



Walking in Their Shoes: Inclusive Language Use through the Lens of English Teachers

Rhea Marie R Espiritu ^{1*}, Shienna Marie L Caparas ²

^{1, 2} University of Cabuyao, Cabuyao City, Laguna, Philippines

* Corresponding Author: Rhea Marie R Espiritu

Article Info

ISSN (online): 2582-7138

Volume: 06

Issue: 03

May-June 2025

Received: 02-05-2025

Accepted: 19-05-2025

Page No: 809-819

Abstract

Inclusive language is about communicating without bias, stereotypes, or exclusion, and with respect for diverse identities (e.g., gender, race, age, ability, religion, socioeconomic status). By incorporating language that acknowledges and celebrates the diverse backgrounds of the student body, educators can foster greater cultural awareness and help students build a more inclusive and global perspective. This research investigated English teachers' views and practices related to the use of inclusive language within their classrooms. This qualitative phenomenological research explored the lived experiences of English teachers of Balibago Integrated High School, Labas Senior High School and Pulong Sta. Cruz National High School in the Division of Sta. Rosa Laguna. Data were gathered through observation using checklist and interview with purposively selected 10 participants and analyzed using Colaizzi seven-step method. The findings of this study revealed 6 superordinate themes and 25 subordinate themes concerning teachers' awareness of inclusive language, the challenges they faced and the strategies they employed in its implementation. The results underscore the teachers' dedication to fostering respect, equity, and representation through their language selections while also pinpointing obstacles such as limited resources, time limitations, and the necessity for continuous professional development. This research contributes to a deeper understanding of how English teachers in specific locale "walk in the shoes" of their diverse learner by embracing and enacting inclusive practices, offering valuable insights for teacher education and curriculum development.

DOI: <https://doi.org/10.54660/IJMRGE.2025.6.3.809-819>

Keywords: Inclusive Language, English Teachers, Qualitative Design, Philippines

Introduction

Inclusive language in the context of education is the application of words and expressions free of bias or exclusion that so celebrate the variety of every student. Practically, this includes selecting words and communication techniques that honor and value variations in gender, ethnicity, ability, socioeconomic background, and other facets of identity. Previous studies underline how teachers' use of such language can contribute to a friendly and fair classroom, therefore increasing student cultural understanding and sensitivity. Incorporating language that supports all of the histories of every student helps them to feel included and belonging, which in turn can improve their performance in the classroom. One main advantage of inclusive language, according to Sousa (2024), is its ability to foster a sense of belonging—that is, when people feel their identities are acknowledged and handled with respect, they usually feel more welcome and valuable. Using inclusive language in the classroom presents difficulties notwithstanding its significance. Teachers who want to deliberately employ inclusive language—a process that calls for self-awareness and work—may have to unlearn habitual language practices like the usage of gendered terms or stereotypes. Teachers and students both could find it difficult to keep up with changing ideas of respectful language and identify and fix unconscious prejudices in their own work. Often, ensuring that classroom conversation represents diversity and equity calls for instructors to be constantly self-reflexive and flexible. As both teachers and students negotiate changes to long-standing linguistic habits, it could also include resolving discomfort or resistance.

Moreover, pragmatic limitations in the classroom—such as limited time to create new materials, lack of resources, or inadequate training—may impede teachers' application of inclusive language notwithstanding their good intentions.

This study seeks to clarify what difficulties and techniques define this experience as well as how English instructors perceive and apply inclusive language in their regular work. It takes place in the framework of three public secondary schools in the Division of Santa Rosa, Laguna, Philippines, where the classroom setting clearly exhibits variation among students in terms of language, culture, aptitudes, etc.). Using a phenomenological perspective, the study centers on the lived experiences of English teachers—that is, on how they "walk in the shoes" of their varied students by using language that advances inclusiveness. This emphasis acknowledges that teachers are doing a sympathetic and reflective practice that connects their instructional communication with the various reality of their students, therefore transcending their mere application of a pedagogical technique.

In particular, Culturally Sustaining Pedagogy (CSP), constructivist and interpretivist paradigms shape the theoretical basis of this approach. CSP is a prism through which one may examine how instructors' own experiences and cultural background impact their perspective on and application of inclusive language. By means of CSP, inclusive language practices are seen as representations of deeper commitments to equality, justice, and representation in education, not as only technical fixes. Stated differently, language choices in the classroom relate to values: by choosing inclusive terminology and examples, teachers respect the linguistic and cultural variety of students and endeavor to maintain that diversity rather than compel assimilation. From this point of view, inclusive language can empower students by validating their identities and experiences; for example, by using culturally relevant books, honoring their home languages or dialects, and supporting classroom discourse honoring both global and local identities. Teachers create trust and enable students to have confidence in negotiating social and cultural differences by modeling inclusive communication and really listening to student opinions. Therefore, the importance of this research is in helping us to better grasp how educators view their responsibility in creating inclusive and empowering learning environments by daily language use. It also looks for pragmatic ideas that could guide curriculum development and teacher preparation, therefore enabling more teachers to design classrooms in which every student feels valued and involved.

All told, the studies cover the following important points: (1) What part do inclusive language play in English classrooms, according to the teachers? (2) What difficulties would they run across trying to apply inclusive language? and (3) How can they go above these obstacles to effectively apply inclusive language? By responding to these issues, the study supports inclusive language practices in education by means of evidence-based suggestions and clarifies the phenomenological reality of teachers' work at the micro level of classroom interaction, therefore contributing to both theory and practice.

Methods

This study examined teachers' actual experiences with inclusive language using a qualitative phenomenological research design. Rooted in the writings of Edmund Husserl

and Martin Heidegger, phenomenology is appropriate for analyzing participants' impressions, feelings, and interpretations of an experience. In this sense, the phenomena of interest is classroom inclusive language use. Using Colaizzi's descriptive phenomenological technique, the researchers sought to faithfully capture the core of common experiences as reported by the teachers themselves. Emphasizing the extraction of basic meanings and returning to participants for validation of results, Colaizzi's seven-step approach offers a methodical manner to examine qualitative data. This thorough approach was selected to guarantee that the results really reflect the honest opinions of the teachers, therefore strengthening the validity of the study.

Purposively chosen from three secondary schools—Balibago Integrated High School, Labas Senior High School, and Pulong Sta. Cruz National High School in Sta. Rosa City, Laguna—ten English teachers (all licensed professional teachers with a Master's in Education) participated. These institutions provide a pertinent setting for researching inclusive language use since they attract a varied student body with regard to socioeconomic background, language, and aptitude. Because participants' years of teaching varied—from newbie teachers to veterans—the survey could record a spectrum of points of view. Every teacher received a code (P1, P2,...) in the data records and reporting to guard anonymity.

Two main approaches were used for data collecting: semi-structured interviews and classroom observations. Using a systematic checklist, each teacher was first seen during classroom instruction noting instances of language use connected to inclusiveness or exclusivity. These notes concentrated on reactions to student remarks, instructional language—that is, how pronouns or instances were used—and teacher-student interactions. Adapted from inclusive teaching materials, the checklist contained indicators included use of gender-neutral vocabulary, avoidance of negative or stereotyped statements, appreciation of many cultures in examples, and encouraging language from students reflecting mutual respect. Every teacher was seen at least twice in order to reflect consistency and variation in their work.

After the observations, every teacher underwent extensive interviews. An interview guide guaranteed consistency covering issues such the teacher's knowledge of inclusive language, personal experiences or anecdotes showing its use, perceived benefits for pupils, problems faced, and resources or solutions she depends on. Still, the semi-structured approach gave teachers freedom; they may think and explain elements most important to them. Interviews, which ran between 45 and 60 minutes, were audio-recorded with permission. Important questions asked were "Can you describe a situation in your class where you consciously chose your words to be inclusive?" "What challenges do you face in using inclusive language?" and "How do you prepare or learn to use more inclusive language in teaching?" Deeper exploration of stories and emotions—e.g., "How did that experience affect you or your students?"—was accomplished by means of probing questions.

Data Analysis

All interviews were transcribed verbatim and combined with the field notes from classroom observations to form the qualitative data set. Data analysis followed Colaizzi's seven-step method (Colaizzi, 1978), ensuring a thorough and

participant-grounded process. The steps were implemented as follows, as also guided by recent usage of Colaizzi's method in education research:

1. **Familiarization:** Researcher read all transcripts and observation notes multiple times to immerse themselves in the data and obtain an overall feeling for teachers' experiences.
2. **Extracting Significant Statements:** Each transcript was reviewed line-by-line to identify significant statements or quotes about inclusive language use. For example, P3 noted, "It's all about creating a supportive environment where [students] feel comfortable and confident to participate", and P7 said, "You have to know each learner's needs, their characteristics... to understand them". Such statements were highlighted as they capture key aspects of the phenomenon.
3. **Formulating Meanings:** The researcher interpreted the underlying meaning of each significant statement. Using the above examples, P3's statement was understood as highlighting the importance of an emotionally safe classroom climate for inclusivity, while P7's comment indicated the need for teachers' awareness of individual differences.
4. **Organizing into Theme Clusters:** Related meanings were grouped together to form themes. In iterative discussions, the research team clustered these initial themes into larger units. For instance, statements about students feeling comfortable to participate were grouped under a theme of "Enhancing Student Engagement," whereas statements about understanding individual learner differences grouped under "Recognizing Diverse Identities and Needs."
5. **Developing an Exhaustive Description:** The theme clusters were then organized into a rich, exhaustive description of the phenomenon. At this stage, six superordinate themes emerged, each encapsulating several more specific subthemes or facets (25 in total). The themes were given intuitive labels drawn from the teachers' own words (e.g., "Recognize Diverse Identities Among Students," "Enhance Communication Skills," etc.) to remain grounded in the data.
6. **Producing the Fundamental Structure:** The exhaustive description was distilled into a fundamental structure – essentially a concise summary of how English teachers experience and implement inclusive language. This structure emphasized that teachers view inclusive language as integral to fostering a respectful, engaging, and supportive classroom, but they must navigate various challenges and continuously adapt to effectively practice it.

7. **Validation by Participants:** Finally, as Colaizzi recommends, the preliminary findings were validated by returning to the participants. The researcher provided each teacher with a summary of the themes and interpretations, asking whether these resonated with their experiences. The teachers confirmed the accuracy of the themes, and a few offered minor clarifications. For example, one teacher added that "time constraints" were an even bigger obstacle than initially described, which the researchers then ensured was clearly noted under the relevant theme of implementation challenges.

Throughout analysis, measures were taken to enhance trustworthiness. Triangulation was achieved by comparing observational data with interview self-reports (for instance, a teacher might claim to use gender-neutral terms, which was cross-checked with classroom observations). Peer debriefing was conducted with a colleague not involved in data collection, to challenge potential biases in theme development. Member-checking (participant validation) as described above further ensured that the teachers recognized the findings as true to their experiences. These strategies, along with Colaizzi's methodical approach, strengthened the credibility and dependability of the results, keeping them firmly "rooted in genuine lived experiences" of the teachers. Ethical clearance for the study was obtained from the University of Cabuyao Graduate School, and permission was granted by the Department of Education division office and the principals of the participating schools. All participants provided informed consent and were assured of anonymity and the voluntary nature of their involvement. Pseudonyms or codes are used in reporting quotes to protect identities. The study adhered to ethical guidelines for research with human subjects, ensuring no harm and full respect for participants' dignity and privacy.

Results

After rigorous analysis of the interviews and observations, six superordinate themes emerged, each encompassing several related subthemes, to describe the essence of English teachers' experiences with inclusive language. These themes capture: (1) how teachers perceive the role and impact of inclusive language in their classrooms (the "why" and "what" of their inclusive language use), (2) the specific challenges or difficulties they face in implementing inclusive language, and (3) the strategies and adjustments they employ to overcome these challenges and enhance their practice. Table 1 provides an overview of the six major themes identified, along with a brief description of each.

Table 1: Emergent Superordinate Themes from the Study

Superordinate Theme	Description
Fostering a Respectful Environment	Building a classroom culture of mutual respect, equity, and safety where all students feel valued and heard.
Enhancing Student Engagement	Encouraging active participation and confidence among students by making them feel included and important in the learning process.
Recognizing Diverse Identities	Acknowledging and celebrating the diverse backgrounds, cultures, and identities of students to foster a sense of belonging.
Improving Communication Skills	Using inclusive language to facilitate open, comfortable dialogue between teachers and students, improving understanding and trust.
Adjusting Teaching Practices	Modifying language use (e.g., avoiding gendered terms, using visual aids) and instructional approaches to be more inclusive of all learners.
Continuous Development & Collaboration	Engaging in ongoing self-reflection, professional learning, and peer support to continually improve inclusive language use and overcome challenges.

Each of these themes is elaborated below with supporting evidence from participants' narratives and observations.

Fostering a Respectful Environment

Teachers pointed out that their teaching environment is based mostly on respect and inclusivity. They see inclusive language as a fundamental tool for creating a polite classroom in which every student—from all backgrounds or identities—feels safe and valued. One participant (P6) for example said, "we set the tone that in our class, we respect each other's words and identities." At the beginning of the school year, she said, she works with kids to develop inclusive classroom standards. Using those times as teaching tools, teachers aggressively corrected any offensive or excluding language among their students. This strategy conforms with what the literature defines as establishing a "safe space," one in which open communication, respect, and free from judgment rule. Teachers wanted to convey a strong message: everyone in this class counts and deserves respect by adopting inclusive language themselves.

Teachers' regular interactions clearly reflected the topic "Facilitate a Respectful Environment." Teachers were seen utilizing polite, nonjudging modes of communication and making sure classroom posters, group names, or examples did not marginalize any group. For instance, many chose neutral words like "Class" or "everyone" instead of "Okay, guys...", which is gendered, to address the class. Teachers would gently step in when a pupil uttered a possibly inappropriate phrase—even in innocence. P4 related a story about a student making a joke based on a stereotype; the teacher explained why such language may be offensive and suggested another phrasing. This kind of quick correction was done to teach rather than to criticize, therefore strengthening a polite environment.

Early on, teachers observed that creating this polite environment paid off: kids started to communicate their ideas more freely and become more conscious of their words with each other. "When students see that the classroom respects differences," one teacher said, "they open up more." Indeed, when inclusive language was strongly encouraged, participants noted better classroom interactions and a decrease in bullying or exclusion events. This result is consistent with the theory put forward in the literature that a purposeful attempt to create a school environment in which every person feels respected, safe, and heard results in more positive interactions and discouragement of disrespectful behavior. The teachers' experiences point to inclusive language as about fostering an entire climate of respect, safety, and equity rather than only word choice.

Enhancing Student Engagement

Teachers declared that student involvement in their classes and the usage of inclusive language had a close relationship. Many participants related tales of students who, after they felt included and valued, started to participate noticeably more in class discussions and activities. "Students who feel included and valued become more confident, and [they] increasingly participate in class," noted one P5 instructor. On the other hand, students tended to retreat or engage less when they felt that classroom language or examples reflected nothing of them or were biased.

Students saw that their identities and experiences were acknowledged in the classroom by inclusive language practices including avoiding presumptions (e.g., saying "your parent or guardian" instead of assuming "your mom"), inviting many points of view in discussions, and using examples reflecting a variety of cultures/genders. P3

emphasized that comfort and confidence are necessary for participation, so "it's all about building a supportive environment where they feel comfortable and confident to participate." Indeed, during observations, classes where professors made a point to include varied names, locations, or settings in instances noticed more students raising their hands and contributing, maybe because those students saw themselves in the content.

The "Foster Student Engagement" theme catches these realizations. Using inclusive language meant not only how teachers spoke but also encouraged pupils to utilize their own voice, one obvious tactic teachers noted. Teachers validated those comments with positive language and pushed pupils to contribute personal experiences or examples. Students felt their opinions were appreciated whatever their background was by doing this. This approach fits the idea of raising learner agency; students participate more actively in their education when they feel responsibility and belonging in the classroom.

Moreover, participants pointed out that inclusive language might inspire inner desire. One P8 teacher responded when asked why inclusive language mattered for engagement: "If a student hears the teacher always using examples that include them, or never putting anyone down, they realize this learning is for them. They become driven to join it. This emphasizes that participation goes beyond mere attention to ensure that pupils believe the educational process is their own. This relates especially to Kazmi *et al.* (2023)^[29], who discovered in educational study that inclusive attitudes of teachers enhanced classroom dynamics and student participation. Teachers in this study were essentially adopting what Kazmi *et al.* describe—creating affirming environments where each student is encouraged to take part and "own"—their learning process—by actively cultivating involvement through inclusive language.

Recognizing Diverse Identities

Teachers' stories revolved mostly on the need of appreciating and validating the numerous identities of their students by means of language. Participants' definition of inclusive language goes beyond just avoiding hurtful words to include actively honoring the many ethnicities, cultures, and personal identities that students bring to the classroom. "You have to show them that their differences are recognized and valued, not hidden," one P2 teacher said, concisely. This was clear in activities include asking students to exchange greetings or phrases from their native languages, utilizing culturally varied names in word problems or writing prompts, or talking about historical and literary works reflecting a spectrum of ethnic and gender identities.

One very powerful subject that surfaced was "Recognize Diverse Identities Among Students." Students react well when teachers recognize their cultural or personal allusions, according to the educators. P7 said, for example, "You have to know each learner's demands, their qualities, personalities, and backgrounds to understand them... Effective teaching in a mixed classroom depends on openness to listening to and comprehending every student. This teacher and others felt they could customize their instruction and relationships to make pupils feel seen by knowing about and referencing their backgrounds. One of the main advantages of this sense of belonging is that children who feel their identity is recognized in the classroom are more likely to flourish both academically and socially.

One striking example came from an English literature class where the teacher purposefully selected short stories from many cultures—including ones representing the local Filipino context and others from other nations. In class, the teacher urged pupils to make connections with their own family customs or dialects and used inclusive language to gently describe personalities of many races and religions. Pupils started to get lively in exploring these links. "Using texts that have characters [students] can identify with," the instructor observed later, "and talking about those characters in a respectful way, sends a message to the class: your culture and identity matter here." This approach shows how inclusive language interacts with educational decisions to honor variety.

The teachers' approach conforms with the idea that inclusive language conveys to the society a message about inclusiveness. Teachers show that every student's background is deserving of conversation and respect by choosing polite language and content reflecting several civilizations. This not only helps peers understand one another but also gets students ready to live in a varied society with regard for diversity. The results here reflect Andoh's (2022) thesis that inclusive language goes beyond politeness to challenge societal power imbalances—in the school environment, this involves purposefully elevating marginal or minority identities rather than letting them be neglected or devalued. Through their daily inclusive language choices, the teachers in this study were subtly moving toward that objective, so enabling every kid to feel "valued for who they are" in the classroom.

Improving Communication Skills

The function of inclusive language in improving communication between teachers and students—as well as among students themselves—also became an aspect of discussion. Teachers noted that using inclusive language helps classroom discussions to be more honest and that students appear more at ease expressing themselves. One teacher (P1) pointed out that keeping an open and nonjudging tone helps to simplify and ease conversations. Teachers reduce the social obstacles often preventing student involvement by choosing inclusive language. Students so express more freely since they are less afraid of saying "the wrong thing" or being laughed upon.

The "Enhanced Communication Skills" topic speaks not just of students' abilities but also of the better teacher-student interaction. Using student-preferred names and pronouns, for instance, reportedly greatly enhanced the relationship and communication between several professors and their respective students. P5 related a story of a student asking the class to use a different name than what was on the roster in order to more accurately represent their identity. The teacher regularly used that selected name and observed that "once I did, the trust between us grew, and [the student] started speaking up more in class." This story emphasizes how a seemingly little inclusive language act can improve mutual understanding and trust - essential elements of good communication.

Furthermore, teachers believed that using inclusive language helps pupils develop more general, stronger communication skills. Teachers are subtly teaching children how to communicate politely and sympathetically by practicing inclusive language. Teachers pushed students to practice inclusive methods of speaking—that is, utilizing polite

disagreement language or making sure everyone's perspective is heard—in classroom activities including group projects or peer feedback sessions. Key communication skills, active listening and thoughtful response, become increasingly natural for pupils over time. One teacher said, "I could see it affecting them. Their interactions get more polite and significant as they begin to reflect the inclusive approach we use". Bandura's Social Learning Theory is in line with this observation: kids pick up behaviors—in this example, communicative behaviors—by seeing and copying role models such teachers.

Moreover, people connected stronger communication with better learning results. Open and polite lines of contact help to clear up misunderstandings more quickly and encourage students to seek help or ask questions. P3 pointed out that by matching language to students' level and context—a component of inclusive practice—they guaranteed pupils understood directions, therefore facilitating better learning. Based on the statistics, "I truly try to change my language and the time I offer for instructions para mas maging clear sa kanila... One teacher noted, "I also use visual aids or gestures to reinforce my instructions." She explained that considering linguistic changes helped enhance student comprehension and achievement. This shows inclusive communication in action—that is, not only about honoring identities but also about accessible communication (taking into account multilingual learners, varying learning paces, etc., and so modifying). Teachers thus thought that, with inclusive communication, children not only interacted more but also learnt more efficiently. Dang (2024), who emphasizes that inclusive teaching approaches provide an environment where all students feel comfortable sharing ideas without fear of judgment, so supporting this result and enabling students to acquire confidence in communication.

Adjusting Teaching Practices (Challenges in Implementation)

While the first four themes highlight positive aspects and teacher intentions, the study also revealed that teachers had to make significant adjustments to their teaching practices to implement inclusive language – often in response to challenges. One major challenge frequently mentioned was overcoming ingrained habits of language. Several teachers admitted that earlier in their careers, they might use certain gendered phrases or assumptions unconsciously. "One of the most significant changes has been a purposeful shift away from gendered language and stereotypes when addressing students," shared P1. This shift required conscious effort: teachers had to unlearn some expressions (like saying "boys and girls" or using "he" as a default) and replace them with more inclusive ones (like "students" or using "they"). The data shows that teachers saw this as an ongoing adjustment. P1's quote above is indicative of many others, noting this purposeful shift as a continuous practice.

Another adjustment was in how teachers delivered instructions and content. In classes with multilingual learners or varying abilities, teachers found they needed to use inclusive language strategies to ensure clarity and inclusion. For example, P3 explained how they adjust language: "I also use visual aids or gestures to reinforce my instructions, which I've found to be really helpful. By being mindful of these adjustments, I can better support their learning and help them succeed.". Here, inclusive language overlaps with inclusive pedagogy – using multiple modes of communication (verbal,

visual, etc.) to reach all students. The quote from P3 shows the teacher is actively accommodating differences in language proficiency or learning style, an essential aspect when teaching in a diverse classroom. Indeed, the use of accessible materials and flexible communication approaches was mentioned (as P4 succinctly put it in a list: “Adjustments inside the classroom: diverse and representative curriculum, inclusive language, accessible materials, flexible space...”file-1uxmox65stsjnyfuojdwp). This indicates teachers broadened their teaching methods alongside their language.

Teachers also faced challenges with curriculum and resources. Some noted that textbooks or official materials sometimes contain non-inclusive language or examples, so they had to supplement or modify content. One teacher recounted replacing a story in the module that had very traditional gender roles with an alternative story that depicted a female and a male character in non-stereotypical roles, thus providing a more inclusive narrative. These adjustments often took extra time and effort. Time itself was cited as a constraint: “We want to make these changes, but sometimes there’s just not enough time to always rewrite things or find new examples,” said one participant, reflecting a common sentiment. The lack of time and ready-made resources was a practical difficulty, underscoring why teachers felt a need for more support (addressed in the next theme of continuous development).

A notable challenge was dealing with the dynamic nature of inclusive language. What is considered inclusive evolves (for instance, new preferred terms for certain groups). Teachers felt they had to stay updated and sometimes correct themselves. P9 mentioned: “We’re also learning. Sometimes a student will say, ‘Ma’am, it’s better to use this word now,’ and I have to be open to that.” This humility and openness are themselves part of adjusting practices – teachers learning from students and evolving their language use.

The Superordinate Theme “Adjustments and Difficulties in Implementing Inclusive Language” encapsulates these issues and the adaptations made. As summarized in Table 6 of the thesis, teachers stressed the imperative of adapting language practices towards inclusiveness, highlighting the significance of including various identities and creating an inclusive learning space. However, such adaptation is essentially an ongoing process, requiring teachers to navigate “ongoing adjustments and inherent difficulties”. In the broader educational discourse, this aligns with known barriers: lack of resources, time constraints, and need for teacher training are common obstacles to implementing inclusive practices (Lacar, 2021, as cited in the literature review, found that limited resources and overwhelming responsibilities hinder teachers’ inclusive language implementation). The teachers in this study are effectively confirming those findings, but also demonstrating resilience in tackling them through personal adjustments and creativity in their teaching approach.

Continuous Development and Collaboration (Overcoming Challenges)

To address the challenges above, teachers highlighted the importance of continuous professional development, self-reflection, and collaboration – essentially a commitment to ongoing growth in their inclusive language practice. This theme reflects how teachers overcame or coped with the difficulties in implementing inclusive language. Many

participants expressed that initial teacher education or one-off workshops were not enough; rather, they had to engage in lifelong learning to keep improving their inclusive communication. “Ongoing education keeps us updated on the latest research and best practices, ensuring we’re always improving,” noted P2. This sentiment was echoed across interviews, forming the theme sometimes labeled by the researchers as “Ongoing Education” or “Continuous Self-evaluation and Improvement.” In fact, continuous self-evaluation was explicitly identified as a key element in implementing inclusive language. Teachers recognized that they must regularly reflect on their own language use (“Did I phrase that in the most inclusive way? Could I have handled that comment better?”) and be willing to change their habits. One of the seven steps of Colaizzi’s analysis – member checking – in a way also fostered this theme: when researchers went back to participants with findings, teachers used that opportunity to reflect further, reinforcing the idea that they benefit from periodic reflection on practice. P7 mentioned during validation, “Reading the summary of our experiences made me realize, I should continue checking myself and also learn from others.” This leads into the role of collaboration.

Collaboration and peer support emerged as powerful strategies. Teachers often relied on colleagues to share strategies or even observe each other’s classes (informally) for feedback on language use. P1 stated, “Peer observations ay nagbibigay ng pagkakataon na matuto mula sa iba pang guro na mahusay sa paggamit ng inclusive practices.” (Peer observations provide an opportunity to learn from other teachers who are good at using inclusive practices.). This illustrates a proactive approach: teachers learning from teachers. Some schools had Learning Action Cell (LAC) sessions or in-service trainings where inclusive education was discussed, and participants found these helpful as refreshers and for idea-sharing. In the recommendations, it was strongly suggested that teachers “take advantage of school-based programs such as INSET (in-service training), LAC sessions, and technical assistance led by Master Teachers and school leaders” to strengthen inclusive language practice. Indeed, our participants who engaged in such programs felt more confident in their skills.

Additionally, teachers pointed out the value of open dialogue about language within the school. One school launched a “words matter” campaign (as described by P4) where teachers and students created posters of inclusive phrases versus harmful phrases. This kind of school-wide campaign reinforced everyone’s awareness. P4 noted that starting the school year with discussions among faculty about inclusive language “helps set a unified tone for inclusivity” and that when teachers “work towards inclusive goals in unison and learn from one another,” it enhances the overall school environment. This corresponds with Theme 1 from the recommendations part: “Peer Education, Discussion, and School-Wide Campaign”, where open dialogue and collective initiatives were seen as priorities.

A striking part of this theme was the attitude of ongoing commitment the teachers exhibited. They did not see inclusive language as a box to tick but as a continually developing aspect of their teaching identity. They appreciated formal workshops (some even cited attending specific trainings like “Empowering Educators through Inclusive Language” which used role-playing to build skills). They also valued informal learning, such as reading articles (some

mentioned being aware of DepEd Order No. 12, s. 2019 which mandates recognizing learner diversity, and staying tuned for new guidance from education authorities).

Crucially, teachers were aware that their own growth has direct positive effects on students. As one teacher reflected, “By using inclusive language, we can potentially enhance student success because it fosters respect, understanding, and cooperation among students from all backgrounds.”. This recognition motivates them to keep improving. It echoes a point in the literature: Kazmi *et al.* (2023)^[29] and others note that ongoing training and professional development can positively influence teachers’ attitudes and practices, which in turn shape student outcomes. The findings of this study strongly support that view. In fact, our teachers’ experiences “corroborate past literature” that broad professional development is crucial to support a welcoming and equitable learning environment. Teachers here inferred that ongoing professional development (through hands-on training, seminars, collaboration) enhances their skills and their ability to create inclusive classrooms.

In summary, the theme of Continuous Development and Collaboration illustrates that teachers see themselves as lifelong learners in inclusive practice. Through reflection, education, and mutual support, they strive to overcome challenges such as outdated habits or lack of knowledge. This proactive stance not only helps them implement inclusive language more effectively but also builds a community of practice where inclusive values are shared and reinforced. As P5 cheerfully put it, “Inclusive teaching is a journey – we walk it together, learning as we go.”

Discussion

The results of this study provide rich insights into how English teachers perceive and enact inclusive language in secondary classrooms, and these findings both reinforce and extend the existing body of literature on inclusive education and teacher development. Several key points of discussion arise: the impact of teacher attitudes and awareness on inclusive practice, the persistent challenges and systemic factors affecting implementation, and the effective strategies (including professional development and school culture) that support teachers in this endeavor.

- **Teacher attitudes and the role of inclusive language:** Consistent with prior research, this study underscores that teachers’ beliefs and attitudes toward inclusivity significantly shape the learning environment. When educators hold positive, inclusive attitudes, they tend to create affirming spaces for diverse learners, as evidenced by our participants who promoted respect and belonging through language. This aligns with Kazmi *et al.* (2023)^[29], who found that teachers who embraced inclusive language contributed to supportive classroom dynamics, whereas those unfamiliar or uncomfortable with such practices could inadvertently reinforce stereotypes. In our findings, themes like Fostering a Respectful Environment and Recognizing Diverse Identities demonstrate the powerful effect of teacher mindset: educators who consciously acknowledge each student’s value help prevent marginalization and improve class climate. Moreover, the data reflect what You *et al.* (2019) and Wray *et al.* (2022) have suggested: teacher self-efficacy in inclusive practices is partly mediated by their beliefs, which means that boosting teachers’

confidence and positive attitudes (through training or success experiences) is crucial. The teachers in this study who engaged in self-reflection and peer learning reported greater confidence in using inclusive language, which likely enhances their self-efficacy and consistency in implementation.

Importantly, the findings echo Andoh’s (2022) perspective that inclusive language is more than just avoiding offense. Teachers here understood that it involves actively addressing biases and power dynamics in language. For example, by deliberately including marginalized identities in examples or by correcting stereotypical remarks, teachers are performing what Andoh describes as “confrontation of societal power balances” through everyday practice. This shows a practical enactment of critical pedagogy in language use: teachers are attempting to redistribute “voice” in the classroom such that no group is linguistically dominant or devalued. Such practices, though small in scale (classroom level), contribute to larger social goals of equity and justice in education. It was heartening to observe that teachers had internalized this concept to an extent; as one said, “It’s not enough that we avoid bad words; we have to actively use words that include.” This proactive approach is precisely what inclusive language advocates for.

- **Challenges and systemic factors:** Despite the positive attitudes, teachers faced tangible challenges that align with known barriers in literature and highlight areas needing systemic support. A notable obstacle was resource and time limitations, which our participants frequently mentioned and which is well-documented (e.g., Lacar, 2021, found that lack of resources and heavy workloads impede inclusive practice). Teachers wanted to customize materials and attend more training, but couldn’t always do so due to packed curricula and limited free time. This indicates that institutional support is critical: schools and education authorities should provide inclusive teaching materials, or allow flexibility in curriculum to integrate inclusive content, as well as allocate time for teachers to plan and collaborate on inclusive strategies.

Another systemic factor is policy and guidance. The teachers referred to Department of Education (DepEd) Order No. 12 (2019) – a policy recognizing learner diversity and mandating inclusive education principles. This policy environment can empower teachers by legitimizing their inclusive efforts; indeed, one teacher noted feeling “backed up” knowing that national policy expects inclusivity. However, policy alone isn’t enough. The gap between inclusive language policies and classroom realities has been noted by scholars (e.g., Ashraf *et al.*, 2021, in a context like Pakistan), and our study similarly found that while the spirit of policy is there, the implementation falls on teachers who may struggle without concrete guidance or resources. Thus, bridging this gap requires translating policies into actionable support – such as guidelines on inclusive terminology, resource packs with diverse examples, and training modules – to help teachers comply with and benefit from these mandates.

The challenges related to language evolution and cultural sensitivity also emerged. Teachers sometimes felt unsure about the “right” terms to use, especially as language

around identities evolves (for example, understanding LGBTQ+ inclusive terms, person-first language in special education, etc.). This suggests a need for ongoing guidance or updates for educators. Educational institutions could, for instance, disseminate updated inclusive language glossaries or host refreshers on cultural competency. Without such support, teachers might fear making mistakes, which can either discourage them from trying or inadvertently cause harm if outdated terms slip through.

- **Strategies and supports – professional development and school culture:** One of the most significant implications of this research is the affirmation that professional development (PD) is pivotal in advancing inclusive language practice. Our participants repeatedly credited PD – whether formal workshops or informal peer learning – for improvements in their inclusive language use. This resonates with a broad consensus in literature: targeted training can improve teachers’ knowledge, reshape attitudes, and introduce new strategies for inclusion. For example, Kazmi *et al.* (2023)^[29] highlight that PD can inform and positively influence classroom communication and teacher beliefs, a point mirrored in our teachers’ experiences of becoming more aware and adept after training. In the same vein, ongoing training is emphasized by Andoh (2022) and others as necessary because inclusive practice is not static. The study’s recommendations explicitly call for comprehensive, ongoing PD programs (e.g., regular workshops, INSET, etc.) to continuously equip teachers with inclusive language skills. Our findings strongly support such recommendations: when teachers engage in sustained professional learning – learning new concepts, reflecting on case studies, practicing inclusive communication – they feel more capable and confident in actual classroom application.

Moreover, a collaborative school culture emerged as a key enabler of inclusive language use. Participants who had support from colleagues and administrators – for instance, principals endorsing inclusive initiatives or colleagues sharing resources – felt less isolated in their efforts. This underscores the importance of a collective approach: if only a few teachers practice inclusive language but the broader school culture does not, those efforts may be less impactful or even met with confusion by students. Conversely, if a school embraces inclusive language as a community (through campaigns, shared norms, student engagement in the process), it amplifies the effect and normalizes it for everyone. Our teachers cited examples like school-wide campaigns and peer discussions, which aligns with broader inclusive education frameworks that advocate whole-school involvement. Peer education among teachers – essentially professional learning communities focusing on inclusion – can sustain momentum and offer practical solutions to challenges. Indeed, one teacher’s quote about peer observation exemplifies how much they value mutual learning. This is supported by Dodd *et al.* (2022) who note that peer education fosters mutual learning and can empower teachers to advocate inclusivity among themselves.

- **Impact on students and educational outcomes:** It is worth discussing the ultimate reason inclusive language matters – its impact on students. The teachers in this

study provided compelling testimony that inclusive language positively affects student engagement, confidence, and sense of belonging. This finding dovetails with what Sousa (2024) and others have asserted: inclusive language helps create a sense of belonging that is crucial for student engagement and well-being. When students feel represented and respected, they are more likely to participate and excel. The improved student interactions and reduced instances of exclusion or bullying reported by teachers suggest that inclusive language contributes to a healthier social environment, which is linked to better academic and social outcomes. Research supports this, indicating that students in inclusive, respectful environments have better academic performance and social skills (e.g., improving communication and empathy as noted in Dang, 2024, and fostering positive feelings about identity as noted by Sousa, 2024).

- Additionally, by learning in an environment that models inclusivity, students are effectively being trained in the “hidden curriculum” of empathy, respect, and critical thinking about language. These are essential competencies for the 21st century, where workplaces and communities are increasingly diverse. In this way, the implications of teachers’ inclusive language use extend beyond the classroom: they are preparing students to be more inclusive citizens. This fulfills a broader educational goal – not just imparting academic knowledge, but also social and ethical values.
- **Limitations and future research:** It should be noted that this study focused on a specific context (English teachers in a particular locale in the Philippines), which may influence the types of inclusive language issues encountered (for example, multilingual contexts, certain cultural norms, etc.). While many findings likely generalize to other settings, future research could explore inclusive language use in different subjects (e.g., science or history classes might have their own nuances) or in different educational levels (primary, tertiary). Furthermore, student perspectives were not the primary data here; future studies might incorporate student feedback to complement teachers’ views, thereby getting a more holistic picture of how inclusive language impacts the classroom.
- Another interesting direction could be investigating the long-term effect of interventions (such as a year-long professional development program on inclusive language) on teacher behavior and student outcomes. This could help quantify and solidify the benefits suggested by qualitative findings.
- In conclusion, the discussion affirms that inclusive language use is a vital component of inclusive education, interwoven with teacher attitudes, systemic support, and continuous learning. Teachers in this study demonstrated that with reflection and support, they could make meaningful changes in their language to better “walk in the shoes” of their students – validating each learner’s identity and needs. This journey, while challenging at times, is shown to be both necessary and rewarding, leading to classrooms that truly embrace every student in word and in practice.

Conclusion

This study aimed to investigate how English teachers promote the use of inclusive language in their classrooms, so essentially how they perceive and apply language that supports inclusion when teaching different groups of students. Using a phenomenological lens, we examined the lived experiences of ten teachers to identify six main themes that together provide a whole picture of their challenges as well as their dedication to inclusivity.

Ultimately, the results show that English teachers consider inclusive language to be absolutely essential for encouraging among their students respect, equity, and a feeling of belonging. Consistent with the idea of "walking in their students' shoes," which empathetically connects with and validates every kid's identity, they deliberately employ language to create classroom environments where every student feels respected and heard. More engaged pupils, better communication, and closer, more polite classroom interactions were among the observable results for the teachers. These encouraging results highlight that inclusive language is not a passing fad; rather, it is the foundation of good, compassionate instruction in a community of many different backgrounds.

Simultaneously, the study emphasizes how difficult teachers find it to implement inclusive language in a vacuum. Teachers sometimes have to go above and beyond to guarantee their language is inclusive, from unlearning rooted prejudices in regular speech to adjusting materials for cultural relevance. Structural limitations include restricted time, inadequate resources, and lack of focused training intensify these difficulties; sometimes they leave teachers depending on personal initiative and imagination to close the gaps. Notwithstanding these challenges, the teachers in this study shown proactivity and resilience. To go beyond challenges, they sought professional growth and peer assistance as well as ongoing self-reflection. By doing this, they demonstrated a growth attitude, realizing that learning and development in inclusive communication is never stopped.

Colaizzi's approach helped the study to establish these conclusions in the mouths of the teachers, therefore giving them legitimacy. Validating the findings with individuals will help us to be sure that the themes really appeal to people working front lines in education. Consequently, the conclusions reached not only have factual backing but also reflect the reality of teaching.

Basically, one word choice at a time, this study advances a better knowledge of how teachers try to make their classrooms inclusive. It clarifies the daily inclusive activities instructors engage in, which, although seemingly little, taken together create a more welcoming and fair classroom. The results remind us that language used in the classroom has power: it can either strengthen or undermine boundaries. The English teachers in this study have showed how they choose to do the latter by means of conscious and inclusive language.

At last, this study provides insightful analysis for legislators, school administrators, and teacher preparation initiatives. Support structures have to be reinforced if we are to really take advantage of teachers' inclination toward inclusive language. The results clearly show that when teachers have the knowledge, tools, and encouraging environment to apply inclusive language, the knock-on effects assist all of their pupils feel noticed and empowered. On the other hand, well-meaning attempts could fail if teachers lack resources or direction. Therefore, a main conclusion is that stakeholders

in education should approach inclusive language competency as a core professional ability and develop it properly – through extensive training, cooperative opportunities, and inclusive policies that translate into practice.

Recommendations

Based on the study's findings regarding English teachers' use of inclusive language, the following recommendations are proposed to enhance the implementation and effectiveness of inclusive language practices in schools:

1. Commit to continued professional development programs on inclusive language and teaching practices. Attending workshops, INSETs, and LACs on current inclusive language strategies is important for teachers. Teacher training should include role-playing and simulations to practice inclusive language in diverse situations.
2. Schools should use a proactive, collaborative strategy to promote inclusive language on campus. This involves creating school-wide awareness campaigns, diversity celebrations, and "inclusive language weeks" to promote polite and bias-free language among staff and students. Administration can set the tone by establishing inclusive communication rules in school policy or student handbooks. Students can uphold these principles through peer education, such as inclusive language initiatives. Inclusivity in the school culture reinforces teachers' efforts and sends a constant message: everyone deserves respect.
3. Teachers and curriculum creators should collaborate to incorporate inclusive language into course content and materials. This involves cleaning up biased terminology in textbooks, examples, and assessments. Teaching should include varied perspectives and representative examples. Select books from diverse authors and utilize discussion prompts to combat prejudices in English and literary lessons. Use gender-neutral language and avoid assuming pupils' familial backgrounds in all disciplines. By incorporating inclusive language into curriculum and lesson planning, educators reaffirm its value daily and teach students inclusivity via content and form. To help teachers integrate, schools may offer resource banks or libraries of inclusive educational materials.
4. Implement avenues for students to actively promote inclusive language and provide feedback on the classroom environment. Teachers and school officials can hold focus group talks, student surveys, or classroom meetings to discuss language use and its effects. Encourage kids to share their language-related experiences, such as feeling excluded or included, to identify problems teachers may not recognize. Positive peer monitoring can also promote accountability; for example, a class may agree on a mild reminder system for non-inclusive language. Schools enhance practices and teach kids about language and respect by including students in establishing an inclusive atmosphere. This interactive strategy gives kids ownership over their inclusive community, cementing inclusive language as the standard.

Regular cooperation opportunities for teachers to share inclusive language difficulties and strategies should be provided by schools and districts. Professional learning communities (PLCs) or mentoring programs where teachers

attend each other's classrooms and discuss inclusive communication are examples. According to participants, peer observation and coaching can be useful. For instance, an inclusive teacher can demonstrate classes and provide comments. Additionally, creating a school or district-level library of shared resources (lesson plans, inclusive language checklists, etc.) will save teacher workload. Education authorities may also reward inclusive instructors to encourage progress. Building a robust support network allows educators to collaborate on issues like sensitive themes and resistant attitudes and help one other in making all classrooms inclusive.

References

1. Ackah-Jnr FR, Appiah J, Kwao A. Inclusive language as a pedagogical and motivational tool in early childhood settings: Some observations. *Open J Soc Sci.* 2020;8(9):176-184. <https://doi.org/10.4236/jss.2020.89012>
2. Agustin C, Kelly M. Perception of the use of inclusive language. *ResearchGate.* 2022. <https://www.researchgate.net/publication/365519847>
3. Agustin de Cristina Marin. Perception of the Use of Inclusive Language. *ResearchGate.* 2022. <https://www.researchgate.net/publication/365519847>
4. Ahmed SK. The pillars of trustworthiness in qualitative research. 2023. <https://doi.org/10.31219/osf.io/se58y>
5. Alhazmi AA, Kaufmann A. Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. *Front Psychol.* 2022;13. <https://doi.org/10.3389/fpsyg.2022.785134>
6. Anders K, Luring J. Inclusive Language Use in Multicultural Business Organizations: The Effect on Creativity and Performance. *ResearchGate.* 2015. <https://www.researchgate.net/publication/276830949>
7. Andoh E. The power of inclusive language for promoting racial equity. *Am Psychol Assoc.* 2024;55(8):6.
8. Ashraf MA, Turner D, Laar RA. Multilingual language practices in education in pakistan: the conflict between policy and practice. *Sage Open.* 2021;11(1). <https://doi.org/10.1177/21582440211004140>
9. Balık F, Özgün Ö. Inclusive education in early childhood: teacher perceptions, practices, challenges and needs. *Uluslararası Anadolu Sosyal Bilimler Dergisi.* 2024;8(2).
10. Bouzioti D. Introducing the phenomenological model of performance practice. *Am Psychol Assoc.* 2023.
11. Civil Service Commission. Memorandum Circular No. 12, s. 2005. 2014. www.pcw.gov.ph.
12. CLRN Team. What is culturally sustaining pedagogy? 2025. <https://www.clrn.org/what-is-culturally-sustaining-pedagogy/>
13. Creswell JW. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. *ResearchGate.* 2023. <https://www.researchgate.net/publication/232577017>
14. Dang S. Inclusive Language Teaching [Doctoral dissertation]. ProQuest. 2020.
15. Dang S. Empowering students through inclusive language teaching practices. 2024.
16. DepEd Order 12 series. Inclusive Policy Guidelines on the K-12 Basic Education Program. 2019.
17. Dobbin G. 'What Are You?': Language, Power, and Identity. 2022.
18. Dodd S, Widnall E, Lester KJ. School-based peer education interventions to improve health: A global systematic review of effectiveness. *BMC Public Health.* 2022;22:14688.
19. Drexel University School of Education. Promoting inclusion in the classroom. <https://drexel.edu/soe/resources/student-teaching/advice/Promote-Inclusion-in-Educational>
20. Eun B. Adopting a stance: Bandura and Vygotsky on professional development. *Sage J.* 2020;105(1). <https://doi.org/10.1177/00345237187934>
21. Francesco S, Katerina A. 'Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all'. *UN Sustain Dev Goals.* 2023. <https://doi.org/10.1093/law/9780192885173.003.0009>
22. Goktepe FT. Researching language teacher identity towards critical pedagogy. *RumeliDE Dil Ve Edebiyat Araştırmaları Dergisi.* 2023;(37):1173.
23. Gumarang Jr BK, Mallannao RC, Gumarang BK. Colaizzi's methods in descriptive phenomenology: Basis of a Filipino novice researcher. *Int J Multidiscip Appl Bus Educ Res.* 2021;2(10):928-933.
24. Hooper D. Students' narrative journeys in learning communities: mapping landscapes of practice. 2025. <https://doi.org/10.47908/36>
25. Luring J, Klitmøller A. Inclusive Language Use in Multicultural Business Organizations: The Effect on Creativity and Performance [Doctoral dissertation]. 2019.
26. Creswell JW. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. 2023.
27. Johnson T. The experiences of Black women diversity practitioners in historically white institutions. *IGI Global.* 2022.
28. Kaziur APR, Odstrčilíková K, Batistic IS. The influence of leadership style on employee performance: Systematic literature review. *Int J Multidiscip Res.* 2021;4(6). <https://doi.org/10.36948/ijfmr.2022.v04i06.1047>
29. Kazmi SF, Perveen K, Ali R. The effect of teacher's attitudes in supporting inclusive education by catering to diverse learners. *Front Educ.* 2023;8:1083963.
30. Kelly M. PERCEPTIONS OF THE USE OF INCLUSIVE LANGUAGE [Doctoral dissertation]. 2022.
31. Lacar J. Inclusive education at the heart of mainstream language pedagogy: perspectives and challenges. *Int J Linguist Lit Transl.* 2021.
32. Lang T. Inclusive language: easier said than done. *Eur Sci Edit.* 2025;51. <https://doi.org/10.3897/ese.2025.e143790>
33. Lankiewicz H. Linguistic hybridity and learner identity: translanguaging practice among plurilinguals in the educational setting. *Neofilolog.* 2021;(56/1):55.
34. Librado et al. Inclusive Language Practices and Inclusive Pedagogy Among English Teachers

- [Unpublished doctoral dissertation]. Pamantasan ng Cabuyao. 2024.
35. Miller LC, Chen MJ. Doing it differently: Engaging interview participants with imaginative variation. *Indo-Pac J Phenomenol.* 2024;10(1):1-10.
 36. Mokikwa HM. Navigating language diversity in multilingual stem classrooms. 2024.
 37. Ohanga OK, Odeo II, Abenga E. Lower primary school teachers' attitudes towards educational language policy in kenya. *Teach Educ Curric Stud.* 2021;6(4):137. <https://doi.org/10.11648/j.tecs.20210604.15>
 38. Osbeck C, Söderström O. Being safe from what and safe for whom? A critical discussion of the conceptual metaphor of 'safe space'. *Intercult Educ.* 2020;31(2):152-165.
 39. von Bonsdorff P, Marjomaki A. *Inclusive_language_teaching* [Doctoral dissertation]. ProQuest Diss Theses Glob. 2024. https://www.researchgate.net/publication/380777286_
 40. Prado Y, Warschauer M. Voices on the margins. 2024.
 41. Rasmin LO, Samsudin S. Integrating local languages in indonesian efl classrooms: a literature review on pedagogical implications. *GLENS Glob Engl Insights J.* 2024;2(1):28-38. <https://doi.org/10.61220/glens.v2i1.593>
 42. SAGE Publications. *Inclusive Language*. Intellect Books. 2022. <https://www.intellectbooks.com/asset/2112/inclusive-language-guide-sept-2022.pdf>
 43. Seramont. Glossary of diversity, equity, and inclusion terms. 2023.
 44. Smith A, Taylor K. Awareness of language use in conceptualization: A study of children's understanding of movement and gravity. *Scand J Educ Res.* 2023.
 45. Sousa D. The power of inclusive language: bridging gaps and building bridges. SACAP. 2024. <https://www.sacap.edu.za/blog/academic-articles/the-power-of-inclusivelanguage-bridging-gaps-and-building-bridges/>
 46. Sytsma J, Fischer E. 'Experience', ordinary and philosophical: A corpus study. *Syntheses.* 2023;201(6). <https://doi.org/10.1007/s11229-023-04190-7>
 47. Talosa AD. ERIC - Education Resources Information Center. 2018. <https://files.eric.ed.gov/fulltext/EJ1244139.pdf>
 48. Theron LC, Malindi MJ. Doing it differently: Engaging interview participants with imaginative variation. *Indo-Pac J Phenomenol.* 2020;10(1):1-10.
 49. University of Illinois Urbana-Champaign. Nine powerful ways to promote inclusion in the classroom. 2024. <https://education.illinois.edu/about/news-events/news/article/2024/04/12/nine-powerful-ways-to-promote-inclusion-in-theclassroom>
 50. University of Notre Dame. Principles and strategies for inclusive language in class environments. <https://learning.nd.edu/resource-library/principles-and-strategies-forinclusive-language-in-class-environments/>
 51. Wijayanti RA. Linguistic diversity in education: Strategies for inclusive learning environments. *Engl Lang Educ Spectr.* 2024.
 52. Wray E, Sharma U, Subban P. Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teach Teach Educ.* 2022;117:103800. <https://doi.org/10.1016/j.tate.2022.103800>