

**FINAL RESEARCH**

**Hide and Seek: Investigating inclusiveness in ESL textbook material  
and the teacher's role in implementing inclusive education**

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## **Abstract**

This research aimed to investigate how ESL textbooks raise disability awareness, and how teachers deal with these topics in class, in combination with the concept of inclusive education. Language learning classrooms in the Netherlands make excessive use of the textbook and its material, and with an increase in the number of disabled students attending mainstream schools, teachers should implement inclusiveness in their classrooms. With textbooks playing a major role in (Dutch) language classrooms, choosing the correct textbook is important as non-inclusive textbooks can pose a problem towards the acceptance and social cohesion between the disabled and non-disabled students (van Leeuwen et al., 2009, Soriano et al., 2017; Moore, 1984). Furthermore, teachers also present a possible challenge in the language classroom and inclusive education as they have the power to implement change and enable inclusivity at a classroom level, yet with a heavy focus on the textbook and lack of critically analyzing the textbook material, teachers clash with the ideology of socially responsible teaching, which pays respect toward the students' lives, personalities and cultures (Bulut & Arikan, 2015). As textbooks and the teacher's role can pose a possible problem towards the acceptance of disabled students in mainstream schools, this research zoomed in on both of them and data was collected using a mixed-method approach, namely a material analysis in the form of a checklist and four semi-structured interviews with English teachers.

The results showed that the investigated textbook *Go for it!* neglected inclusivity and disability awareness altogether in both reading passages and illustrations that were analyzed. Furthermore, the results obtained through the semi-structured interviews suggest that the participating English teachers have little knowledge of inclusion or inclusive education and tend to neglect implementing inclusive material due to the strong influence of the textbook following the curriculum. Further research should therefore focus on what all teachers believe or know about inclusive education, in order to gain a clearer understanding as to how to implement inclusion in their classrooms. Furthermore, several language

learning textbooks, teachers and schools should be compared and contrasted for one to gather a better understanding of how textbooks and inclusive education are implemented in the English classrooms in a wider context.

In terms of recommendations for my teaching practice and my colleagues' teaching practice it is essential to understand the importance of supplementing textbook material in order to create an inclusive environment and raise more disability awareness. The school and teachers should therefore focus on in-school or out-of-school workshops which focus on inclusive education, and on how learning material can be used to raise disability awareness. In addition to that, teachers should also focus on adjusting to the learners' needs, and not let the textbook take control of the learning content in their classrooms.

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## **1 Problem Statement**

### **1.1 Context**

The context in which the following research was carried out involved a Dutch secondary school around the area of Amsterdam. The school provides various levels of the Dutch secondary school system including: VMBO-K, MAVO, HAVO/TTO, and VWO (Gymnasium and Atheneum).

The position the author of this research has at the school is that of an English teacher for Year-2 HAVO, while officially being in the final year of the International Degree in English and Education (IDEE) program at the Hogeschool van Amsterdam (HvA).

### **1.2 Problem description**

I decided to inquire into a 2HAVO ESL textbook to investigate to what extent the textbook material includes, incorporates and represents people with disabilities, and whether the textbook aligns with the framework of inclusive education. In addition to that, I also investigated the teachers' active role in addressing such topics or preparing material to address such topics in the English classroom.

In the Netherlands, language education is still heavily reliant on using the textbook as a primary teaching tool for teachers and students, with up to 80% of English as a foreign language (EFL) teachers using textbooks in class (Kuiper et al., 2013; Kwakernaak, 2008). With recent demographics depicting an increase in the number of disabled students attending mainstream schools (Price et al., 2015), teachers will at one point have to deal with students who have a variety of disabilities. As textbooks play a central role in Dutch language classrooms, and disabled learners are part of many English classrooms, choosing the correct textbook – which can have a major influence on students' learning process and their perception of the world (Cunningsworth, 1995) – is important, as non-inclusive textbooks can pose a problem towards the acceptance and social

cohesion between the disabled and non-disabled students (van Leeuwen et al., 2009, Soriano et al., 2017; Moore, 1984).

Furthermore, teachers also present a possible challenge in the language classroom and inclusive education, as teachers also have power to implement change and enable inclusivity at a classroom level (Vaughan & Thomas, 2004). Through discussions with other language teachers it became apparent that they do not seem to critically reflect on textbooks as tools that play an important role in the students' learning, especially by means of creating a certain perception of the world, which can become clouded through excluding topics, such as disability awareness. By neglecting this critical process, teachers are clashing with the ideology of socially responsible teaching, which pays respect toward the students' lives, personalities and cultures (Bulut & Arikan, 2015).

### **1.3 Purpose**

By investigating how ESL textbooks raise disability awareness and how teachers deal with these topics in class, in combination with the concept of inclusive education, this research will help to develop an understanding of how implementing textbook materials could influence the students' perception and knowledge of the language or culture (Byram & Fend, 2004; Okeeffe, 2013). Therefore, this research aims to stimulate teachers and teacher trainees to critically evaluate textbook material and provide them with recommendations as to how to create a sustainable, inclusive classroom environment that aids towards all the learners' needs, guiding them towards becoming more immersed in their community and (global) society.

In regard to the intervention cycle (Enthoven & Oostdam, 2014), my inquiry focused on problem analysis in order to generate a better understanding of the existing situation regarding textbook materials, specifically focusing on disability, and how the teacher and materials address inclusivity and disability awareness in class. Furthermore, using problem analysis lead to formulating possible

recommendations on how to effectively implement textbook material and focus on inclusive education in the English classroom.

The remainder of this research will first focus on the theoretical framework, which will define and discuss the key concepts of this research, leading into the research question. Next, the methodology will describe the type of research including the process and collection of data in relation to validity and reliability. The results section will present the most striking/important results from the research, followed by discussing the findings, drawing conclusions and stating the limitations of this research. The collection, discussion and conclusion will lead to recommendations on how language teachers and I can improve our practice. Lastly, the research will conclude with a reflexive analysis, which will state my professional development from conducting this research.

*Key Concepts:*

Inclusive education, disability, disability awareness, role of textbooks, ESL textbooks, teacher's role



## **2.0 Theoretical Framework**

### **2.1 Inclusive education**

The focus of inclusive education relies on schools maintaining efficient and equal learning opportunities for all students regardless of their ethnical background, physical/sensory impairments or other learning disabilities, as inclusive education perceives diversity as an important asset to the school's community in preparing the students to become active citizens in an ever-changing world (Soriano et al., 2017). For inclusive education to take shape and function accordingly, a school has to first give careful thought towards revising and changing their (current) curricular policies to fit those of an inclusive policy, while also catering towards the change in pedagogical attitudes of teachers and students (Soriano et al., 2017; Smith, 2018).

Through creating a diverse setting, where differences are perceived as benefitting the learning environment and students are able to familiarize themselves with diverse groups, teachers can foster a more positive attitude towards inclusive education (Thomas & Vaughn, 2005), which aligns with the principles of the Dutch Equal Treatment Act (ETA; Dierx & Rodrigues, 2018). In this manner, inclusive education can also become a distinct benefit for children with disabilities as it can facilitate increased social acceptance with their non-disabled peers, creating an authentic and valuable learning experience for both parties (Cheng & Beigi, 2011).

### **2.2. Disability**

In education, the term 'disability' is still causing uncertainty in schools, as there is no current universally applicable definition for the term (Hayes & Bulat, 2017; Bines & Lei, 2011), which ultimately leads to countries having different standards or policies concerning how disability is defined. Moreover, the term disability itself is an umbrella term, including long term physical/sensory/cognitive impairments,

activity limitations (ability to execute tasks) and participation restriction, such as societal barriers restricting an individual from executing life situations (Bines & Lei, 2011; United Nations (UN), 2006; World Health Organization (WHO), 2018; National Health Service (NHS), n.d).

Disability awareness means educating people regarding disabilities (Disabled World, 2018) by providing the knowledge needed to understand how to carry out tasks that include or shed light on disabilities, which is how textbooks in the language learning classroom can have a positive impact on the students' learning process/development (Cheng & Beigi, 2011).

In regard to what types of disabilities exists, the Individuals with Disability Education Act (IDEAa, n.d) outlines 10 concrete categories of disability, which are displayed in *Table 1*.

*Table 1: Types of Disabilities*

Intellectual disabilities (mental retardation)	Orthopedic impairments
Hearing Impairments (i.e. deaf)	Autism
Speech or language impairments	Traumatic brain injury
Visual Impairments (i.e. blind)	Other health impairments
Serious emotional disturbance	Specific learning disabilities

For the purpose of this research, the focus regarding disability will be on sensory impairments and physical impairments. The reason for choosing these impairments is because there has been an increase in the Netherlands in the number of people with physical impairments, accumulating to 1.5 million people living with moderate or severe physical impairments and roughly 790,000 people living with moderate or severe sensory impairments (Roes, 2008). A closer examination of the representation of the two impairments is needed in order to

understand whether these minorities are being represented equally and authentically.

In order to understand what the aforementioned impairments mean, *Table 2* provides a descriptive outline.

*Table 2: Definition of Impairments*

Visual Impairment	Students who are blind, or who are not able to see clearly even with corrected glasses, placing the student in an unfavorable disadvantage academically (IDEAb, n.d.).
Hearing Impairment	Students whose hearing is permanently affected, and hinders the person from successfully accomplishing the learning outcomes (IDEAb, n.d.).
Physical Impairment	Students who through their physical disadvantage are unfavorably affected in their educational performance. Students with physical impairments can experience impairments caused by a partial/full inability to move upper/lower extremities, birth defects, or disease (IDEAb, n.d.).

In schools children with physical impairments can be put in an unfavorable position as they face different challenges, which is why raising disability awareness through materials, such as a textbooks, can place the affected child in a more favorable position, as their non-disabled peers gather a general understanding of how to behave communicatively and socially with their disabled peers (Cheng & Beigi, 2011; Smith, 2018).

### **2.3 Role of textbooks**

Textbooks are consistently used in classrooms, with the core aim to assist the students in improving certain skills or knowledge needed for a given subject (Sheldon, 1987). The textbook has taken a vital role in the classroom, having become the primary source for teachers in order to gather ideas or material for a given lesson (Richards, 1998). However, although there is a diverse choice of commercial textbooks to choose from, no particular textbook on the market is

ideal for a set group of learners. Instead schools try to be selective in choosing textbooks for their learners based on broad, generalized assumptions based on where the learners' knowledge should be (Richards, 1998; Cunningsworth, 1995).

The majority of language learners expect what is presented in textbooks to be an accurate implementation of what is correct, possibly manipulating the students' learning/thinking process (Brantlinger, 2006), which is why it is important to look at what the learners are exposed to. Textbooks can inaccurately portray cultural content by portraying stereotypes, including bias, and reflecting a certain political and societal ideology that the learners are unaware of as it is invisible in nature – also known as the 'hidden curriculum' (Soares, 2005; Karim & Haq, 2014; Cunningsworth 1995). This needs to be carefully considered by teachers when deciding to use a textbook for class.

## **2.4 ESL textbooks and disability**

There are a variety of ESL textbooks to choose from in order to support the learning process of students and language programs (Richards, 1998). Furthermore, ESL textbooks in the Netherlands have taken a primary role in the classroom with up to 80% of teachers and students alone using the textbook as a teaching/learning tool (Kwakernaak, 2008; Kuiper et al., 2013). Moreover, one of the main roles and aims of the textbook is to assist language learners in developing new linguistic knowledge and communicative abilities in various contexts (Sheldon, 1987), including topics concerning disabilities. Inclusive content can provide opportunities for students and teachers to address the negative stereotypes given to people with disabilities and raise general awareness, easing the transition for disabled students into mainstream schools without any social neglect (Cheng & Beigi, 2011).

Moreover, textbooks in ESL classrooms can also pose a problem towards the conceptualization of the target language and its cultural, communal and societal

representation, as topics such as gender, race and disability issues tend to be difficult to address (Nind et. al, 2010; Cheng & Beigi, 2011; Ravitch, 2004) and therefore often avoided. This can possibly lead to students' attitudes and perceptions of themselves to be overshadowed by the textbook content, without questioning its reliability or inclusiveness (Ravitch, 2004; Richards 1998; United Nations, Educational, Scientific and Cultural Organization (UNESCO), 2017).

## **2.5 Inclusion in terms of the role of the teacher**

In general, teachers are the ones who invest and contribute most to the education (Grösser, 2007). The term 'role' can be defined as "the way in which someone or something is involved in an activity or situation, and how much influence they have on it" (*Longman Dictionary of Contemporary English*, 2019). For the context of this research, the term 'role' is used in regard to how involved the English teachers are and how much influence they have in providing opportunities for disability awareness and inclusive education in their classrooms.

When explicitly focusing on inclusive education, a teacher's attitude and role can have a strong effect on the learning outcomes, as teachers can be regarded as "change agents" (Thomas & Vaughan, 2005, p. 273; Hattie, 2012), and positive attitudes towards inclusion have been linked to greater success in the classroom (Avramidis & Brahm, 2002). Additionally, careful attention is given toward implementing activities that help raise awareness concerning a student's particular disability, current event or relevant issue.

However, the successful implementation of inclusive education relies on the textbook materials as well as teachers and their role to create a diverse setting through engaging students in authentic and inclusive settings, where differences are perceived as being beneficial to the learner, and provide authentic and valuable learning experiences for everyone to become global citizens (Cheng & Beigi, 2011; Jacobs & Cates, 1999)

### 3.0 Research Question

With inclusive education becoming significantly more important, opportunities to raise disability awareness can be beneficial to both disabled and non-disabled students. In inclusive education the teacher's role has also become considerably more important in the successful implementation of inclusion, as teachers can be regarded as change agents (Thomas & Vaughan, 2005). The importance of inclusive education, raising disability awareness through textbook material, and the active role the teachers play for successful inclusion, has lead me to generate the following research question:

To what extent is inclusive education, specifically in regard to disability awareness, implemented in the ESL classroom at a Dutch secondary school by means of textbook material (*Go for it!*) and the teacher's role?

- To what extent does *Go for it!* provide teaching/learning materials (i.e. reading texts or illustrations) that include raising disability awareness?
- What importance does the ESL teacher's role have, with regard to inclusive education, in presenting material that raises disability awareness?

## **4.0 Methodology**

In this section, the methodology of the research will be outlined. Moreover, the participants, the data collection tools, data processing and analysis will be described, and justified. Furthermore, the methodology will also focus on which research questions the data collection tools will answer, and why the approach taken was valid, reliable and ethical.

### **4.1 Type of research**

In regard to the intervention cycle (Enthoven & Oostdam, 2014), the type of research used to find answers to the research question was that of problem analysis, which gathered a better understanding of what the current problem is regarding inclusive education, the teacher's role and the use of ESL textbooks at school. In order to provide a more valid and credible analysis of data, this research used a mixed methods approach (Denscombe, 2010), using both qualitative data (semi-structured interviews) and quantitative data (material analysis) to answer the research questions objectively and subjectively, reinforcing certainty over the findings and interpretations (McKim, 2017; Denscombe, 2010).

### **4.2 Participants**

In order to collect data and analyze answers for the research question, the participants included the English teachers at my placement school, and the 2HAVO English textbook *Go for it!* (Hulsker et. al, 2008) as the focus of the material analysis.

#### **4.2.1 Teachers**

The participants in this research were four English teachers who took part in semi-structured interviews. The teachers come from various ethnical backgrounds, ranging from Dutch to second-generation Moroccan and their teaching experience in a classroom varies from 10-30 years. Before proceeding

with the data collection and to ensure ethical scrutiny, the English teachers were invited to participate in this research through electronic mail (e-mail), in which clear instructions were given regarding confidentiality and anonymity (informed consent). The teachers were chosen based on purposive sampling, which aims at gathering and producing the best information from “relatively small number of instances” (Denscombe, 2010, p. 34). Lastly, the teachers were hand-picked, because of their relevance and experience on the topic being inquired, and can produce the most valuable data (Denscombe, 2010).

#### **4.2.2 *Go for it!***

The ESL textbook *Go for it!* was chosen because the textbook is currently being used for the level of secondary education (2HAVO) that the researcher, as well as a few selected teachers, teach(es). Due to time constraints and the scope of this research, the analysis of the ESL textbook focused only on the textbook texts and illustrations. Roughly 10% of the total material was chosen for analysis at around the midpoint in order to create a “snap-shot impression” (Littlejohn, as cited in Tomlinson, 2011, p. 186) of the nature of the set materials. The textbook, which was administered and marketed in 2008, consists of seven units, each consisting of one general theme, which is divided into eight sub-themes. The material analysis of the textbook offered certain enlightenment on the realistic portrayal of the disabled (Moore, 1984) through texts and illustrations.

#### **4.3 Data collection tools**

The data was collected by two data collection tools, namely materials analysis by means of a checklist (quantitative), and semi-structured interviews (qualitative). The checklist was selected and created to aid the evaluation of the teaching/learning material (AbdelWahab, 2013) in *Go for it!*, and to examine to what extent its texts and illustrations raise disability awareness. The interview was semi-structured and conducted with the English teachers, and was selected because of its adaptability, ability to yield rich data, and allow for follow-up



questions to provide insights into the teachers' opinions, feelings and experiences (Bell, 2014; Denscombe, 2010).

The sub-questions and instruments align in the following manner:

*Table 3: Sub-questions*

<b>Sub-question:</b>	<b>Data Collection Tool:</b>
1. To what extent does <i>GO for it!</i> provide teaching/learning materials (i.e. reading texts and illustrations) that include disability awareness?	1. Material Analysis - Checklist
2. What importance does the ESL teacher's role have, with regard to inclusive education, in presenting material that raises disability awareness?	2. Semi-structured interviews

#### **4.3.1. Material analysis: Checklist**

The checklist (Appendix A) was created based on the framework of inclusive education (UNESCO, 2017), and previously conducted research consisting of validated and tested checklists (Sapriya, 2016; AbdelWahab, 2013; UNESCO, 2017). Adaptations were made to the criteria of the checklist, specifically replacing certain words with the term 'disability' to make the checklist relevant for this research, basing it on the fundamental principles of inclusive education and disability awareness (Cunningsworth, 1995; Demir & Ertas, 2014).

The checklist begins with an overview of general characteristics of the textbook, as providing a general outline of the textbook is a common trait to include in material analysis (AbdelWahab, 2013; Littlejohn, as cited in Tomlinson, 2011). Furthermore, effective textbooks should be free from prejudices and portrayal of contending stereotypes (UNESCO, 2017), and rather focus on combating stereotypes through raising awareness by means of texts and illustrations (United Nations, n.d.). For this reason, criteria were selected and adapted for the

material analysis based on an inclusive framework outlined by UNESCO (2017), employing inclusive language and representing diverse identities in relation to the types of disabilities.

Considerations and applications were made to the data collection tool (in regard to inclusion) in order to include components of awareness-raising and reflection, as this aligns with the principle of inclusion as well as the Dutch National Curriculum, which aims to support independent and lifelong learners (Trimbos, 2007; Grösser, 2007).

The final part of the inclusive checklist focuses on civic knowledge, implementing sections based on the living values education (LVE) model, which includes the essential knowledge that all citizens of the world should have (Sapriya, 2016). The civic knowledge section will focus on whether the texts offer students to identify, internalize, explore or analyze the material and apply the living values inside and outside the classroom (Sapriya, 2016), showing links to the Dutch Equal Treatment Act's principles of prohibiting differential treatment of a specific group (Dierx & Rodrigues, 2018).

In regard to the illustration checklist, criteria were selected and adapted based on previously outlined frameworks (UNESCO 2017; RTI International, 2015), to investigate the inclusiveness of textbook illustrations in regard to disability. A checklist for the illustrations was made for the purpose of investigating whether the illustrations equally represent, as well as raise enough awareness of the disabled, as textbooks often present difficulties in conceptualizing and addressing disability issues (Nind et. al, 2010; Cheng & Beigi, 2011; Ravitch, 2004), and have a high possibility of manipulating students' learning process, since students tend to think that what is presented in textbooks to be an accurate implementation of society (Brantlinger, 2006; Ravitch, 2004).

The inclusive criteria for the illustrations were taken and adapted from the United States Agency International Development's document on evaluating teaching and learning materials for gender equality and inclusiveness (RIT International, 2015) and UNESCO's (2017) document on guidelines for writing, revising, and evaluating textbooks, in order to identify the functional purpose of the illustrations.

#### **4.3.2. Semi-Structured Interviews**

For the purpose of this research, semi-structured interviews (Appendix B) were carried out to provide qualitative data. Using semi-structured interviews allowed the researcher to create a more in-depth view of how teachers make sense of the world (i.e. interpreting their actions), while providing a holistic understanding of the teachers' experience in the classroom related to the concept of inclusive education (Flick, 2009; Rahman, 2017).

The interviews were carried out sequentially through interviewing each of the participants individually in a safe environment. The interview consists of a total of seven questions focusing on inclusive education and raising disability awareness through classroom materials. The first three questions were compiled to offer the interviewee an opportunity to settle down, feel relaxed, and start off the interview with topics they are very familiar with (Denscombe, 2010).

Next, questions four to five were included to gather general information on the impact and purpose of the textbook in each teacher's language classroom, as this can provide an understanding of how frequently the students are exposed to the textbook, the possible use of the textbook, or create an understanding of why the teachers shape their classroom and materials a certain way. Possible follow-up questions added will stimulate the teachers to expand on their answers (Yin, 2010).

Specific attention towards presenting inclusive education in the classroom and the role of the ESL teachers is given in questions six to seven. Question six

focused on how the teachers view their classrooms within the framework of inclusive education, and offer a chance for probing, which allows for clarification of any relevant or interesting points being raised by the teachers (Barriball & While, 1994; Yin, 2010), as the follow-up questions for this sort of topic may vary greatly. The answers teachers gave showed whether there is an agreed upon definition of inclusive education, by the teachers, as effective inclusion can only take place if all teachers have a mutual understanding of the concept (Avramidis & Norwich, 2002). On the other hand, teachers could have different ideas of what inclusive education entails, which accounts for the way they teach or make use of the materials (Richards, 1998), which leads into question seven. Question seven tried to establish the role ESL teachers have in fostering inclusive education and its effect on the learners' learning process (Bulut & Arikan, 2015; Cheng & Beigi, 2011), and to what extent disability awareness is present in the classroom.

To conclude, the teachers who participated in this research were given a consent form (Appendix C) to ensure that proper ethical guidelines have been followed, while the teachers will also be made aware of the purpose of the research and their rights related to the interview (Bell, 2014).

#### **4.4 Data collection, data processing, data analysis**

##### **4.4.1 Material Analysis**

In order to analyze the textbook, the researcher used a self-compiled checklist, and made use of Microsoft Excel to record the answers. Before the research was carried out, the checklist was used and analyzed by at least one other rater to make sure the checklist measures what it is supposed to measure.

The checklist includes three sections, twenty-nine criteria points, and is analyzed based on a Likert-scale of 1-5 (Appendix A), where after each new criterion the mode is tallied to score the number of instances. This process is done, because the Likert-scale provides measurable data which can be quantified, and help gather an overview of how and to what extent the texts foster towards disability

awareness and inclusiveness. Next, the researcher measured the mode for each criterion to search for the most frequently occurring answer, in order to see how and to what extent the teaching/learning material in *Go for it!* raises disability awareness. All of the data from the checklist were processed and arranged into tables/charts using Microsoft Excel.

#### **4.4.2 Semi-structured interviews**

Before carrying out the interviews with the ESL teachers, the researcher piloted the interview questions with a fellow student-researcher to ensure valid and reliable measurements.

The interviews with the ESL teachers were arranged and carried out on an agreed upon date and time by the researcher and the participants. The interview took no longer than 15 minutes and was carried out at the placement school in an empty and quiet classroom. The interviews were recorded, in order to help provide the most accurate data, and will be transcribed, by the researcher, in Microsoft Word. The coding was done using an inductive approach (Denscombe, 2010), to find common concepts or themes, which emerged from the extracted information and become categorized using tables in Microsoft Word (Yin, 2010; Alhojailan, 2012). Three transcripts of the interviews were blindly coded by a fellow student-researcher to strengthen reliability. The dataset was presented in Microsoft Word, using tables to illustrate each teacher's role in the classroom regarding inclusion and raising disability awareness, supported by a quote with their argument.

#### **4.5 Validity and Reliability**

In research, validity can be defined as a measurement of how accurately and to what extent a concept is being measured, while reliability is concerned with the accuracy of an instrument, so that it can be applied in other settings and provide the same results (Heale & Twycross, 2015).

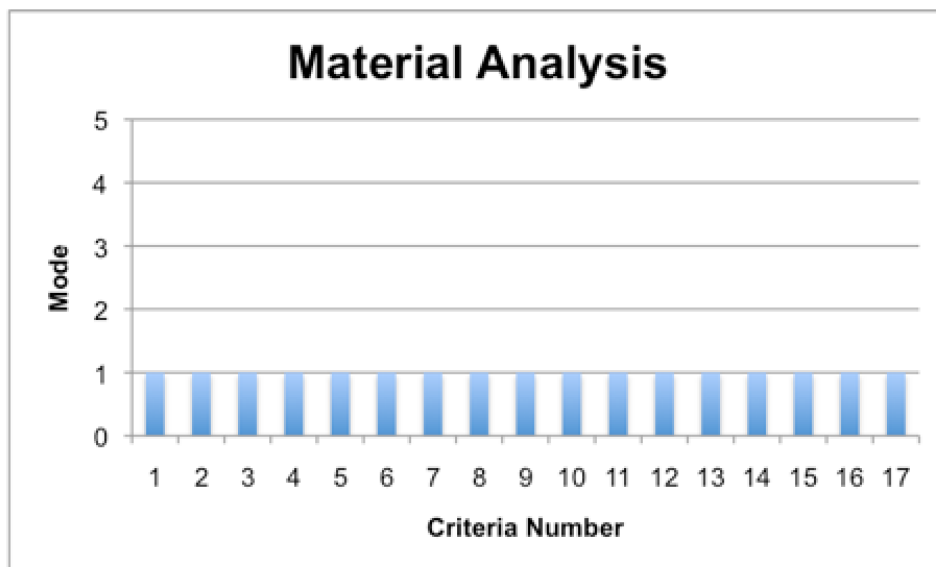
The research made use of triangulation to ensure validity, as it helped to establish more accurate findings (Denscombe, 2010) through using a mixed-method approach. By taking this approach, triangulation makes use of at least three ways to verify the data (Yin, 2010), including literary review, qualitative and quantitative data. Likewise, having a fellow researcher use and complete the checklist and having piloted the interview questions added to more reliable outcomes, in addition to comparing the outcomes produced in similar studies (Denscombe, 2010), and probing the interviewee's answers (Barriball & While, 1994).

## 5.0 Results

In this section, the gathered data from the material analysis and interviews will be outlined. The data was processed and put into graphs/tables to provide a clearer overview of the answers given by the participants. Furthermore, in order to provide a clearer structure of the results, the presented data will be outlined based on the order of the sub-questions.

### 5.1. Material Analysis

The checklist was designed to evaluate to what extent the learning/teaching material, namely reading texts and illustrations in *Go for it!* is aimed at raising disability awareness (sub-question 1). The results of the material analysis can be seen in Figure 1.

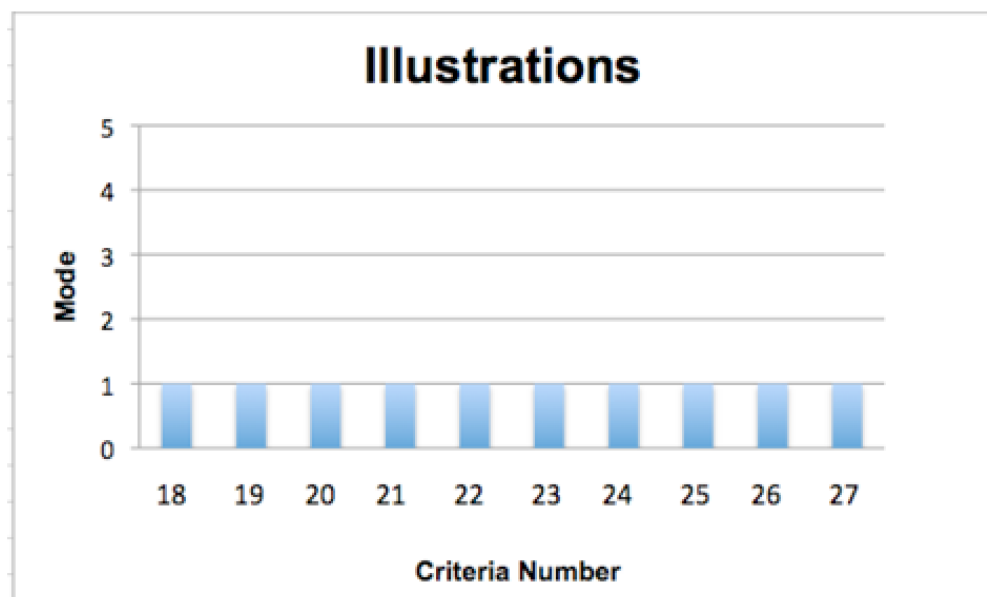


*Figure 1: Most common value found in the analysis of materials*

What is the most striking result, as seen in Figure 1, is that the mode for each criterion is 1. This means that each of the seventeen criteria (see Appendix A) used to evaluate the reading texts received a '1' (totally lacking) on the Likert scale. Furthermore, there was one selected text (see Appendix D) which included a brief explanation of how the game 'Monopoly' published and created a Braille edition in the 1970s for the visually impaired. Nonetheless, the text did not

provide any further relevant information on the term *visually impaired* or what the term exactly entails.

The results of the analyzed illustrations can be seen in Figure 2. The criteria for the illustration range from representing different disabilities or emphasizing the differences in disabilities to portraying characters with disabilities in a role associated to those without disabilities (for more information see Appendix A). Similarly to the reading texts, the mode of each criterion is '1' (totally lacking). This entails that each criterion on the checklist was not compatible with the illustrations in the book and that the illustrations did not include disabled characters (i.e. adults, young adults or children) to raise awareness toward a sensory or physical impairment.



*Figure 2: Most common value found in illustrations*

Nonetheless, although the mode for the criteria for the illustrations was predominantly 1, there was an interesting pattern which emerged in criterion 20 (illustration presents non-disabled character(s) in a leading, active and positive way), as seen in Table 4.



*Table 4: Criterion Number 20 - Illustration presents non-disabled character(s) in a leading, active and positive way.*

Unit Number	Illustration Number	Likert scale (Criterion 20)
3	1	5
3	2	1
3	3	1
4	1	5
4	2	1
4	3	1
5	1	5
5	2	1
5	3	1
6	1	5
6	2	1
6	3	1

The criterion focuses on illustrations which represent non-disabled characters in a leading, active and positive way. Out of the twelve illustrations that were analyzed, four illustrations were scaled as a '5' (excellent), as they portrayed non-disabled characters in a leading, active and positive way (as seen in Appendix F), while the remainder of the illustrations did not include human characters.

## 5.2 Semi-Structured Interviews

In order to answer the second sub-question, the semi-structured interviews with English teachers were processed and analyzed by means of inductive coding. The overview of all the codes with accompanying quotations can be found in Appendix E. Complete transcripts of the interviews can be found in Appendix F.

To start with, there were four participants in this research, all of which are English teachers. The amount of teaching experience between the participants ranges from 14-35 years. Furthermore, all teachers use the textbook in their lessons (Table 5), with three teachers using the textbook for every lesson: "Well, actually...almost...yeah...every lesson." [T1:12], and one teacher tries to use the

textbook often, yet still steps away from it occasionally: “I use it often. Sometimes, I just do something else, and step out of the textbook, but mostly use the textbook” [T3:18-19].

*Table 5: Use of textbook and frequency*

Question	Code	Example
4. Teach English using a textbook	Use the textbook in class	Yes, I teach English using the textbook [T1:10]  Yes, I do [T2:10]  Yes [T3:15]  Yeah [T4:11]
5. Frequency of textbook use for planning lesson content	Every lesson	Well, actually... almost...yeah... every lesson [T1:12]  I follow the structure of the book, so every time. [T2:12]  because of the schedule we have, and the study guide, I have to stick to the books. [T4:16-17]
	Often	I use it often. Sometimes, I just do something else, and step out of the textbook, but mostly I use the textbook [T3:18-19]

In regard to the role of the textbook in class (Table 6), there were three themes which emerged. First, two teachers claimed that the role of the textbook is to provide structure or act as a guideline to follow: “You have a structure, and that’s actually the advantage of using a textbook” [16-18T1]. Secondly, one teacher claimed that the role of the textbook is especially to provide a corresponding framework, “it is some sort of framework to work from” [T2:14], and one teacher emphasized that the role of the textbook plays in the classroom, as she uses “it every lesson” [T4:19].

*Table 6: Role of the textbook in class*

Question	Code	Example
6. Role of the textbook in class	Provide structure	you have a program, so you have a structure, and that's actually the advantage of using a textbook [T1:16-18]  It's kind of the guideline for the students and for me as well [T3:21-22]
	Corresponding framework	it is some sort of framework to work from [T2:14]
	Importance	A big role. We use it every lesson [T4:19]

Regarding the purpose of implementing their own material (Table 7), two teachers stated that they use their own material, in addition to the textbook, to provide a clearer understanding of grammar: “when I need to provide some extra grammar materials to have students understand the grammar item better” [T1:22-24]. One teacher claimed that they implement their own material when they believe the material in the textbook to be “insufficient or incorrect” [T2:18-19], and one teacher stated they implement their own material in order to “differentiate a little bit” [T4:30-31] and not always work from the book.

*Table 7: Purpose and frequency of implementing own material*

Question	Code	Example
7. Purpose of implementing own material and frequency	Grammar material	I do that sometimes when I need to provide some extra grammar materials to have students understand the grammar item better [T1:22-24]  I try to do it...twice or three times a week [T3:28] sometimes the explanation in the book, for example grammar, is not enough, and I just look on the Internet or my old books and I find something different [T3:31-33]
	Insufficient information	I sometimes do, when I think that the material in the book is insufficient or incorrect [T2:18-19]
	Differentiate between textbook and personal material	Every term [T4:24] To differentiate a little bit. You know, to not always work from the book. I think that's very important, and again we have to stick to the book [T4:30-31]

Concerning the topic of inclusion/inclusive education, the following can be stated:

First, question 8 dealt with the participants' familiarity with inclusion/inclusive education (Table 8), to which one teacher responded to be "aware of inclusion as a topic" [T1:30], whereas the other three teachers were unaware/unfamiliar with the term and asked for extra clarification. As a response, the researcher provided them with a definition used in this research, as the following questions that followed were focused on this topic.

Secondly, question 9 questioned the participants' ability to give a definition of inclusion/inclusive education. However, as three participants were unfamiliar with

the term and consequently given a definition by the researcher, they were asked to elaborate on it or explain how they see it in their classroom. Three of the participants believed inclusion to provide equal opportunities: “I think inclusive education makes sure that everyone has the right to follow an education” [T3:46-48], and one teacher believed inclusion to provide guidance through giving the students “lessons on life” [37:T2].

*Table 8: Inclusion and inclusive education*

Question	Code	Example
8. Familiar with inclusion/inclusive education	Aware of inclusive education	Well, I am aware of inclusion as a topic, of course [T1:30]
	Unaware of inclusive education	I am not familiar with the term [T2:24] No. What do you mean? [T3:37] No. No. [T4:33]
9. Definition of inclusion or inclusive education	Equal opportunities	Inclusion means that... at least as far as the classroom is concerned that you try to get different backgrounds, different preferences, different kinds of people to get the same chances when it comes to dealing with content in the classroom [T1:31-33]  I think inclusive education makes sure that everyone has the right to follow an education in a safe environment where every means necessary are taken [T3:46-48]
	Guidance	to make sure to give each learner a chance to be successful in the classroom [T4:42-43]  give them lessons on life and that I not only focus on what I am teaching, but also helping them with several aspects of life [T2:37-39]

*Table 9: Implementing inclusion and awareness on inclusion in course material*

Question	Code	Example
11. Focus on inclusion when planning lessons	No attention given	I don't do that explicitly [T1:39]
	To provide a clearer understanding	Well...no... I don't know, but it would be nice to do that [T3:58]  I think of how I can say it in certain ways, how can I make sure that everyone understands what I am explaining to them [T2:52-54]
	Use of different sources to help explain or provide understanding	I do, and on YouTube you have <i>Mr. Gijs</i> and they like that, because he explains the grammar in a fun way [T4:53-54]
12. Awareness of inclusion in course material	Aware but no action taken	We are aware of that, but to be honest we are not active in trying to bring extra material to form to that topic of inclusion [T1:48-50]
	Unaware of inclusion in course material	No [T2:59]  Well, I don't really think it's promoted in the books, and in the methods [T3:64]
		No. I don't know if it has an inclusion thing in it [T4:62]

Moreover, when focusing on implementing inclusion in their lesson planning (Table 9), two teachers stated that they do not pay any attention to it: “I don't do that explicitly” [T1:39]. In addition to this one teacher claimed to pay attention towards inclusion in lesson planning to provide a clearer understanding: “I think of how I can say it in certain ways, how I can make sure everyone understands what I am explaining to them” [T2:52-54], and one teacher discussed using different sources to help provide clarity on grammar: “on YouTube you have Mr. Gijs and they like that” [T4:53-54].

When questioned on the teachers' awareness of inclusion in the course material, one teacher claimed that he was aware of the lack of inclusive material but “not active in trying to bring extra material to form to that topic of inclusion” [T1:49-50].

The other three teachers were all unaware of whether inclusion is promoted in the course material. However, when asked what role the teacher had in promoting inclusive education (Table 10), three teachers claimed their role to be catering towards the different needs of students, like Teacher 1: “to make sure that different groups and different needs are dealt with” [T1:54-55]. Another teacher said that the role of the teacher is to provide more material for the students, such as “extra exercises” [T4:66-68].

*Table 10: Role of the teacher in promoting inclusive education*

Question	Code	Example
13. Role of the English teachers in promoting inclusive education	Catering towards the different needs of students	To make sure that different groups and different needs are dealt with [T1:54-55]  I think that a teacher has a very important role, namely not only teaching, but also trying to help students in any way possible [T2:67-68]  I think that teachers should do it, even though they have the method and stick to the curriculum, the teacher has a role to include everyone in the class [T3:65-67]
	Provide additional material	inclusion means that you can do extra things...extra exercises...extra topics, and I think that's very important [T4:66-68]

The last question (Table 11) questioned the importance or the effect incorporating inclusive material, such as disability awareness, can have on the learners. Two teachers believe that it can create acceptance towards others, such as the disabled: “I thin that when you do that, learners will also be tolerant towards people who have a disability” [T3:74-75], and one teacher claimed that inclusion was not promoted at school: “We don’t do that here in school” [T4:76].

*Table 11: Effect of including inclusive material on learner*

Question	Code	Example
14. Importance or effect of including/incorporating inclusive material,	Acceptance	the most important thing in all this is to raise awareness, and to promote acceptance in a way. That students should be able to be aware of the fact that there are differences, and that they should be prepared to accept these differences [T1:58-61]  I think that when you do that, learners will also be tolerant towards people who have a disability [T3:74-75]
	No assurance	I'm not sure if...We don't do that here in school [T4:76]

Teacher 4 was asked a follow-up question on why the school or teachers do not pay any attention to raising disability awareness (see Appendix G). The teacher's answer implied that the teachers need to stick to the curriculum and follow the textbook without explicitly focusing on disability awareness, due to inexperience in implementing such content in the lesson.



## **6.0 Discussion and Conclusion**

### **6.1 Discussion**

This section will focus on interpreting and discussing the results, while adding theory to strengthen the discussion and provide alternative explanations in order to draw conclusions. Furthermore, the methodological limitations of this research will be outlined in addition to the implications for further research. Lastly, the conclusion will present the answers to the research question.

As inclusion/inclusive education has become increasingly important in Dutch education, this research focused on the extent to which inclusive education, specifically in regard to disability awareness, is implemented in the ESL classroom at a Dutch secondary school by means of textbook material (*Go for it!*) and the teacher's role. The obtained results accord with existing research regarding the lack of disability awareness in learning materials (i.e. reading texts and illustrations) and the strong effect the teacher's role can have in creating an inclusive classroom setting. Lastly, the collected data is relevant to this context only and therefore cannot be generalized.

The material analysis for this research has shown that textbooks give little to no attention to raising disability awareness. Littlejohn (cited in Tomlinson, 2011) states that roughly 10% of the total material is a good enough indicator to gather an understanding of the nature of the material, including the cultural context. Based on the results, the nature of the textbook seems to be one which neglects raising disability awareness. Out of all analyzed materials, only one text (see Appendix D) included very brief information on how the game of Monopoly adapted its game-play for the visually impaired, but without providing detailed information regarding what visually impaired entails. Cunningsworth (1995) explains how textbooks need to ensure that its material is set in comprehensible cultural and social context, which is recognizable to the learners' outside

surrounding, yet based on the results the textbook seems to neglect this by not raising disability awareness at all, even though Dutch legislation such as the ETA prescribe equal opportunities and representation of all students, regardless of their disabilities, in Dutch schools (Dierx & Rodrigues, 2018).

Similar to the material analysis, the results of the illustrations seem to correspond to those of the material analysis, namely that raising disability awareness and inclusivity do not get enough attention in *GO for it!*. These results correspond to Bulut and Arikan's (2015) study, which analyzed reading passages and illustrations in English language textbooks, and based on which they concluded that the analyzed textbooks lack sensitivity and inclusion towards the disabled. Furthermore, the results for the illustrations also showed that non-disabled characters are displayed in a more positive, leading way, while disabled characters are underrepresented. The lack of disability awareness in textbook materials can have a negative effect on the disabled and non-disabled students, and instead textbooks should focus on including and representing the disabled community, as this can have a positive effect on the disabled students' self-image and motivation (Cheng & Beigi, 2011), while allowing non-disabled students to learn about their disabled classmates, making the transition into mainstream schools less complicated for disabled students (Soriano et al., 2017).

With regard to the results of the semi-structured interviews, the teachers' answers correspond to Kwaakernaak's (2008) claim, namely that 80% of language classrooms use a textbook. All of the teachers use the textbook for roughly every class, as their claims entail that they see the textbook as a curriculum. Their answers relate to Richards' (1998) claim that in many language classrooms the textbook is often used as a curriculum. This presents a certain danger towards the learning/thinking process of the language learners (Brantlinger, 2006), as the learners might expect what is presented in textbooks to be an accurate representation of a given society. Moreover, Smith (2018) explains that teachers play an important role in establishing an inclusive culture

in the classroom, yet the heavy reliance on the textbook by each teacher seems to display a dominant textbook-based environment in the class (Richards, 1998) and shows that they deem the textbook to be suitable for all students (Sheldon, 1987).

Secondly, the teachers do not tend to provide students with alternative material other than the textbook, but when they do it is mainly to provide clarification regarding a grammar element, or to provide sufficient information on the topic of the textbook, rather than raising disability awareness or aiming at inclusion. A key element in the successful implementation of inclusive education relies on teachers' views, as they have the majority of responsibility for implementing it (Avramidis & Norwich, 2002); however, the teachers' answers seem to show that there is little to no inclusive education currently present in their classrooms.

Likewise, the majority of the teachers were unfamiliar with the concept of inclusive education, as only one teacher was able to provide an answer without needing a definition by the researcher. Two teachers were able to give a definition which seemed to show traces of inclusion in their answers, namely adjusting to the learners' needs. However, in order for inclusive education to be properly implemented, the teachers should consider a fundamental shift in their educational beliefs, as inclusion will remain superficial unless all teachers take action and understand that they are change agents. It is the teacher not the textbook or curriculum that makes a difference, and can try to implement inclusive content in their classrooms (Smith, 2018; Richards, 1998; Thomas & Vaughan, 2004).

Thirdly, there was one teacher who was aware of the lack of inclusive content in textbooks, yet took no action to implement inclusive material. All the remaining teachers were unaware, meaning that inclusive education is not a topic they would often consider. For inclusive education to function, the teachers need to look at the textbook more critically (Richards, 1998) and understand that if they

develop a positive attitude towards inclusion there is a greater chance for inclusion to become successful in the classroom (Avramidis & Brahm, 2002). Furthermore, through critically analyzing the textbook material, teachers can make sure to adapt the material accordingly, such as through raising disability awareness, as this can have a positive effect on the disabled students and develop active citizens (Cheng & Beigi, 2011; Jacob & Cates, 1999).

Additionally, although some teachers seem to have been unfamiliar with inclusive education, they do tend to have a certain positive attitude towards the role of the teacher in inclusive education, as they believe that catering to the learners' needs is important (Soriano et al., 2017). Nonetheless, the heavy reliance of the textbook by the teachers seems to overshadow their positive attitudes towards inclusive education and hinder them from successfully establishing an inclusive classroom setting.

Lastly, in regard to the importance or the effect that incorporating inclusive material, such as that addressing disability awareness, can have on the learners two teachers stated that they believe it to promote acceptance, while one teacher claimed that the school neglects incorporating inclusive material due to having no experience with the concept. The results again showed that not all teachers are aware of ways in which they could incorporate inclusive education in their classroom, or what effect it can have on the students. This could be because teachers are unfamiliar with the concept of inclusion and feel insecure about changing their methodology, as they are accustomed to teaching a framework based on personal beliefs (Avramidis & Norwich, 2002). However, by incorporating inclusive education, the teachers could create an environment that treats diversity as an asset to help students become active citizens who are more aware of the people in their communities (Soriano et al., 2017).

Similarly to how *Go for it!* seems to neglect incorporating inclusive material in their text passages and illustrations, the interviewed teachers also seem to

neglect incorporating inclusive content in class, although some do have a positive attitude towards inclusion. Further research should therefore focus on what all the teachers believe or know about inclusive education, in order for them to gather a clearer understanding as to how to implement inclusion in their classrooms. Furthermore, several language learning textbooks, teachers and schools should be compared and contrasted to gather a better understanding of how textbooks and inclusive education are implemented in the English classrooms.

### **6.1.1 Limitations**

If this study were to be carried out by other researchers, the following methodological limitations are relevant to discuss and consider. Firstly, the checklist and interview questions were adapted and written by the researcher, which questions the validity of the data collection tool. Likewise, attention also needs to be given towards any bias, as the researcher was the only person who did the analysis. Both tools were piloted by at least one other researcher, yet by having them officially validated the reliability of the collection tools can be strengthened (Denscombe, 2010). The perception of the Likert scale also comes into question, as they simply indicate order (Bell, 2014), and may produce different results based on personal response biases. Lastly, due to time constrictions, only a limited number of subjects were asked to participate in the interviews, yet more teachers would need to be interviewed to gather a larger sample size. Likewise, more books should be examined, compared and analyzed as the scope was limited in terms of material analysis and is not generalizable.

### **6.2 Conclusion**

This study aimed to provide an understanding as to how textbook materials raise disability awareness and as to how important the ESL teacher's role is in implementing inclusive education that raises disability awareness. The results of the research show that *Go for it!* does not include text passages or illustrations which raise disability awareness, and instead has more non-disabled characters

who are almost exclusively represented, specifically in the illustrations. Furthermore, the results of the interviews have shown that the teacher's role plays an important part in the successful implementation of inclusive education, as teachers can be perceived as change agents, and through critically analyzing the textbook material have a higher chance of successfully implementing inclusive content (Thomas & Vaughan, 2004; Richards, 1998). Lastly, despite the limitations to this research, new insights have been gained, particularly regarding the importance of critically analyzing textbook material and the important role teachers have in successfully implementing inclusive education. The key insight generated by this research is the fact that the participating subjects are not fully aware of inclusive education as a concept, and are currently unsuccessful in providing material which raises disability awareness.

## **7.0 Recommendations**

In this section, recommendations will be stated based on the purpose of this research. The recommendations will outline how the insights generated by this research can be used to improve/develop my own teaching practice as well as, my colleagues' and the school's practice.

Firstly, this research has shown the importance of critically analyzing the textbook material in order to raise (the teachers') awareness as to how inclusive the learning content truly is, and whether it includes any material which focuses on inclusivity specifically raising disability awareness. As textbooks play an important role in language learning classrooms across the Netherlands, teachers should be instructed on how to critically analyze textbook material, as textbooks can play a powerful role in creating certain perceptions (Cunningsworth, 1995), which in this case may not be an accurate representation of the actual society. Therefore, for my future teaching practice and my colleagues' teaching practice it is essential to understand the importance of supplementing the textbook material in order to create an inclusive environment and raise more disability awareness. One way in which this can be done is through implementing projects which raise disability awareness, as projects are capable of linking classroom learning to the outside world (Jacobs & Cates, 1999), and can include disabled characters in texts or visuals in classroom activities, so that they are part of the project.

Secondly, since the results showed a lack of familiarity and implementation of inclusive material in the classroom by the teachers, my colleagues, school and myself should make sure to understand what it means to be an inclusive school, and what an inclusive classroom includes. One reason for the lack of inclusive education in the school or by teachers seems to be the fact that they never learned about inclusion, and those teachers who are inexperienced when it comes to inclusive education may not have the skillset to implement it as well as

the right attitude to it, because of their lack of experience (Avramidis & Norwich, 2002). Therefore, I would recommend that the school and teachers begin to focus on providing in-school or out-of-school workshops, which focus on inclusive education, and on how learning material can be used to raise disability awareness.

Lastly, I recommend my colleagues, school and myself to focus more on adjusting to the learners' needs, and not let the textbook take control of the learning content in the classroom. For my colleagues and myself, it is important to understand how to differentiate in the classroom in regard to meeting a disabled and/or non-disabled student's needs, as disabled students are allowed to attend mainstream schools in the Netherlands. By differentiating learning material based on the learners' needs as well as including disabled learners into the materials, one can help a disabled student feel accepted and welcomed, as they are provided with an equal learning opportunity and learning outcomes as their non-disabled peers. Moreover, in order for inclusive education to become successful, the school needs to give careful attention towards revising and changing their curricular policies, which shift attention from being integrative to inclusive (Soriano et al., Smith, 2018). This then causes the teachers to adjust their teaching style to that of an inclusive curriculum, which over time allows them to become more familiar with how to include inclusive material, such as raising disability awareness, and how to adjust materials to the disabled students' needs in order to make them feel part of the classroom as well as wider school community.



## **8.0 Reflective Analysis**

This section will focus on presenting a reflection based on the insights gained from this research. The reflection will be based on newly obtained knowledge in regard to my professional development, teaching methodology and my personal research skills.

In regard to my professional development, I learned about the importance of life-long learning and keeping up-to-date with the current educational standard and policy. The interviews I conducted showed me that the participants were unfamiliar with the current educational policy of inclusive education, and what it means to be inclusive. I was quite surprised to have found out how unfamiliar my participants actually were with inclusion, and it has made me realize that action needs to be taken now, as it takes time to adjust a school's curriculum and policy. I will take action by focusing on planning lessons which follow inclusive guidelines, and critically analyze the textbook material to see whether it aligns with the country's inclusive policy. Furthermore, this research has taught me to critically analyze the textbook material, as raising disability awareness in regard to text passages and illustrations was pretty much non-existent in the textbook I use for my own English class. In order to provide the most suitable learning environment for not just disabled students, but also non-disabled students, teachers need to consider who their learners are and what is missing in the classroom to help make it more inclusive, as this offers disabled students an opportunity to feel accepted, understood and motivated with the subject matter (Cheng & Beigi, 2011).

Secondly, this research has increased my understanding of the limited representation of disabled characters in language learning textbooks, and the effect it can have on the students' understanding of their community, society and world. Before this research, I had never given considerable thought to questioning textbook material in regard to raising disability awareness. This

research and the results generated by this research have helped me reflect on the power of words and how selecting appropriate classroom material, which also differentiates based on the students' needs, can have a considerable impact on all learners' development. Conducting this research has helped me understand how I can shift my focus from using the textbook to implementing my own material, and focus on making my lesson plans to become more inclusive, through trying to find ways to provide equal learning opportunities for all learners, while simply using the textbook as a guideline for possible ideas regarding the topic of the lesson.

Referring to the aforementioned insights, I have already begun creating my own lesson plans that include raising disability awareness, and I have implemented them in my classroom. The outcomes of the lessons have been extremely enlightening, as the lessons have shown me the lack of understanding or knowledge my students have on disability. In one activity, I had my students scatter across the school to think of ways to improve the school in order to make it accessible for disabled students, particularly focusing on physically and sensory impaired students, as this was the focus of my research. As I discussed the students' findings, one student had claimed that disabled students should go to special schools, instead of public schools. Through this activity and answers my students gave me, it became clear how important it is to actively raise disability awareness and acceptance towards disabled students in the classroom, as it is important for the students to understand equality and equal learning opportunities for everyone, regardless of their disabilities.

Finally, this research has helped me develop my research skills and has provided me with a positive attitude towards using research skills to point out a problem, decide what research tools to use and how to change my own teaching practice based on the results. Bell (2014) claims that learning from people's errors can help avoid making the same mistakes they did, and through using a quantitative as well as a qualitative analysis I was able to do just that.

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## Appendix A

### Material Analysis: Checklist

1. General information	
Type	Hardcopy
Title	Go for it! thv 2 (Thiememeulenhoff)
Language Instruction	Narrative Texts: English Grammar instruction: Dutch
Index	<p>Total number of units: 7 Total number of topics per sub-unit: 7</p> <p>Total number of texts per unit: 6-8</p> <p>Textbook section labeled: In the reading corner, consisting of 6 additional texts.</p> <p>Total number of illustrations: 104</p>

2. Analysis of narrative texts									
2.1 Employing Inclusive Language									
<p>1)</p> <p>The text uses appropriate, alternative disability terms in description of a person.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Instead of 'the blind' the text uses 'a person who is blind'</li> <li>Instead of 'the deaf' the text uses 'a person who is deaf'</li> <li>Instead of 'wheelchair bound' the text uses 'a person who uses a wheelchair'</li> </ul>	Unit Number	3		4		5		6	
	Text Number	3	5	1	4	2	6	3	7
	Likert-Scale 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5
	Total								
	Mode								



<p>2)</p> <p>The text makes use of concepts and terms that show diversity of disability within a country.</p> <ul style="list-style-type: none"> <li>For example: In England physical impairments are often referred to as _____ in the South of England, and _____ in the North of England.</li> <li>For example: In multiple countries around the world, the word lift is mainly associated with getting people from one place (bottom of the building) to another place (top of the building) in an orderly, quick manner. However, for wheelchair users the term 'lift' also refers to getting people from their wheelchair into the water through using a lift.</li> </ul>	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>								
	<i>Mode</i>								

<p>3)</p> <p>The text examines the etymology of particular terms.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Language history: addressed to explain concepts, terms and their evolutions. <ul style="list-style-type: none"> <li>For example: disable (v.) – late 15c., from dis- (do the opposite of) + able (to make fit).</li> </ul> </li> <li>The text verifies what sorts of individuals are portrayed in relation to a term. <ul style="list-style-type: none"> <li>For example: the text distinguishes how a paraplegic differs from a quadriplegic individual, yet both are associated with loss of motor functions.</li> </ul> </li> </ul> <p>(UNESCO, 2017)</p>	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>								
	<i>Mode</i>								

4)  The text makes use of disabled terms, and provides titles of disability in a variety of terms (if available) <ul style="list-style-type: none"> <li>For example: hearing impaired people can also be referred to as deaf or earless.</li> <li>For example: the term handicapped can be related to people who have physical or sensory impairments.</li> </ul> (UNESCO, 2017)	Unit Number	3		4		5		6	
	Text Number	3	5	1	4	2	6	3	7
	Likert-Scale	1	1	1	1	1	1	1	1
	1=totally lacking,	2	2	2	2	2	2	2	2
	2= weak,	3	3	3	3	3	3	3	3
	3= Adequate,	4	4	4	4	4	4	4	4
	4= Good,	5	5	5	5	5	5	5	5
	5=Excellent								
	Total								
	Mode								

5)  The text uses terms or names that do not systematically confine disabled men, women or children to a specific role or function. (UNESCO, 2017) <ul style="list-style-type: none"> <li>For example: 'All the children were having fun in the pool' instead of 'all the children were having fun in the pool, even Tom who is a paraplegic.'</li> <li>For example: 'The veterinarian did a fantastic job while she was treating my dog' instead of 'The veterinarian did a fantastic job while she was treating my dog, even though she is in a wheelchair'</li> </ul>	Unit Number	3		4		5		6	
	Text Number	3	5	1	4	2	6	3	7
	Likert-Scale	1	1	1	1	1	1	1	1
	1=totally lacking,	2	2	2	2	2	2	2	2
	2= weak,	3	3	3	3	3	3	3	3
	3= Adequate,	4	4	4	4	4	4	4	4
	4= Good,	5	5	5	5	5	5	5	5
	5=Excellent								
	Total								
	Mode								

## 2.2 Representing diverse identities

6)  The text presents various tendencies within disabilities, since not all disabled experience or interpret challenges the same way. (UNESCO, 2017)  <ul style="list-style-type: none"> <li>For example: a paraplegic wheelchair user getting ready in the morning, and the challenges he/she faces, compared to that of a quadriplegic wheelchair user.</li> <li>For example: a deaf person who completely lost his/her sense of hearing, and how that affects others around him/her, compared to a deaf person with a hearing-aid.</li> </ul>	Unit Number	3		4		5		6	
	Text Number	3	5	1	4	2	6	3	7
	Likert-Scale	1	1	1	1	1	1	1	1
	1=totally lacking,	2	2	2	2	2	2	2	2
	2= weak,	3	3	3	3	3	3	3	3
	3= Adequate,	4	4	4	4	4	4	4	4
	4= Good,	5	5	5	5	5	5	5	5
	5=Excellent								
	Total								
	Mode								

7)  The text discusses individuals' interpretations of their disability and the procedures to daily life. (UNESCO, 2017)  <ul style="list-style-type: none"> <li>For example: A person with a physical or visual impairments speaking about their personal experience regarding their type of impairment.</li> <li>For example: text discusses how a person who is blind interprets the world, and how they are aware of their surroundings.</li> </ul>	Unit Number	3		4		5		6	
	Text Number	3	5	1	4	2	6	3	7
	Likert-Scale	1	1	1	1	1	1	1	1
	1=totally lacking,	2	2	2	2	2	2	2	2
	2= weak,	3	3	3	3	3	3	3	3
	3= Adequate,	4	4	4	4	4	4	4	4
	4= Good,	5	5	5	5	5	5	5	5
	5=Excellent								
	Total								
	Mode								

8)  The text provides factual information on various groups, both disabled and non-disabled, offering information that facilitates an understanding of the wealth of different perspectives and complexity. (UNESCO, 2017) <ul style="list-style-type: none"> <li>For example: Individuals may describe themselves as members of the physically/sensory impaired in some situations, but others will depending on to whom they are talking, prefer to define themselves by their social status, origin, age, nationality, or occupation.</li> <li>For example: The text discusses or describes how non-disabled people/friends have to help a/their disabled person/friend when getting in or out of a train/bus/tram and the challenges they face.</li> <li>For example: The text describes how a person with physical/sensory impairments in one geographical area compares to a person who has the same impairment(s) in a different geographical area.</li> </ul>	Unit Number		3		4		5		6	
	Text Number		3	5	1	4	2	6	3	7
	Likert-Scale		1=totally lacking,	1	1	1	1	1	1	1
			2= weak,	2	2	2	2	2	2	2
			3= Adequate,	3	3	3	3	3	3	3
			4= Good,	4	4	4	4	4	4	4
			5=Excellent	5	5	5	5	5	5	5
	Total									
	Mode									

2.3 Awareness Raising										
9)  Text raises disability awareness throughout society. (United Nations, n.d.) <ul style="list-style-type: none"> <li>For example: The text discusses family life with a member of the family having a physical/sensory impairment.</li> </ul>	Unit Number		3		4		5		6	
	Text Number		3	5	1	4	2	6	3	7
	Likert-Scale		1=totally lacking,	1	1	1	1	1	1	1
			2= weak,	2	2	2	2	2	2	2
			3= Adequate,	3	3	3	3	3	3	3
			4= Good,	4	4	4	4	4	4	4
			5=Excellent	5	5	5	5	5	5	5

<ul style="list-style-type: none"> <li>For example: The text discusses how a country or city is taking action towards making buildings or public transportation more accessible for those with physical/sensory impairments.</li> <li>For example: The text raises awareness and fosters respect for the rights of a person with disabilities. (i.e. The text outlines the standards corporations/organizations have to follow in regard to disability accessibility.</li> </ul>	<i>Total</i>	
	<i>Mode</i>	

10)  Text raises awareness toward prejudices relating to the physically/sensory impaired. <ul style="list-style-type: none"> <li>For example: The text raises awareness toward the history of treatment to the disabled. (i.e. comparing treatment from a certain period of time to the present time).</li> <li>For example: Text compares and contrasts the life between the physically and sensory impaired, in our society and other societies.</li> </ul>	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i>								
	1=totally lacking,	1	1	1	1	1	1	1	1
	2= weak,	2	2	2	2	2	2	2	2
	3= Adequate,	3	3	3	3	3	3	3	3
	4= Good,	4	4	4	4	4	4	4	4
	5=Excellent	5	5	5	5	5	5	5	5
	<i>Total</i>								
	<i>Mode</i>								

<b>2.3.1 Reflective function</b>									
11)  The text aids toward the development of the students' ability to reflect on the type of disability and application in daily life.	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7

(Sapriya, 2016; UNESCO, 2017) <ul style="list-style-type: none"> <li>For example: The text asks/causes the learner to actively reflect on the procedures included in a disabled person's daily life.</li> <li>For example: The text encourages students to reflect and compare their lives to that of a member of a disabled community in order to promote a fuller mutual understanding of one another.</li> <li>For example: The text encourages students to reflect on the differences in cultural treatment toward the disabled</li> </ul>	<i>Likert-Scale</i>								
	1=totally lacking,	1	1	1	1	1	1	1	1
	2= weak,	2	2	2	2	2	2	2	2
	3= Adequate,	3	3	3	3	3	3	3	3
	4= Good,	4	4	4	4	4	4	4	4
	5=Excellent	5	5	5	5	5	5	5	5
	<i>Total</i>								
	<i>Mode</i>								

2.4 Civic Knowledge									
12)  <u>Value: Love</u>  The text discusses or describes attitudes and actions to help disabled people and the disabled community. <ul style="list-style-type: none"> <li>For example: The text outlines what organizations there are for the physically impaired or sensory impaired, and what services they provide (i.e. caretaker, personal nurse, etc.)</li> </ul>	<i>Unit Number</i>	3		4		5		6	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i>								
	1=totally lacking,	1	1	1	1	1	1	1	1
	2= weak,	2	2	2	2	2	2	2	2
	3= Adequate,	3	3	3	3	3	3	3	3
	4= Good,	4	4	4	4	4	4	4	4
	5=Excellent	5	5	5	5	5	5	5	5
	<i>Total</i>								
	<i>Mode</i>								

13)  <u>Value: Tolerance</u>  The text discusses or describes attitudes	<i>Unit Number</i>	3		4		5		6	
	<i>Text Number</i>	3	5	1	4	2	6	3	7

<p>and actions that respect differences in disabilities, which are different from themselves.</p> <ul style="list-style-type: none"> <li>For example: friendship between a physically impaired person and sensory impaired person and how they can help each other out based on their individual disabilities.</li> <li>For example: Personal narrative of a sensory impaired person (i.e. blind) and how he/she reflects on what a person who has a different or similar impairment, and relate those circumstances to his/her own life, outlining the similarities and differences.</li> </ul>	<p><i>Likert-Scale</i>  1=totally lacking,  2= weak,  3= Adequate,  4= Good,  5=Excellent</p>	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5
	<i>Total</i>								
	<i>Mode</i>								

<p>14)</p> <p><u>Value: Behavior</u></p> <p>The text displays an understanding that accepts the advantages and disadvantages of self and others.</p> <ul style="list-style-type: none"> <li>For example: a physically/sensory impaired person's family who share the advantages of having a disabled family member and the disadvantages, in addition to personal comments by the disabled family member.</li> <li>For example: a personal narrative about 'patient-doctor' relationship, and personal comments by the doctor regarding the positive and negatives on the patient's life.</li> <li>For example: the physically/sensory impaired person elaborates on how they might be negatively addressed by people in public, as not all disabilities are not clearly visible, and how they address this situation.</li> </ul>	<i>Unit Number</i>	3		4		5		6	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<p><i>Likert-Scale</i>  1=totally lacking,  2= weak,  3= Adequate,  4= Good,  5=Excellent</p>	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5
	<i>Total</i>								
	<i>Mode</i>								

15)  <u>Value: Cooperation</u>  The text describes actions that demonstrate cooperation amongst the disabled and non-disabled.  <ul style="list-style-type: none"> <li>For example: The text addresses the process taken for a physically impaired person to go swimming in a local pool, and how the life-guards help the disabled person into the pool.</li> <li>For example: The text addresses how a physically/sensory impaired student experiences school, and the cooperation that goes on within a school to make the learning as comfortable as possible for the student.</li> <li>For example: The text discusses how a community creates an environment suitable for the disabled people of their community, and the impact it creates.</li> </ul>	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>								
	<i>Mode</i>								

16)  <u>Value: Responsibility</u>  The text displays attitudes and behaviors of a person to perform duties to self, society and environment.  <ul style="list-style-type: none"> <li>For example: The text addresses leaders of activist groups who are pushing for more inclusiveness, for the disabled, in their community, society and larger environment.</li> <li>For example: The text compares old laws to new laws regarding rights for the disabled, and highlights the key figures in the movement towards creating a voice for the disable community.</li> </ul>	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>								
	<i>Mode</i>								



<ul style="list-style-type: none"> <li>For example: The text includes a narrative which focuses on the personal issues a disabled person may face and how those issues have led towards creating a change in their environment.</li> </ul>		
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17)  <u>Value: Unity</u>  The text addresses actions that show a sense of unity between the disabled and non-disabled amongst their collective interests, rather than on an individual or group level.  <ul style="list-style-type: none"> <li>For example: The text outlines what types of events are organized for a particular cause, which may deal with raising more awareness towards a certain disability (i.e. wings for life).</li> </ul>	<i>Unit Number</i>	<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>	
	<i>Text Number</i>	3	5	1	4	2	6	3	7
	<i>Likert-Scale</i>								
	1=totally lacking,	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
	2= weak,	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
	3= Adequate,	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	4= Good,	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	5=Excellent	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
	<i>Total</i>								
	<i>Mode</i>								

### 3. Illustrations

Key:

Type of disability:

1. Physically Impaired (PI)
2. Sensory Impairment: blind (SIB)
3. Sensory Impairment: deaf (SID)
4. Irrelevant (IR)

18)  Illustration represents different disabilities or emphasizes the differences in (similar) disabilities.	Unit Number	3			4			5			6		
	Illustration	1	2	3	1	2	3	1	2	3	1	2	3
	Likert-Scale 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1	1	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5	5	5	5	5
	Total												
	Mode												
	Type of disability												
	Mode												

19)  Illustration presents non-disabled character(s).	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	
	3	3	3	3	3	3	3	3	3	3	3	3	
	4	4	4	4	4	4	4	4	4	4	4	4	
	5	5	5	5	5	5	5	5	5	5	5	5	
<i>Total</i>													
<i>Mode</i>													
<i>Types of disability</i>													
<i>Mode</i>													

20)  Illustration presents non-disabled character(s) in a leading, active and positive way.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	
	3	3	3	3	3	3	3	3	3	3	3	3	
	4	4	4	4	4	4	4	4	4	4	4	4	
	5	5	5	5	5	5	5	5	5	5	5	5	
<i>Total</i>	5	1	1	5	1	1	5	1	1	5	1	1	
<i>Mode</i>													
<i>Type of disability</i>													

21)  Illustrations portray characters with disabilities in a leading, active and positive way.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1	1	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5	5	5	5	5
	<i>Total</i>												
<i>Mode</i>													
<i>Type of disability</i>													
<i>Mode</i>													

22)  Illustrations portrays characters with disabilities in a leading role.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1	1	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5	5	5	5	5
	<i>Total</i>												
<i>Mode</i>													
<i>Type of disability</i>													
<i>Mode</i>													

23)  Illustrations portrays character(s) with disabilities in a supporting role.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>												
	<i>Mode</i>												
	<i>Type of disability</i>												
	<i>Mode</i>												

24)  Illustration portrays characters with disabilities as having a wide range of personal traits, interests and occupations (i.e. leader, lawyer, athlete, student).	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>												
	<i>Mode</i>												
	<i>Type of disability</i>												
	<i>Mode</i>												

25)  Illustration portrays characters with disabilities from a dominant ethnic group.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>												
	<i>Mode</i>												
	<i>Type of disability</i>												
	<i>Mode</i>												

26)  Illustration portrays characters with disabilities from a non-dominant ethnic group.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>												
	<i>Mode</i>												
	<i>Type of disability</i>												
	<i>Mode</i>												

27)  Illustration portrays character(s) with disability/(ies) in a role typically attributed to those without disabilities.	<i>Unit Number</i>	<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
	<i>Illustration</i>	1	2	3	1	2	3	1	2	3	1	2	3
	<i>Likert-Scale</i> 1=totally lacking, 2= weak, 3= Adequate, 4= Good, 5=Excellent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<i>Total</i>												
	<i>Mode</i>												
	<i>Type of disability</i>												
	<i>Mode</i>												

## **Appendix B (Semi-Structured Interview Questions)**

### Ice-breaker:

1. How long have you been teaching English?
2. Where are you originally from?
3. What motivated you to become an English teacher?

### Questions:

4. Do you teach English using a textbook?
  - a. How often do you use the textbook to plan your lesson content?
  - b. What role does the textbook have in your English class?
5. Do you ever bring in your own material?
  - a. How often?
  - b. For what purpose?
6. Are you familiar with the concept of inclusion or inclusive education?
  - a. Could you give me a definition of what you believe inclusive education to be? What do inclusive language classrooms look like to you?
  - b. Do you pay attention towards implementing inclusive education when you plan your lessons?
    - i. If yes, how? What material do you use to make your lessons inclusive?
    - ii. If no, why?
7. Are you aware of whether inclusion is or isn't included/promoted in the course material you use?
  - a. What role do you believe English teachers have in promoting inclusive education?
  - b. What importance or effect do you believe incorporating inclusive material (i.e. raising disability awareness) have on the learner?



## **Appendix C (Consent Form)**

With this signature, I \_\_\_\_\_(state name) give my consent to voluntarily participate in this research and that my data can be used to provide answers toward the research question. Furthermore, I am aware that the interview will be recorded and give my consent for the researcher to use the recording to analyze the data. The data will only be listened to and analyzed by the researcher, and I was made aware, by the researcher, that my data will not be used for any other purpose other than for this research. Moreover, I am aware that the obtained information will be presented anonymously, and that once the research is complete, the recording will be deleted. I was informed about the purpose of this research and the procedure, which guides the interview, and was made aware by the researcher that my participation is strictly voluntary, meaning that I have the right to refuse to answer any questions or withdrawal my participation from the interview at any time.

Place and Date (dd.mm.year)

\_\_\_\_\_

Signature of participant

\_\_\_\_\_

# 7 Your own Monopoly game

## REAL AND INCREDIBLE FACTS ABOUT THE MONOPOLY® GAME

For sixty years, over 480 million players from around the globe have played this extraordinary game. But it takes more than just playing an occasional **round** to keep up on all the facts that surround the world's most popular game.

*Did you know that:*

- Parker Brothers **rejected** the Monopoly® game when it was first presented to them in 1933, citing 52 fundamental playing flaws.
- World records are maintained for the longest game in a treehouse (286) hours, underground (100 hours), in a bathtub (99 hours) and upside-down (36 hours).
- The longest Monopoly® game ever played was 1,680 hours long. That is 70 straight days!
- Escape maps, compasses and files were inserted into Monopoly® game boards smuggled into **POW** camps inside Germany during World War II. Real money for escapees was slipped into the packs of Monopoly® money.
- Over 250 million sets of the Monopoly® game have been sold worldwide.
- The Monopoly® game is published in 27 languages, including Croatian, and licensed in more than 81 countries.
- In the 1970s, a Braille edition of the Monopoly® game was created for **the visually impaired**.
- Over 20 tokens have been cast since the Monopoly® game was introduced in 1935 such as the horse, dog, car, elephant, purse and lantern.
- A set made by Alfred Dunhill, that included gold and silver houses and hotels, sold for \$25,000.
- In 1978, a Christmas catalogue offered a chocolate version of the game priced at \$600.
- The 1983 Italian National Champion, Emilio Maltoni, learned to play the Monopoly® game alone by taking on the role of five players.
- The character locked behind the bars is called Jake the Jailbird.



### SOME CHANCE CARDS FROM SPECIAL EUROPEAN CITY EDITIONS:

1

You have, by accident, dropped your bag from the Eiffel tower!

**Pay 500 euros.**

3

You went to see the statue of the Little Mermaid.

**On the way, you found 200 euros!**

2

A pickpocket stole your wallet during a visit to the Colosseum.

**Give each other player 100 euros!**

4

You get a letter from the Van Gogh museum.

**You won the 'Paint like Vincent' competition and you will receive a cheque for 1000 euros!**



## Appendix E (Interview Results)

Key: [Teacher 1,2,3,4 (T1...): line number]

Question	Code(s)	Example
1. Teaching Experience		Well...English, sixteen-years [T1:2]  over thirty-five years [T2:2]  I've been teaching English for...well, since 2005 [T3:2]  Umm... I think now, twenty-five years [T4:2]
2. Origin/ Ethnical Background		I'm from Morocco. [T1:4]  Amsterdam, the Netherlands [T2:4]  Suriname [T4:4]
3. Motivation to becoming an English teacher	<p>Passion for languages</p> <p>School Teacher (English)</p> <p>Demand of English Teachers</p> <p>Influence of others</p>	<p>Well, the passion for languages in the first place [T1:6]</p> <p>My English teacher [T2:6]</p> <p>I thought that English was more...there's a lot of demand for English teachers, so I thought let's just do English then [T3:10-12]</p> <p>my brother told me: "You know when you were eight years old, you liked to be a teacher while playing with your dolls". So, I thought, okay this is not a bad idea [T4:7-8]</p>
4. Teach English using a textbook	Use the textbook in class	<p>Yes, I teach English using the textbook [T1:10]</p> <p>Yes, I do [T2:10]</p> <p>Yes [T3:15]</p> <p>Yeah [T4:11]</p>
5. Frequency of textbook use for planning lesson content	Every lesson	Well, actually... almost...yeah... every lesson [T1:12]

	Often	<p>I follow the structure of the book, so every time.[T2:12]</p> <p>because of the schedule we have, and the study guide, I have to stick to the books. [T4:16-17]</p> <p>I use it often. Sometimes, I just do something else, and step out of the textbook, but mostly I use the textbook [T3:18-19]</p>
6. Role of textbook in class	<p>Provides structure</p> <p>Corresponding framework</p> <p>Importance</p>	<p>you have a program, so you have a structure, and that's actually the advantage of using a textbook [T1:16-18]</p> <p>It's kind of the guideline for the students and for me as well [T3:21-22]</p> <p>it is some sort of framework to work from [T2:14]</p> <p>A big role. We use it every lesson [T4:19]</p>
7. Purpose of implementing own material and frequency	<p>Grammar material</p> <p>Insufficient information</p> <p>Differentiate between textbook and personal material</p>	<p>I do that sometimes when I need to provide some extra grammar materials to have students understand the grammar item better [T1:22-24]</p> <p>I try to do it...twice or three times a week [T3:28] sometimes the explanation in the book, for example grammar, is not enough, and I just look on the Internet or my old books and I find something different [T3:31-33]</p> <p>I sometimes do, when I think that the material in the book is insufficient or incorrect [T2:18-19]</p> <p>Every term [T4:24] To differentiate a little bit. You know, to not always work from the book. I think that's very important, and again we have to stick to the book [T4:30-31]</p>
8. Familiarity with inclusion/inclusive education	<p>Aware of inclusive education</p> <p>Unaware of inclusive</p>	<p>Well, I am aware of inclusion as a topic, of course [T1:30]</p> <p>I am not familiar with the term [T2:24]</p>

	education	<p>No. What do you mean? [T3:37]</p> <p>No. No. [T4:33]</p>
9. Definition of inclusion or inclusive education	<p>Equal opportunities</p> <p>Guidance</p>	<p>Inclusion means that... at least as far as the classroom is concerned that you try to get different backgrounds, different preferences, different kinds of people to get the same chances when it comes to dealing with content in the classroom [T1:31-33]</p> <p>I think inclusive education makes sure that everyone has the right to follow an education in a safe environment where every means necessary are taken [T3:46-48]</p> <p>to make sure to give each learner a chance to be successful in the classroom [T4:42-43]</p> <p>give them lessons on life and that I not only focus on what I am teaching, but also helping them with several aspects of life [T2:37-39]</p>
10. Inclusive education in the classroom	<p>Including all learners</p> <p>Safe learning environment</p> <p>Common factor</p>	<p>you try to include everyone or every group... you kind of do justice to the differences and you make students aware of those differences as well [T1:34-36]</p> <p>I would say that you try making sure that each learner feels comfortable in the classroom and is able to keep up with their work [T3:54-55]</p> <p>I guess to make sure that learners feel comfortable to come to class and to participate in class [T4:47-48]</p> <p>you have to find a common factor [T2:46]</p>
11. Focus on inclusion when planning lessons	No attention given	<p>I don't do that explicitly [T1:39]</p> <p>Well...,no... I don't know, but it would be nice to do that [T3:58]</p>

	<p>To provide a clearer understanding</p> <p>Use of different sources to help explain or provide understanding</p>	<p>I think of how I can say it in certain ways, how can I make sure that everyone understands what I am explaining to them [T2:52-54]</p> <p>I do, and on YouTube you have <i>Mr. Gijs</i> and they like that, because he explains the grammar in a fun way [T4:53-54]</p>
12. Awareness of inclusion in course material	<p>Aware but no action taken</p> <p>Unaware of inclusion in course material</p>	<p>We are aware of that, but to be honest we are not active in trying to bring extra material to form to that topic of inclusion [T1:48-50]</p> <p>No [T2:59]</p> <p>Well, I don't really think it's promoted in the books, and in the methods [T3:64]</p> <p>No. I don't know if it has an inclusion thing in it [T4:62]</p>
13. Role of English teachers in promoting inclusive education	<p>Catering towards the different needs of students</p> <p>Provide additional material</p>	<p>To make sure that different groups and different needs are dealt with [T1:54-55]</p> <p>I think that a teacher has a very important role, namely not only teaching, but also trying to help students in any way possible [T2:67-68]</p> <p>I think that teachers should do it, even though they have the method and stick to the curriculum, the teacher has a role to include everyone in the class [T3:65-67]</p> <p>inclusion means that you can do extra things...extra exercises...extra topics, and I think that's very important [T4:66-68]</p>

14. Importance or effect of including/incorporating inclusive material, such as disability, on the learner	Acceptance	<p>the most important thing in all this is to raise awareness, and to promote acceptance in a way. That students should be able to be aware of the fact that there are differences, and that they should be prepared to accept these differences [T1:58-61]</p> <p>I think that when you do that, learners will also be tolerant towards people who have a disability [T3:74-75]</p>
	No assurance	<p>I'm not sure if...We don't do that here in school [T4:76]</p>



**Appendix F** (Example of an illustration portraying non-disabled characters in a leading, active and positive way)

### 3 Open day at Hopley Organic Farm



*Toby and Gemma are at the Hopley Organic Farm. They are at an Open Day, where people can come and look at the animals and see how the farm works.*

**Guide** There are only a few organic farms in Suffolk. One of the principles of organic farms is good animal welfare.

**Gemma** What does animal welfare mean?

**Guide** It means how you treat animals.

**Gemma** I don't understand. Can you explain how you look after your animals differently?

**Guide** Well, ideally we let all the cows, pigs, sheep, and even the ducks run around freely outside. Sometimes when it's bad weather, they shelter indoors. But we never keep them locked inside. And we never spray the crops with chemicals or pesticides.

**Gemma** I'm not sure what you mean. Are you saying that you only use chemicals with the animals?

**Guide** What I'm trying to say is that we don't use any chemicals or artificial substances at all!

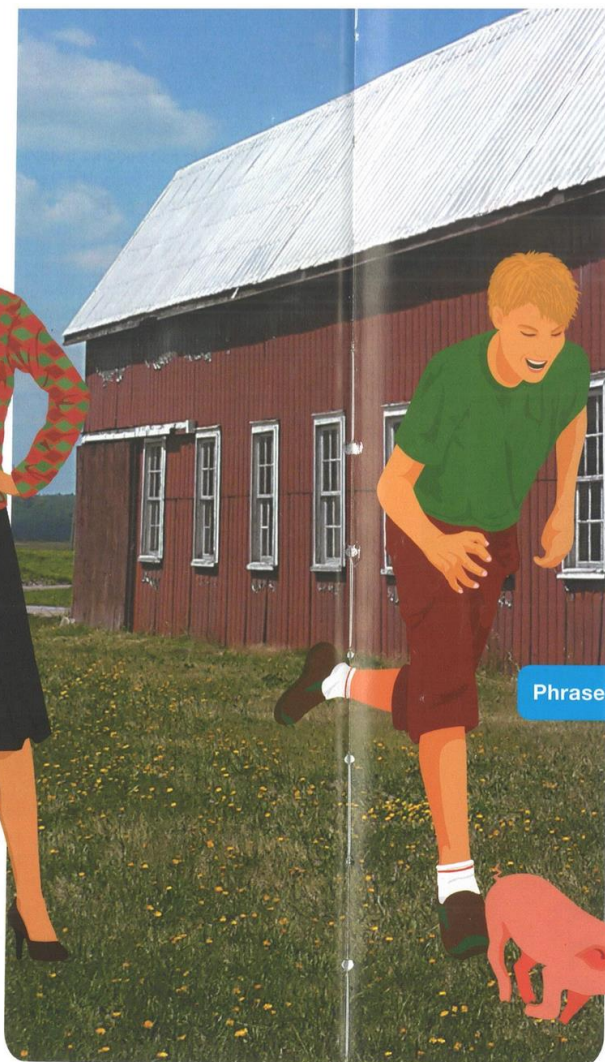
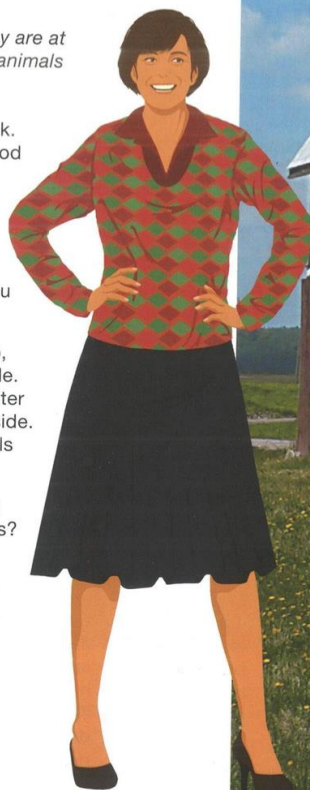
**Toby** Can I pick up one of the piglets?

**Guide** Yes, of course.

**Toby** Ha! It's really difficult! They run so quickly!

**Mum** Be quick Toby, we don't have much time. Do you need some help?

**Toby** There are too many! Wait a minute – yes, got one!



#### Phrases

Wh  
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## Appendix G (Interview Transcripts)

### Interview 1

(#) = line number

Interviewer = I

Interviewee = Teacher 1 (T1)

(1) I: Alright, I'll start off with: **How long have you been teaching English?**

(2) T1: Well...English, sixteen-years, and fourteen-years at this school.

(3) I: **Where are you originally from?**

(4) T1: I'm from Morocco.

(5) I: **What motivated you to become an English teacher?**

(6) T1: Well, the passion for languages in the first place. I speak five languages,  
(7) and I have always been interested in languages, and then at some point, I got  
(8) interested in teaching. So, that's how I became an English teacher.

(9) I: Yeah, alright. Cool. Ok, so. **Do you teach English using a textbook?**

(10) T1: Yes, I teach English using the textbook.

(11) I: And, **how often do you use the textbook to plan your lesson content?**

(12) T1: Well, actually... almost...yeah... every lesson. The use of the textbook,  
(13) next to the workbook, is really important in planning my lessons.

(14) I: **What role does the textbook have in your English class?**

(15) T1: Well, it provides information about texts, specifically. It provides students  
(16) with a variety of topics... not always relevant to their age, but you know, you  
(17) have a program, so you have a structure, and that's actually the advantage  
(18) of using a textbook.

(19) I: Okay. **Do you ever bring your own material into the lesson?**

(20) T1: I do. I used to do that more often than I do now. I remember when I had  
(21) fewer lessons, classes...I had more time to do that, but now with 8 groups  
(22) it's very difficult to find the time to provide extra material. But I do that  
(23) sometimes when I need to provide some extra grammar materials to have  
(24) students understand the grammar item better. Sometimes, I copy or print an  
(25) article about a topic that is current, so yeah.

(26) I: Yeah, so that was pretty much also the purpose for bringing in your own  
(27) material.

(28) T1: Yes, exactly.

(29) I: **Are you familiar with the concept of inclusion or inclusive education? If so, could you give me a definition of what you believe inclusive education to be? And, what does inclusive education look like in the language classroom?**

(30) T1: Well, I am aware of inclusion as a topic, of course. Inclusion means  
(31) that... at least as far as the classroom is concerned that you try to get  
(32) different backgrounds, different preferences, different kinds of people to get  
(33) the same chances when it comes to dealing with content in the classroom.  
(34) In this way, you try to include everyone or every group... you kind of do  
(35) justice to the differences and you make students aware of those differences  
(36) as well.

(37) I: **Do you pay attention towards implementing inclusive education  
(38) when you plan your lessons? If yes, what material do you use?**

(39) T1: Well, honestly, I don't do that explicitly. I kind of let the textbook and workbook do the task, but I am aware of the fact that the studentbook in most cases doesn't include or have the needed variety, in terms of content.

(40) I: **Are you aware of whether inclusion is or isn't included in the course  
(41) material you use?**

(42) T1: Actually...I know that there is variety in the coursebooks that we use,  
(43) but... we discussed this in one of the department meetings, and we had a  
(44) look at some of the coursebooks we use, and we were specifically looking at  
(45) whether you come across authentic English materials in most classes. So,  
(46) we are trying to find out, because due to the population of our students at  
(47) this school, whether there are colored people in those textbooks, and what  
(48) you find is that most of the times you have pictures of whites only... so... we  
(49) are aware of that, but to be honest we are not active in trying to bring extra  
(50) material to form to that topic of inclusion.

(51) I: **What role do you believe English teachers have in promoting  
inclusive education?**

(52) T1: Well I think education in general, not only English teachers, should make  
(53) sure that the topic of inclusion is dealt with...that you do make attempts to  
(54) try to bring variation into the classroom content. To make sure that different  
(55) groups and different needs are dealt with.

(56) I: **What importance or effect do you believe incorporating inclusive (57) material, such as raising disability awareness, have on the learners?**

(58) T1: In my view, the most important thing in all this is to raise awareness, and (59) to promote acceptance in a way. That students should be able to be aware (60) of the fact that there are differences, and that they should be prepared to (61) accept these differences. Those are the most important things, in my view.

(62) I: Okay. That was it. Thank you for your participation.

---

## **Interview 2**

**(#) = line number**

**Interviewer = I**

**Interviewee = Teacher 2 (T2)**

(1) I: **How long have you been teaching English?**

(2) T2: Hmm...over thirty-five years.

(3) I: **Where are you originally from?**

(4) T2: Amsterdam, the Netherlands.

(5) I: **What motivated you to become an English teacher?**

(6) T2: My English teacher. I was in the first year of secondary school, and I got (7) so excited about the English language that after about two months, I knew (8) exactly what I wanted to be.

(9) I: **Do you teach English using a textbook?**

(10) T2: Yes, I do.

(11) I: **How often do you use the textbook to plan your lesson content?**

(12) T2: I follow the structure of the book, so every time.

(13) I: **What role does the textbook have in your English class?**

(14) T2: Umm... it is some sort of framework to work from, because in the next (15) years we start with the Intermediate, Upper-Intermediate, and Advanced, (16) and... you see... there's a level that builds up.

(17) I: **Do you ever bring you own material to class?**

(18) T2: I sometimes do, when I think that the material in the book is insufficient  
(19) or incorrect.

(20) I: **Are you familiar with the concept of inclusion or inclusive education?**

(21) **If so, could you give me a definition of what you believe inclusive**  
(22) **education to be, and what does an inclusive language classroom look**  
(23) **like to you?**

(24) T2: Umm... I am not familiar with the term. Maybe, I know what it  
(25) means...maybe the terminology has changed in the last few years, so I have  
(26) to answer no, I don't know what it means. Maybe I practice it but...

(27) I: Alright. I can give you a definition and will ask the same questions again.

(28) The focus of inclusive education relies on schools maintaining efficient and  
(29) equal learning opportunities for all students regardless of their ethnical  
(30) background, physical/sensory impairments or other learning disabilities, as  
(31) inclusive education perceives diversity as an important asset to the school's  
(32) community in preparing the students to become active citizens in an ever  
(33) changing world (Soriano et al., 2017).

(34) and my question was **could you give me a definition of what you believe**  
(35) **inclusive education to be?**

(37) T2: Oh...I would say that besides teaching English, I also give them lessons  
(38) on life and that I not only focus on what I am teaching, but also helping them  
(39) with several aspects of life and aspects of learning.

(40) I: Okay, and **what does an inclusive language classroom look like to**  
(41) **you?**

(42) T2: Um... it's a diverse group...and for instance...H4 consists of students  
(43) who come from 3H and 4MAVO, and, so, there is a great diversity. This  
(44) means you have to find a common factor where to start. I must say there are  
(45) groups of 28 students, and also people who come from other schools, so  
(46) you have to find a common factor.

(47) I: **Do you pay attention towards implementing inclusive education**  
(48) **when you plan your lessons?**

(50) T2: Umm... partially, yes.

(51) I: And how would you say you do that?

(52) T2: Well, for instance, when I plan a part on grammar, I think of how I can  
(53) say it in certain ways, how can I make sure that everyone understands what

(54) I am explaining to them. Also, I know the students who have problems in  
(55) understanding what I say that I try to find ways on how I can say it  
(56) differently.

(57) I: **Are you aware of whether inclusion is or isn't included/promoted in**  
(58) **the course material you use?**

(59) T2: No...well, actually there is in *Solutions* there is for the weaker and  
(60) stronger students there is something, but actually I can hardly use it,  
(61) because they're all weaker students. We use a method that's completely  
(62) English, and a lot of students have problem understanding, and there are  
(63) only a few who can do the harder tasks.

(64) I: **What role do you believe English teachers have in promoting**  
(66) **inclusive education?**

(67) T2: I think that a teacher has a very important role, namely not only  
(68) teaching, but also trying to help students in any way possible. So, supporting  
(69) them, listening to them, and not only just one way traffic, of teaching, but  
(70) also try to find where their problems are and try to find solutions for them to  
(71) be able to understand what you are talking about, and get them to the next  
(72) level.

(73) I: **What importance or effect do you believe incorporating inclusive**  
(74) **material, such as raising disability awareness, can have on learners?**

(75) T2: I think that can have a great effect on them. So, I think that it is  
(76) something teachers should focus on. That there are disabilities that you can  
(77) try to solve them or to give them other ways.

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### **Interview 3**

**Interviewer = I**

**Interviewee = Teacher 3 (T3)**

(1) I: Question number one: **How long have you been teaching English?**

(2) T3: I've been teaching English for...well, since 2005.

(3) I: So for fourteen years?

(4) T3: Yes, for fourteen years.

(5) I: Okay...and **where are you originally from?**

(6) T3: I am originally from Morocco. I was born here in the Netherlands, but my  
(7) parents are from Morocco.

(8) I: **What motivated you to become an English teacher?**

(9) T3: Well, I was looking for education to follow, after my MBO. I was in doubt  
(10) between social sciences and English, and I thought that English was  
(11) more...there's a lot of demand for English teachers, so I thought let's just do  
(12) English then. I really wanted to work with students, children, people in  
(13) general, and this was the correct choice for me.

(14) I: **Do you teach English using a textbook?**

(15) T3: Yes.

(16) I: And **how often do you use the textbook to plan your lesson content?**

(17) T3: Well, it is the red-line through my lessons, so I use it often. Sometimes, I  
(18) just do something else, and step out of the textbook, but mostly I use the  
(19) textbook.

(20) I: **What role does the textbook have in your English class?**

(21) T3: It has a pretty big role. It's kind of the guideline for the students and for  
(22) me as well. Sometimes you have content, which is easy to step out of the  
(23) textbook, and then I use social media or other things, but it has a pretty big  
(24) role, because it's part of the curriculum, and you can't really step out of the  
(25) curriculum, unfortunately.

(26) I: You mentioned it a little bit, but **do you ever bring in your own material?**

(27) And **how often would you say you do that?**

(28) T3: I try to do it...twice or three times a week.

(29) I: **For what purpose do you bring in your own material?**

(30) T3: Umm... to engage the students, and not just stick to one thing, in order  
(31) to make it more appealing...less boring... and sometimes the explanation in  
(32) the book, for example grammar, is not enough, and I just look on the Internet  
(33) or my old books and I find something different. It engages them to practice  
(34) and actually do the things I want them to. They see that you put effort into it,  
(35) so they want to put in the effort as well.

(36) I: **Are you familiar with the concept of inclusion or inclusive education?**

(37) T3: No. What do you mean?

(38) I: Inclusion as in schools maintaining efficient and equal learning  
(39) opportunities for all students regardless of their ethnical background,  
(40) physical/sensory impairments or other learning disabilities, as inclusive  
(41) education perceives diversity as an important asset to the school's  
(42) community in preparing the students to become active citizens in an ever  
(43) changing world (Soriano et al., 2017).

(44) Having said this, **could you give me a definition of what you believe** (34)  
(45) **inclusive education to be?**

(46) T3: Yes, well... I think inclusive education makes sure that everyone has the  
(47) right to follow an education in a safe environment where every means  
(48) necessary are taken. For example, if someone comes from a foreign  
(49) country and we help them integrate into the Dutch school system through  
(50) improving their social skills which are according to the norms and values of  
(51) Holland.

(52) I: Okay...and **what does inclusive education look like in the language**  
(53) **classroom?**

(54): T3: Well... I would say that you try making sure that each learner feels  
(55) comfortable in the classroom and is able to keep up with their work.

(56) I: **Do you pay attention towards implementing inclusive education**  
(57) **when you plan your lessons?**

(58) T3: Well..,no... I don't know, but it would be nice to do that. We should  
(59) implement it into our lessons though.

(60) I: Okay, that's fine.

(61) I: **Are you aware of whether inclusion is or isn't included in the course**  
(62) **material you use? What role do you believe teachers have in promoting**  
(63) **inclusive education?**

(64) T3: Well, I don't really think it's promoted in the books, and in the methods. It  
(65) could be more, I think. I think that teachers should do it, even though they  
(66) have the method and stick to the curriculum, the teacher has a role to  
(67) include everyone in the class. For example, if they are bad in English or  
(68) actually really good in English, like trying to engage them and motivate them  
(69) more, and make sure they are challenged enough... and the people who are  
(70) not very good in English to make sure they have the right level.

(71) I: Last question. **What importance or effect do you believe incorporating**  
(72) **inclusive material, such as raising disability awareness, can have on**  
(73) **the learner?**

(74) T3: I think that when you do that, learners will also be tolerant towards  
(75) people who have a disability. They would understand things more. They are  
(76) part of our society, so they need to be included in the textbooks and in the  
(77) lessons as well. It should be actually really normal, and now it's seen as a  
(78) hurdle for a lot of people, and actually it's not. We as teachers should raise  
(79) awareness for that. That's what I think.

(70) I: Okay. Thank you very much for participating.

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#### **Interview 4**

**Interviewer = I**

**Interviewee = Teacher 4 (T4)**

(1) I: My first question is: **How long have you been teaching English?**

(2) T4: Umm... I think now, twenty-five years.

(3) I: And, **where are you originally from?**

(4) T4: Suriname.

(5) I: **What motivated you to become an English teacher?**

(6) T4: I wanted to become a stewardess, but then my brother told me: "You  
(7) know when you were eight years old, you liked to be a teacher while playing  
(8) with your dolls". So, I thought, okay this is not a bad idea. A flight attendant is  
(9) like a waiter in the sky, so I thought why not be a teacher.

(10) I: **Do you teach English using a textbook?**

(11) T4: Yeah.

(12) I: **How often would you say you use the textbook to plan your lesson**  
(13) **content?**

(14) T4: Well...you know...here it is compulsory to use the book, and we have  
(15) our method to use, so I have to use the textbook. Yeah... sometimes, I  
(16) would like to do...I do something else, but because of the schedule we have,  
(17) and the study guide, I have to stick to the books.

(18) I: **What role does the textbook have in your English class?**

(19) T4: A big role. We use it every lesson.



(20) I: You touched upon it a little bit, but **do you every bring in your own**  
(21) **material?**

(22) T4: Yes, I do.

(23) I: **How often would you say you do?**

(24) T4: Every term, like...what I like to do, at the beginning of each new  
(25) term...we have three terms here, I will let them watch a program. Last week  
(26) we watched a program on escaping from Alcatraz, so we watched the  
(27) program on YouTube, and then I have questions for them or we discuss it.  
(28) We watch a film and discuss it, or a text.

(29) I: **What purpose does bringing in your own material have?**

(30) T4: To differentiate a little bit. You know, to not always work from the book. I  
(31) think that's very important, and again we have to stick to the book.

(32) I: **Are you familiar with the concept of inclusion or inclusive education?**

(33) T4: No. No.

(34) I: I will give you a definition. Inclusion as in schools maintaining efficient and  
(35) equal learning opportunities for all students regardless of their ethnical  
(36) background, physical/sensory impairments or other learning disabilities, as  
(37) inclusive education perceives diversity as an important asset to the school's  
(38) community in preparing the students to become active citizens in an ever  
(39) changing world (Soriano et al., 2017).

(40) Now, **could you give me a definition of what you believe inclusive**  
(41) **education to be?**

(42) T4: Yes. I think that it means...umm... to make sure to give each learner a  
(43) chance to be successful in the classroom...like... make sure to take time to  
(44) respect each other and their differences.

(45) I: Right. Now. Could you tell me **what does inclusive education look like**  
(46) **in the language classroom?**

(47) T4: In my opinion? Um... I guess to make sure that learners feel comfortable  
(48) to come to class and to participate in class.

(49) I: Okay. **When you plan your lessons, do you every pay attention to**  
(50) **including or implementing material that is inclusive?**

(51) T4: You mean to help them extra with grammar and things like that? Like  
(52) using the book *Concrete*, it's a grammar book, to do extra exercises...? I do,

(53) and on YouTube you have *Mr. Gijss* and they like that, because he explains  
(54) the grammar in a fun way. Sometimes, they have to sit in a group of four or  
(55) five and then discuss a topic, or things like that. You mean that with  
(56) inclusion?

(57) I: I cannot answer that because it can lean towards a bias. It could change  
(58) your opinion in it, and things like that.

(59) T4: Okay.

(60) I: **Are you aware of whether inclusion is or isn't included in the course**  
(61) **material you use?**

(62) T4: No. I don't know if it has an inclusion thing in it. I assume I don't know  
(63) the term.

(64) I: **What role do you believe English teachers have in promoting**  
(65) **inclusive education?**

(66) T4: I don't know the word really, but I assume inclusion means that you can  
(67) do extra things...extra exercises...extra topics, and I think that's very  
(68) important.

(69) I: **What importance or effect do you believe including or incorporating**  
(70) **inclusive material, for example raising disability awareness, can have**  
(71) **on the learner?**

(72) T4: Disability, in what way?

(73) I: Disability awareness as in material that talks more about visually impaired,  
(74) sensory impaired or physically impaired. Like to raise more awareness of  
(75) that community, which exist.

(76) T4: I'm not sure if...We don't do that here in school, but if there is someone  
(77) who is in a wheelchair or has another disability, I would discuss it with my  
(78) students. Yes, I will.

(79) I: Why do you think that the school or teachers do not focus much attention  
(80) towards raising disability awareness?

(81) T4: Umm...that is a good question...I think that many teachers do not know  
(82) what inclusion means. We have to follow the curriculum and use the  
(83) textbook to help teach the curriculum, but there is no focus on disability  
(84) awareness....also...maybe it is also because we don't know how to include  
(85) disability awareness in our lessons...something like that.

(86) I: **What effect do you believe raising disability awareness can have on the learner?**

(87) T4: More awareness, I think.

(88) I: Okay. That was it. Thank you for your participation.