

1. Does Inclusion Create Language? Perspectives on Democratic Language Practice

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Co-Moderation: sought

Inclusion is frequently discussed as a question of institutional structures, didactic concepts or individual support. Considerably less attention, however, is paid to the question of how inclusion is communicatively brought about. Yet participation is essentially enacted through linguistic action: in speaking and listening, in arguing, negotiating and jointly producing meaning. Language is thus not merely an object of support or instruction, but a fundamental condition of democratic and inclusive educational processes.

The Working Forum starts from the thesis that inclusion can be understood as a language practice. Inclusion arises where people can contribute their perspectives, be heard, jointly develop meanings and negotiate decisions together. Conversely, exclusions are often produced linguistically – for example through a lack of opportunities for mutual understanding, asymmetrical conversational orders, normalizing language practices or restricted opportunities for participation. The question of democratic language practice is therefore not a marginal issue in inclusion research, but touches its very self-understanding. Against the background of the conference theme Generation Inclusion?, the Working Forum aims to open up a space to rethink language as a democratic practice of inclusive education. The central question is what significance communicative processes hold for the present and future of inclusion. Theoretical, empirical and practical perspectives are to be brought into dialogue with one another.

Possible guiding questions:

- How do participation and exclusion arise in linguistic interactions?
- What role do speaking, listening and arguing play for democratic educational processes?
- How can classroom discussions and other communicative situations be designed so that different voices are genuinely heard?
- What significance do language and communication have for self-determination, participation and recognition?
- What consequences follow from this for inclusive school and classroom development as well as for teacher education?
- What impulses arise for an inclusion research that understands language not only as an object of learning, but as a constitutive condition of inclusion?

The Working Forum understands itself as an open space for thinking and working. The aim is to bring together researchers, self-advocates, teachers, students and other interested parties to exchange and jointly develop different perspectives on democratic language practice. The goal is sustainable networking, from which joint publication projects, research questions or practice projects may emerge.

The forum invites participants to think inclusion consistently from the linguistic action of those involved, thereby contributing to the further development of inclusive-pedagogical theory, research and practice.