

BRIDGING THE POLICY–PRACTICE GAP: ACTION RESEARCH ON DIGITAL INCLUSION FOR MULTILINGUAL LEARNERS

Tatiana A. Galdanova | Moscow City University | ✉ galdanovata@mgpu.ru

3. METHODOLOGY

- Approach- Action research
- Setting- Language studio, Buryatia
- Participants- Migrant + local children (mixed group)
- Intervention- Gamified virtual world with collaborative tasks
- Data sources- Participant observation, feedback surveys, in-world communication logs

4. THEORETICAL FRAMEWORK

VLE as "third space"

Multilingualism as asset (not deficit)

Affective filter hypothesis

1. BACKGROUND & GAP

- Systemic exclusion of migrant children in education persists
- Driven by monolingual policies
- Critical implementation gap: inclusive rhetoric vs. classroom reality
- Institutional designs invalidate multilingual identities
→ Fieldwork in Buryatia, Russia confirmed this gap

2. RESEARCH QUESTION

Can gamified virtual learning environments (VLEs) serve as a micro-level tool to foster inclusive, multilingual peer interaction?

5. KEY FINDINGS

- Engagement- Significant ↑ in task participation
- Cross-linguistic collaboration- Learners helped each other across languages
- Affective filter- Lowered → reduced anxiety, more spontaneous speech
- Linguistic repertoires- Used strategically and fully

6. VISUAL SUMMARY

Policy–Practice Gap
↓
Gamified VLE (third space)
↓
Multilingualism as asset
↓
Micro-level inclusion achieved

7. IMPLICATIONS & FUTURE STEPS

NOW (micro-level)

NEXT (scaling & research)

Inclusive practice IS possible with gamified VLEs

- Scale VLE design to more schools (different regions)
- Longitudinal study on long-term inclusion effects
- Develop teacher training module for gamified VLE

8. CONCLUSION

Bridge innovative classroom practice with evidence-based policy reform to dismantle barriers to inclusive education.