





El lenguaje inclusivo para la comunicación virtual con personas desplazadas

Inclusive language for virtual communication with displaced people

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Refugee resistance to online learning



- THES article online HE for refugee
 - https://www.timeshighereducation.com/news/onlinehigher-education-unappealing-syrian-refugees
- Specific, complex and fluid circumstances
- Context implies specific digital skills, attitudes and choices
- Channelling via NGOs, RSGs, etc.
- Support networks as MOOC facilitators
- Relevant scaffolding
- Recognition + certification



Toward refugee-specific adaptability & scaffolding criteria



- 1. Usability and Accessibility
- 2. Connectivity
- 3. Linguistics
- 4. Methodology
- 5. Evaluation and accreditation
- 6. Cultural, intercultural and ethical aspects

Factors to take into account

- 1. Design for mobile
- 2. Audio description and learning styles
- 3. Subtitles & transcriptions
- 4. Multiple learning paths
- 5. Consistent navigation



Second Language Scaffolding

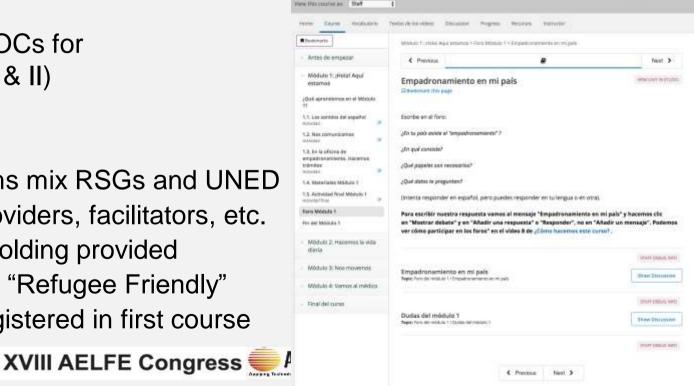
- Linguistic (cultural, pedagogic and technological) scaffolding
- From a learning design perspective, a complex situational axis was adopted:
 - The course content was identified and sequenced in a joint design thinking process
- Linguistic support via:
 - Multimodal materials with transcriptions in English,
 French and Arabic
 - All four second language competences are trained systematically





Open Doors: Spanish Course for Immediate Needs I & II

- New Spanish LMOOCs for immediate needs (I & II)
 - A1/A2+
 - 6 weeks each
 - Teaching teams mix RSGs and UNED
 - Content providers, facilitators, etc.
 - Relevant scaffolding provided
- Establish criteria as "Refugee Friendly"
- > 1900 students registered in first course



UNER ACCOUNTS J. Mr. Parries Absences Corne de requirir para recresión de reventada d



Open Doors: Spanish Course for Immediate Needs I & II

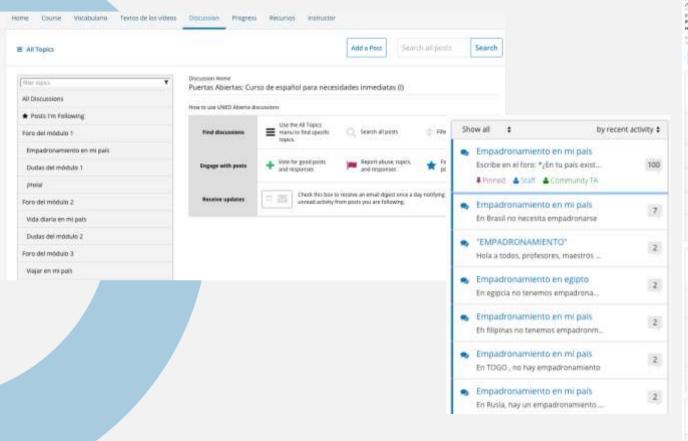
- First course content:
 - Module 1: Administration and bureaucracy
 - Module 2: Routines and daily life
 - Module 3: Travel and moving around
 - Module 4: Going to the doctor
- Second course content:
 - Module 1: Integration and socialisation
 - Module 2: Looking for housing
 - Module 3: Training and employment
 - Module 4: Defending rights







Forum communication













Appraisal Theory and inclusive language

- Importance of affective variables in 2L communication & learning
- Clear and direct relation between emotion and language
 - → Appraisal of affective tone potentiates learning
- Extend Appraisal Theory for theoretical framework to build model of inclusive language
 - → Our model of IL: identifies 33 characteristics at 5 linguistic levels

Methodology

- Mixed quasi-experimental approach
- Quantitative and qualitative tools
 - Online observation:
 - Forums, activities, and platform analytics
 - Questionnaires
 - Interviews
- Heuristic open language learning pedagogy
- Study of inclusive language in two LMOOCs:
 - Evidence of its presence (teacher / student)
 - Types of effects caused by its use



Phonetic-phonological level

 Emphasizing prosodic patterns and pronunciation





Morphosyntactic level

 Using 1st person plural (or informal and plural 2nd person singular) pronouns and determiners

"How we take part in this course."

Used consistently throughout the course

Pragmatic level

 Avoiding sensitive topics (e.g., historical, political, intimate)

"In my country it is not possible to register at the town hall because of the war."

Conflict never arose with sensitive topics

Sociolinguistic level

 Awareness of situational context or culturedriven language

"Please share any problems you have with this activity here."

"I have no problems" // "I have no problems thank you very much" //"There is nothing I don't understand" // "I understand everything"



Some effects of inclusive language

Student11: 3 lines Facilitator11: 3 lines Student12: 6 lines Student11: 1 line Student13: 2 lines

Student12: 13 lines

- Longer responses
- Responses with inclusive language
- Absence of interpersonal conflicts
- Responses that reflect cognitive gain

In module 1:

Student16: In my country there is registration

Facilitator14: Thank you for sharing Adderrazak. Where are you from?

In module 4:

Student16: In my country there are health centres and also hospitals But the health system is very bad, we don't have a health card and we have to pay everything.

Facilitator14: Very good. Are there doctors of all health specialties or just one general practitioner?



Conclusions

- Preliminary exploratory study
- Refugees appreciate value of learning
- Inclusive MOOCs as alternative when F2F classes not possible
- Model of IL using extended AT framework
- Inclusive language:
 - Can be potentiated in a course
 - Facilitates respect, social interaction and learning
 - Lowers abandonment
 - Pos. language skills for refugees in target country

