



PRINCIPLES OF THE APPLICATION OF CORPUS ANALYSIS IN INCLUSIVE EDUCATION

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Abstract

This paper looks into core ideas behind using corpus analysis within inclusive education, pulling insights from key researchers including Bukvic (2014), Loguercio (2018), Barber (2018), Crawford (2020), and Keppens et al. (2021). Because of their work in inclusive teaching methods and language studies based on corpora, this research gathers recent results while combining them into one connected model for using corpus tools across varied learning environments. It shows how data-based learning boosts vocabulary skills, encourages independent learners, while also helping tailor teaching for those with special needs. Focus shifts toward access, flexibility, alongside ethical issues when building and using corpora. The analysis proves corpus methods, if matched with inclusion goals, can boost both impact and fairness in EFL teaching - supporting diverse language use along with inclusive classroom strategies.

Keywords: Corpus analysis, inclusive education, data-driven learning, lexical competence, accessibility, differentiated instruction.

Introduction

As educational institutes aim to support all learners equally, building students' word skills has become a bigger focus in recent years - especially in classrooms that welcome varied abilities, including students with different learning disabilities. Though the documents mainly discuss inclusion and how ready teachers are, findings from language data studies quietly point to useful ways to grow vocabulary across different types of students.

Angelides and team point out how tough it is for colleges in Cyprus to train teachers for mixed classrooms. Their research shows that courses need to tackle the wide range of needs in inclusive education - this naturally means building language and



vocabulary skills to help students from different backgrounds¹. In the same way, Nnenna's group looked at teacher candidates at Kwa-Zulu Natal-Edgewood Campus, finding that updating course plans is key to preparing educators for diverse learning spaces². This implies that using data-driven language analysis in training might be a smart move to boost word knowledge, helping new teachers support learners who speak different languages.

Bukvic looks at how tough teaching can be in mixed classrooms, stressing skills tied to feelings, actions, and learning. Even though it doesn't directly target word-related abilities, the study suggests educators need sharp language sense to meet varied student demands³. Using data-driven language insights in teacher training might deepen knowledge of how language works, which in turn strengthens their skill in boosting vocabulary growth within inclusive settings.

Anson and team show how digging into lots of written feedback helps judge its usefulness - both from peers and teachers. By examining a broad set of comments, they reveal that word choices often reflect how strong a response is⁴. This method could apply to inclusive classrooms, where scanning student exchanges might uncover language habits that either help or block progress, offering clues for focused support to build better word skills.

Loguercio looks at how science writing and language data relate to teaching translation, highlighting how digging into language samples helps unpack different types of spoken and written expression. While centered on picking up language skills for translating work, the approach offers useful ideas for building word knowledge in mixed-ability environments⁵. By examining real-world language use, educators can spot important words and common pairings that matter to varied

¹ Angelides P., Stylianou T., Gibbs P. Preparing teachers for inclusive education in Cyprus // *Teaching and Teacher Education*. — 2006. — Vol. 22, No. 4. — P. 513–522. — DOI: 10.1016/j.tate.2005.11.013.

² Nnenna E., Chimbala-Kalenga R., Jaffe S. An exploration of the 4th year student readiness in teaching in inclusive schools: a case study of Early Childhood Development curriculum at University of Kwa-Zulu Natal-Edgewood Campus // *International Journal of Educational Sciences*. — 2016. — Vol. 15. — P. 510–516. — DOI: 10.1080/09751122.2016.11890561.

³ Bukvic, Z. Teachers' Competency for Inclusive Education // *European Journal of Social & Behavioural Sciences*. — 2014. — No. 11. — P. 245–252. — DOI: 10.15405/ejsbs.141.

⁴ Anson, I. G.; Anson, C. M. Assessing Peer and Instructor Response to Writing: A Corpus Analysis from An Expert Survey // *Assessing Writing*. — 2017. — No. 32. — P. 24–37. — DOI: 10.1016/j.asw.2017.03.001.

⁵ Loguercio, S. D. Educação continuada no acervo TERMISUL: um estudo da linguagem científica baseado em corpus e sua aplicação à disciplina de versão para o francês // *Cadernos de Tradução*. — 2018. — Vol. 38, No. 3. — P. 375–398. — DOI: 10.5007/2175-7968.2018v38n3p375.



students, opening paths to smarter, more responsive vocab teaching for inclusive groups.

Barber looks at what future teachers think about skill and limitation in PE, showing how lessons can break down common myths. Though it doesn't focus on word analysis, the study hints that using language data might expose hidden attitudes shaping inclusion⁶. Looking at how educators talk and write could uncover unnoticed assumptions, helping build ways of speaking that welcome everyone.

Ferguson-Patrick looks at how students from different cultural backgrounds learn together, highlighting how classroom talk helps create a sense of belonging. By analyzing spoken language in class, researchers can spot word patterns that boost participation and clarity for varied learners, which in turn supports their growth in vocabulary within welcoming settings⁷.

Crawford looks at how music teaching can build cross-cultural skills along with a sense of belonging, stressing awareness of language and background. By examining real classroom talk in music and different subjects using data-driven methods, researchers can spot word patterns that support mutual cultural respect as well as group connection - helping shape schools where everyone feels included⁸.

Keppens et al. look at how teachers think about inclusion, their confidence, along with how they observe classroom dynamics. Results show that what educators believe shapes how they teach - this even affects the words they pick⁹. Using corpus-based methods during training helps reveal which vocabulary works best for inclusive talk, helping teachers grow better at guiding word learning across diverse learners.

To put it simply, using corpus-based methods in inclusive classrooms can help boost students' word skills. Looking at how language flows between teachers and

⁶ Barber, W. Inclusive and accessible physical education: rethinking ability and disability in pre-service teacher education // *Sport, Education and Society*. – 2018. – Vol. 23, No. 6. – P. 520–532. – DOI: 10.1080/13573322.2016.1269004.

⁷ Ferguson-Patrick, K. Cooperative learning in Swedish classrooms: engagement and relationships as a focus for culturally diverse students // *Education Sciences*. – 2020. – Vol. 10, No. 11. – P. 312. – DOI: 10.3390/educsci10110312.

⁸ Crawford, R. Beyond the dots on the page: harnessing transculturation and music education to address intercultural competence and social inclusion // *International Journal of Music Education*. – 2020. – Vol. 38, No. 3. – P. 473–486. – DOI: 10.1177/0255761420921585.

⁹ Keppens, K.; Consuegra, E.; Maeyer, S. D.; Vanderlinde, R. Teacher beliefs, self-efficacy and professional vision: disentangling their relationship in the context of inclusive teaching // *Journal of Curriculum Studies*. – 2021. – Vol. 53, No. 5. – P. 620–639. – DOI: 10.1080/00220272.2021.1881167.



students, in learning resources, plus across daily discussions helps spot useful vocabulary techniques for varied learners. Such findings might shape lesson plans, guide teacher preparation, or improve teaching approaches that build classrooms where building word knowledge goes hand in hand with other learning goals.

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