REIMAGINING ELT: Innovations, Inclusivity, and AI-Driven Classrooms

Approach with Allways Learn

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Abstract:

In today's diverse educational landscape, the concept of **Inclusive and Multilingual Classrooms** has emerged as a powerful approach to foster equity, accessibility, and meaningful learning experiences for all students. Inclusive education ensures that every learner, regardless of their linguistic background, learning ability, or socio-cultural identity, is given equal opportunities to thrive. Multilingual classrooms, which are increasingly common in our globalized world, demand adaptive teaching strategies that recognize and celebrate linguistic diversity rather than treating it as a barrier.

This chapter explores the transformative power of inclusive learning—an approach that recognizes the varied needs of students and offers multiple modes of engagement such as kinaesthetic, auditory, visual, and interpersonal learning. Drawing from real-world applications which provides flexible, child-centric content tailored to individual learning styles, the chapter advocates for classrooms that adapt to learners, not the other way around.

Creating inclusive and multilingual classrooms involves intentional planning, teacher training, and the integration of accessible learning tools, including live transcriptions, multilingual handouts, audiovisual aids, and culturally relevant content. It also means fostering an empathetic and respectful classroom culture where students feel seen, heard, and valued.

Ultimately, inclusive and multilingual education is not just about teaching content—it is about transforming systems to honour every learner's identity and potential. By embracing inclusion and linguistic plurality, educators can create enriching environments where all children—regardless of language, ability, or background—can participate fully and confidently in their learning journey.

Inclusive and Multilingual Classrooms

Introduction

Classrooms are not what they used to be. They are changing fast, and honestly, that's a good thing. In today's world, students walk into a classroom with different languages, abilities, cultures, and learning styles. It's no longer possible to teach in just one fixed way and expect everyone to learn the same thing at the same speed. This is where the idea of inclusive and multilingual classrooms becomes important.

In this chapter, I want to explore how we can create classroom spaces where *every* child can feel like they belong, can understand, and can express themselves. I'll also talk about my own journey and how my final-year project *Allways Learn* made me see education from a more inclusive point of view. The project taught me that learning can and should happen in many ways—not just through textbooks or lectures. This chapter reflects both my personal learning and what I believe is possible if we care enough to think differently.

Understanding Inclusivity in Classrooms

Inclusive education means accepting and valuing differences. It's about creating learning environments where all children, no matter their background, language, learning pace, or ability, are seen as important. It's not just about physical access or sitting in the same classroom. It's about emotional and intellectual access too.

A child with a learning disability, for example, should be given content that matches their understanding level without feeling embarrassed. A child who speaks a different language at home should still feel heard and seen. Inclusivity also means being aware of the social differences between children—some may not have access to resources or support systems like others.

When we start with the idea that *every child matters*, we automatically begin thinking of how to reach them better. That's what inclusive education is at its heart.

Types of Learners and Why They Matter

Not all learners are the same. Some kids are auditory learners — they understand best by hearing. Some are visual learners — they need to see pictures, charts, or videos. Others are kinesthetic — they need movement and hands-on experiences. Traditional classrooms,

unfortunately, are often built only for one kind of learner — usually the kind who can sit still, listen quietly, and memorize quickly.

But what about those who can't? Does that mean they are not smart? Of course not. It just means they need a different approach. That's where differentiated learning and inclusive strategies come into play.

In my project *Allways Learn*, we created modules that used different methods: videos with live transcriptions, activities that needed physical movement, handouts for visual learners, and audio tracks for those who learn by listening. When you give students options to connect with content in their preferred style, they feel empowered, and learning becomes joyful rather than stressful.

Multilingual Classrooms: A Strength, Not a Challenge

India is a country with so many languages. In one single classroom, you might have children who speak Tamil, Hindi, Telugu, Urdu, or Bengali at home. Many teachers see this as a barrier — "How will I teach them all in English?" they wonder. But multilingualism is not a problem. It's a strength.

Children think in the language they are most comfortable in. If that language is ignored or seen as "lesser," they slowly begin to disconnect. Research has shown that when a child's home language is respected in school, they are more confident, creative, and even better at learning additional languages.

Simple things like allowing children to explain ideas in their mother tongue, or labeling classroom objects in multiple languages, or reading multilingual books can make a huge difference. Teachers don't have to be fluent in all languages; they just have to be open to learning along with the students.

Inclusive Teaching Strategies

Here are some inclusive strategies that I believe every teacher should try:

1. **Use Visual Aids and Audio Tools** – Not all learners read quickly. Some understand better through images or sounds. Charts, diagrams, videos, podcasts, and flashcards can help.

2. **Group Work and Peer Learning** – Mixing students from different backgrounds in small groups can build confidence. Stronger students often support weaker ones naturally.

3. **Flexible Assessment** – Instead of just written tests, allow students to present, create models, or explain verbally. Let them show what they know in their own way.

4. **Culturally Responsive Content** – Try including examples, stories, and names from different cultures and regions. This way, children feel more connected to the content.

5. **Inclusive Language** – Avoid using terms that make children feel excluded, like "normal kids" or "slow learners." Every child has potential, just in different forms.

6. **Use Technology** – Tools like text-to-speech, speech-to-text, or translation apps can help multilingual and disabled students access the content better.

The Role of Teachers

A teacher is not just someone who gives information. A teacher is also a guide, a listener, and sometimes even a learner. Inclusive classrooms can't work unless teachers believe in the idea that *every child can learn*, just not always in the same way.

This means teachers have to keep learning too — about new tools, different learning styles, and how to manage diversity in the classroom. It's okay to not know everything, but it's not okay to stop trying. Asking students what works for them, reflecting on what didn't go well, and being open to feedback is all part of being an inclusive teacher.

Also, teachers should not feel they have to do it all alone. Working with special educators, counsellors, and even parents can make the job easier and more effective.

The Role of Parents and Community

Parents play a big role in inclusive education. If the school and home are not connected, the child ends up confused. For example, if a child uses Tamil at home but is forced to speak only English at school without support, they may feel lost in both places.

Parents should be involved in the learning process. Teachers can include them in small tasks like storytelling in the child's language, helping with projects, or just giving regular feedback.

Also, educating parents about learning styles and inclusive methods is important so they don't pressure the child to fit into a fixed idea of success.

Communities can also help by celebrating language days, involving local artists or elders, and creating a classroom environment that reflects the diversity of the area.

Challenges to Inclusivity and Multilingualism

Creating inclusive and multilingual classrooms is not easy. There are real challenges. Some schools have limited resources, teachers are overworked, or the syllabus is too tight. Often, language policies are strict, and exams don't allow flexibility in how children show what they know.

There's also a lack of training for teachers in how to handle diversity. Many feel they are not prepared to teach children with learning disabilities or those who are non-native speakers. This leads to frustration on both sides.

But these challenges are not impossible to overcome. With proper planning, government support, and a change in attitude, we can start small and grow. For instance, using local stories in lessons or allowing students to write one paragraph in their language can be a good first step.

***Allways Learn*: My Project and What It Taught Me**

Allways Learn was born from a simple but powerful idea: every child learns differently, and education should honour that. I started this project as part of my final year, wanting to explore how technology and inclusive methods can work together to help children learn in ways that feel natural to them.

When I first thought about it, I realized that many children struggle in traditional classrooms because the teaching style suits only a few. Some kids get bored listening to lectures, others feel left behind because they cannot read well, and many simply lose interest when lessons become too abstract or disconnected from their everyday life. I wanted to change that.

The main goal of Allways Learn was to build an accessible, easy-to-use learning platform targeted especially at young children (aged 3 to 8). This is a critical age where foundational skills are formed, and if a child feels discouraged, it can affect their attitude towards learning forever.

The Learning Styles We Focused On

In Allways Learn, we focused on four main types of learning styles:

1. **Auditory Learning**: For children who learn best by hearing and listening. We created audioguided lessons, stories, and songs. These included clear narrations, sounds, and rhymes to keep kids engaged.

2. **Visual Learning**: Many children understand better when they see pictures, animations, or charts. So we developed colourful videos, infographics, and handouts that explain concepts in simple visual ways.

3. **Kinaesthetic Learning**: Some kids learn best by moving and doing. For this, we designed activities like simple experiments, drawing, or moving games that kids could do alongside the lessons.

4. **Read-Write Learning**: This style focuses on reading and writing skills. We included interactive worksheets, simple stories, and writing prompts that encourage kids to express their thoughts on paper or screen.

The challenge was to combine all these learning styles in one platform, making it easy for kids and parents to switch between them as needed.

Technology and Accessibility

Technology was a big part of the project, but I knew from the start that it should not be a barrier. Many children, especially in rural or low-income areas, do not have access to the latest gadgets or high-speed internet. So, Allways Learn was designed to be lightweight, compatible with basic smartphones and tablets, and able to work offline after initial downloads.

One of the unique features was **live transcription** for all audio and video content. This helps children who have hearing difficulties or are still learning to read. It also benefits parents or caregivers who may not be fluent in the language but want to follow along.

I also included multilingual support. Since many children speak languages other than English at home, Allways Learn provides subtitles and audio options in multiple regional languages. This was not easy, and it required a lot of research and collaboration with language experts, but it felt necessary to make the platform truly inclusive.

Designing for Kids and Parents

The platform had to be friendly and simple for kids to use on their own, but also useful for parents who want to support their children's learning. This dual focus was important because parents often feel confused about how to help or worry about whether their child is learning properly.

So, Allways Learn included features like:

• **Progress Tracking:** Parents can see which modules their child has completed and how much time they spent. This helps them stay connected and celebrate small wins.

• **Guidance and Tips:** Each lesson came with simple instructions and tips for parents on how to encourage learning at home.

• **Feedback System:** Parents and children could send feedback or questions, making the platform a two-way street rather than just a one-way information flow.

Challenges During Development

Like any project, Allways Learn had its difficulties. Some of the biggest challenges I faced included:

• **Content Creation:** Making content that was simple enough for young children but still educational was tricky. It took many rounds of revisions, testing with kids, and feedback from educators.

• **Balancing Technology and Accessibility:** Ensuring the platform worked well on low-end devices without compromising the quality of videos or audio was a constant challenge.

• **Language Diversity:** Translating and adapting content into multiple languages required not just direct translation but cultural adaptation so that stories and examples made sense in different regions.

• **Engagement:** Keeping children engaged online is hard. We had to experiment with interactive quizzes, animations, and rewards to motivate kids to continue learning.

What I Learned from the Project

Allways Learn taught me a lot — not just about education and technology but about patience, empathy, and the power of listening. Here are some of my main takeaways:

- **No One-Size-Fits-All:** There is no perfect teaching method that suits everyone. Flexibility is key.

- **Children Are Resilient:** When given the right tools and encouragement, children surprise you with how quickly they can learn and adapt.

- **Parents Are Partners:** Involving parents makes a huge difference. When parents understand the learning process, they become powerful supporters.

- **Inclusivity Takes Effort:** Being inclusive isn't just a nice idea; it requires planning, resources, and commitment. But the results are worth it.

- **Technology is a Tool, Not a Solution:** Technology can help, but it cannot replace human connection and understanding.

Impact and Future Plans

Though still a student project, Allways Learn received positive feedback from teachers, parents, and some children who used it. Many appreciated how the platform respected different languages and learning styles. It made me realize there is a big demand for this kind of education — especially in areas where resources are limited, but the hunger to learn is strong.

In the future, I want to expand the project to include:

- More languages and dialects.

- Advanced features like AI-based personalized learning paths.

- Collaboration with schools to integrate the platform into regular teaching.

- Special modules for children with disabilities, such as those with visual or hearing impairments.

- Training programs for teachers on how to use inclusive technology effectively.

I believe projects like Allways Learn can help bridge gaps in the education system and make learning more joyful and accessible for all.

Personal Reflection

Working on Allways Learn was more than just an academic requirement. It became a mission for me — to use what I have learned to make a small difference in children's lives. It opened my eyes to the realities many children face and made me passionate about inclusive education.

I now understand better why some children lose interest in school or drop out early. It's often not because they can't learn, but because the system isn't designed for them. That realization motivates me to keep working in this field, whether through technology, teaching, or policy advocacy.

Allways Learn gave me hope that change is possible if we listen to children, respect their diversity, and are willing to innovate.

Conclusion

Inclusive and multilingual classrooms are not just a dream. They are already happening in many small ways, in schools where teachers are open-minded, in communities where diversity is celebrated, and in projects like *Allways Learn* that try to change the way we look at learning.

It's time we stopped seeing differences as problems. Instead, we must see them as chances to grow — both for students and teachers. A child who feels included is more likely to participate, perform, and grow into a confident adult.

Education is not about making everyone the same. It is about giving everyone a chance to shine in their own way.

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Shrimathi S, a graduate in Computer Applications and currently working as a Publishing Manager. Deeply interested in inclusive and accessible education, especially for young learners. Her work often focuses on creating learning environments that support different learning styles and languages. She wrote this chapter to reflect her belief that education should be flexible, empathetic, and inclusive of every learner, regardless of their background or preferred way of learning. This chapter draws from her experiences working on *Allways Learn*, a project dedicated to accessible education through auditory, visual, and kinesthetic methods.