comments
Equality	The same worksheet and teacher-led activity are given to all students.	Equal treatment, but not equitable , because learners with different language backgrounds or proficiency levels may need different types of support.
Diversity	Students speak Turkmen, Uzbek, and Russian at home.	The lesson does not acknowledge or use their multilingualism as a resource. For instance, comparing English verb forms to



		Turkmen or Russian could help understanding.
Inclusion	Some students hesitate or remain silent during the feedback stage.	Indicates limited engagement and psychological safety. The teacher's method privileges confident or stronger students. Inclusive strategies (pair work, think–pair–share, or visual scaffolds) could involve everyone.
Cultural aspect	The content ("went to the market", "visited grandmother") is neutral, but not contextualised.	Could be adapted to reflect rural Turkmen life, students' real routines, or local traditions to make it more culturally relevant and motivating.

5. Revise the case so that its framing is aligned with EDI principles and reflects an EDI-informed approach (slide 11).

B

Revise the case so that its framing is aligned with EDI principles and reflects an EDI-informed approach. You will see a sample below, but try to do the task yourself first and only after your revision is ready, compare your case to the revised one.

Revised Case: EDI-Informed English Lesson

The teacher works at a secondary school in a rural area of Turkmenistan. Their students, aged 15–17, come from diverse linguistic backgrounds: some speak Turkmen, some Uzbek, and others Russian as their first language. Their exposure to English is mostly limited to the classroom.

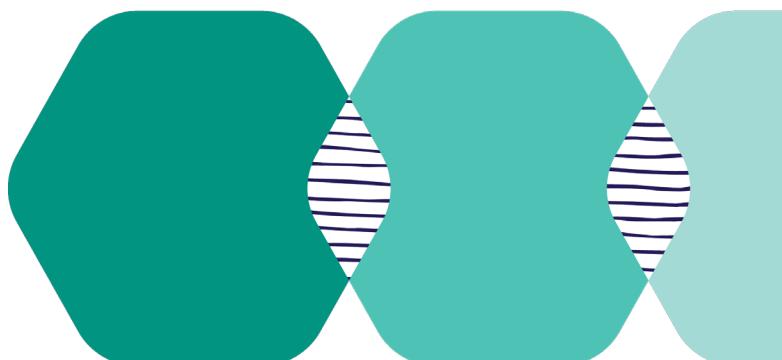
Today's lesson focuses on the past simple tense, but the teacher aims to connect grammar practice to students' real lives and cultural contexts.

At the start of the lesson, the teacher greets the class in English and briefly in Turkmen and Russian, showing respect for the students' home languages. To activate prior knowledge, the teacher asks:

"What did you do yesterday after school?"

Students discuss the question first in pairs using any language they prefer, then share short English responses. The teacher writes several student-generated examples on the board:

- *I helped my mother cook plov.*
- *We went to the bazaar.*



- *I played football with my cousin.*

The teacher underlines the verbs and asks guiding questions to help students notice the form:

“What do you see at the end of these verbs?”

“Which word changes when we talk about the past?”

After eliciting the rule, the teacher provides a short bilingual explanation (English + students' L1s) to support understanding. Students take notes in English but are encouraged to annotate in their own language if helpful.

Next, the class moves into a differentiated task. Students choose one of three versions of a worksheet:

- **A:** Fill in the blanks with given verbs and time words.
- **B:** Complete sentences about daily life using their own ideas.
- **C:** Write a short paragraph about “My weekend” using at least five past tense verbs.

The teacher circulates, offering extra help in English and occasionally using brief L1 explanations for clarity.

After completion, students exchange papers for peer checking in pairs. The teacher encourages them to discuss and justify their answers together.

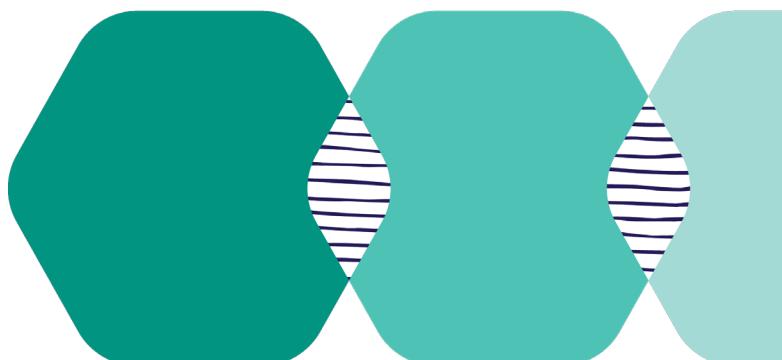
To check understanding, the teacher invites volunteers to share examples aloud, ensuring quieter students are included by giving them preparation time and positive feedback.

Finally, the class works together to create a “**Class Story**” on the board: each student contributes one past simple sentence about a shared local event (for example, *We celebrated Nowruz at school last month.*). The story is read aloud by the group, reinforcing both grammar and community connection.

For homework, students are asked to interview a family member (in any language) about what they did last weekend, then write five English sentences about it for the next lesson.

Before leaving, the teacher praises everyone's effort, highlighting how each student's language and experiences add value to learning English.

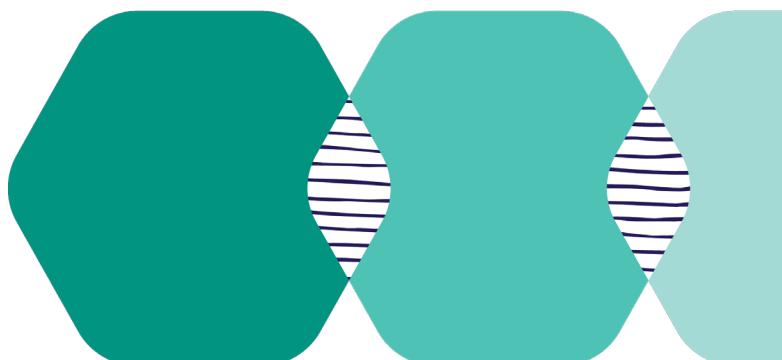
6. Revisit the UDL chart you have examined in the previous session (slide 12). Look back at the original case in task 1(A). Carefully read through slides 13-15, when the case is analysed against the UDL. Do you agree with the points on the slides? Can you add anything else to the points listed?
7. Let's apply these principles to a lesson plan (Task 2 below). The instructions are provided on slide 16.



Task 2: Lesson Plan

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

Lesson Stage	Activities	Content Objectives	Language Objectives	Timing
Introduction	Warm-up: - Discuss a visual (e.g., graph of energy consumption). - Set lesson objectives (content and language).	- Activate students' prior knowledge of sustainable energy.	- Practice speaking fluently about familiar concepts.	5-10 mins
Input/Content Delivery	- Short lecture, video, or infographic on sustainable energy. - Provide vocabulary handouts with definitions and examples.	- Understand the principles of renewable energy production.	- Learn key vocabulary (e.g., <i>carbon-neutral, renewable</i>).	15-20 mins
Language Focus	- Vocabulary matching exercise or gap-fill activity. - Review grammar relevant to the topic (e.g., passive voice for technical writing).	- Reinforce knowledge of renewable energy concepts.	- Build vocabulary and context-specific phrases.	10-15 mins
Skills Practice	- Speaking: Pair discussion on <i>"Advantages and challenges of solar</i>	- Analyse the pros and cons of renewable energy in	- Use academic phrases and target	20-30 mins



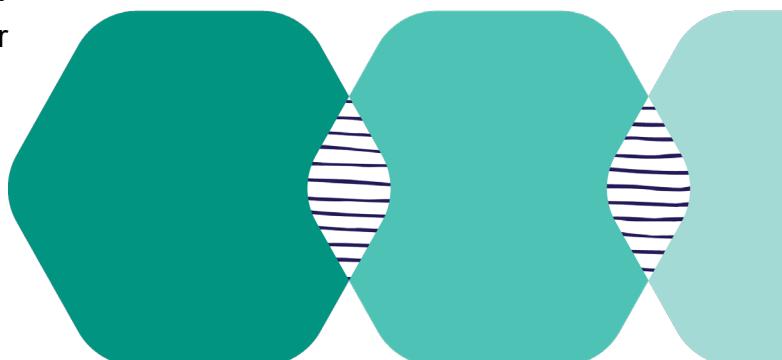
	<i>energy in your country."</i>	different contexts.	vocabulary in speaking.	
	- Listening: Comprehension activity with an expert interview.	- Extract key points from expert discussions.	- Improve note-taking and comprehension of technical terms.	
	- Reading/Writing: Case study analysis and summary writing.	- Identify and summarise key ideas from a case study.	- Write clear and concise academic summaries.	
Task/Application	- Group project: Propose a renewable energy project using visuals (charts, graphs, etc.).	- Apply knowledge of renewable energy to a practical scenario.	- Present ideas using academic and technical language.	15-20 mins
Feedback and Reflection	- Peer/teacher feedback on group presentations.	- Reflect on the understanding of sustainable energy principles.	- Receive feedback on language use and presentation skills.	10 mins
Assessment and Homework	- Summative: Review summaries or presentations.	- Demonstrate comprehension of renewable energy concepts.	- Write a paragraph or complete a reading on energy topics.	Ongoing

2. Answer the following guiding questions (slide 17):

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

3. Identify one gap/area where the lesson plan could be improved to better support EDI principles (slide 18). For example, you may want to:

- Add case studies from diverse countries or communities.



- Provide scaffolds for learners with different proficiency levels.
- Use multiple forms of assessment to cater for different strengths.
- Incorporate collaborative tasks that value all students' voices.

4. For an area/gap you identified, propose a practical change to the lesson plan (slide 19). You may want to consider:

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

Be ready to share your findings with the larger group. Discuss which proposed changes could have the biggest impact on inclusion and equity.

Reflection on the Website (Individual):

Think about the lesson plan you reviewed. Reflect on how EDI principles can be systematically integrated into your own lesson planning, rather than added as an afterthought. Consider the following questions as you write your reflection (200–300 words):

- How can lesson content, examples, visuals, vocabulary, and tasks be designed to be both culturally diverse and accessible to learners with different language backgrounds and proficiency levels?
- What strategies can ensure all students can participate meaningfully?
- How can assessments and feedback be fair, equitable, and responsive to different learner strengths?
- What steps would you take to embed EDI principles from the start when designing a lesson plan?
- How might systematic EDI integration change the learning experience for students?

Post your reflection as a reflective entry on the project website under the EDI Training Resources>>>EDI in Lesson Planning (<https://blog.westminster.ac.uk/englishincentralasia/edi-in-lesson-planning/>).

