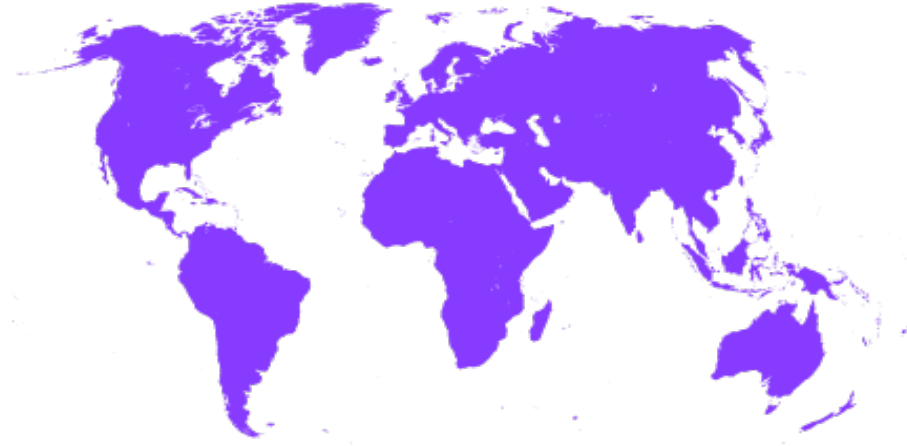




# Language-responsive education

The British Council's position on inclusive language policy and practice

**The British Council is the UK's international organisation  
for cultural relations and educational opportunities.**



Supporting education stakeholders on language, inclusion and equity.

# Why language is central to education

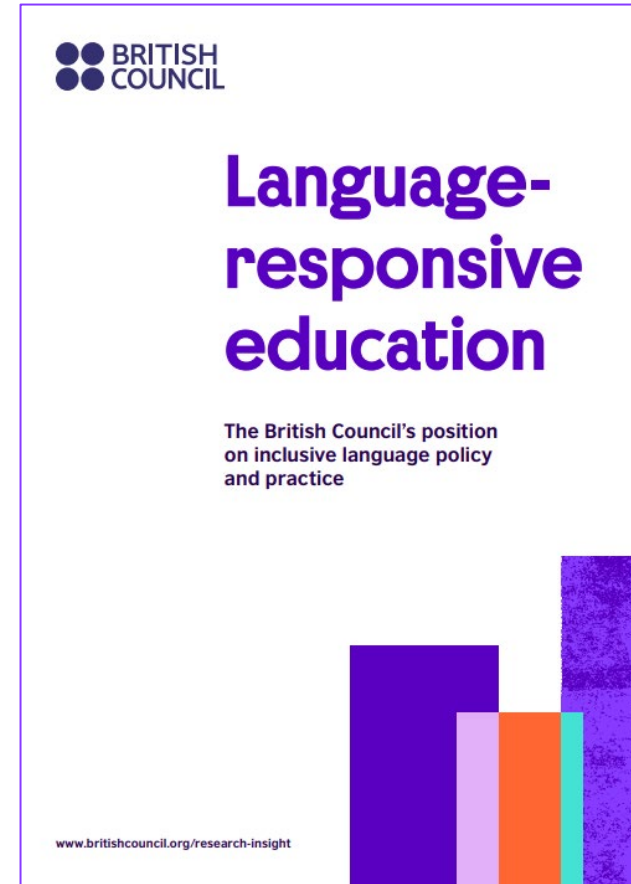
- ❖ Language affects access to knowledge, participation and assessment.
- ❖ Classrooms are increasingly multilingual.
- ❖ European discussions around plurilingualism, migration and around regional and minoritised languages
- ❖ English can open up educational and professional opportunities.
- ❖ English can also reinforce educational inequalities.

No single model can respond to every context. Policies need to be adapted to local linguistic and educational realities.



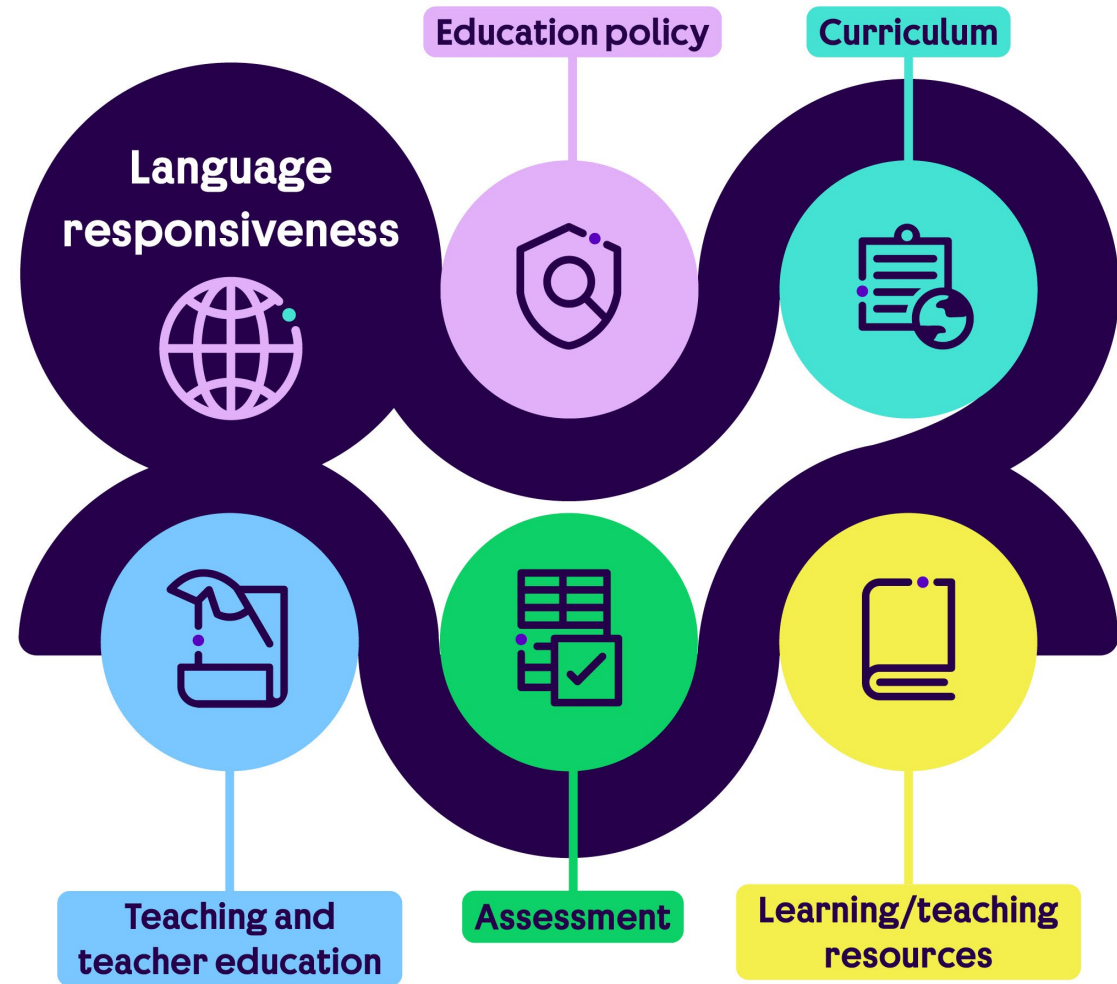
# The British Council's position

- ⌘ We recognise the global demand for English, while taking account of equity and multilingualism.
- ⌘ We do not prescribe one model: choices belong to local stakeholders.
- ⌘ We support contextually appropriate language-in-education policies.
- ⌘ We promote language-responsive education.



# The British Council's position

**Language-responsive education** responds to learners' languages, language needs and language development, so that language supports learning rather than becoming a barrier to educational success.



## Education policy

- Place language at the heart of educational success.
- Align the system with learners' language development.
- Plan gradual transitions to a new language of learning and teaching.
- Provide adequate resources, trained teachers and support for education stakeholders.

## Learning and teaching resources

- Help learners access subject content and develop the language needed to understand and discuss it.
- Use glossaries, visuals, scaffolded texts and simplified instructions.
- Use familiar languages strategically to support access to the curriculum.

## Curriculum

- Review curricula through a language lens.
- Make the language demands of learning explicit.
- In CLIL / EMILE or bilingual programmes, make subject goals and language goals explicit.

## Assessment

- Take learners' language development into account.
- Use formative assessment to check understanding.
- Make summative assessment more accessible and flexible where needed.



## Teaching practices and teacher education

Adopt language supportive pedagogical approaches:

- Use clear teacher talk, visual support and scaffolding.
- Use familiar languages strategically to support understanding, participation and learning.
- Teach academic language and subject-specific vocabulary explicitly.

Train teachers in language-supportive pedagogies.

# Call to action

1. Continue informed dialogue on the role of languages.
2. Train teachers in inclusive language-responsive practices.
3. Connect this emerging thinking with plurilingualism, inclusion and democratic participation in Europe.



**Read our position paper:**



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# Language- responsive education

The British Council's position  
on inclusive language policy  
and practice





# Feedback and certificate



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