

VHLVC
VISTA HIGHER LEARNING
VIRTUAL CONFERENCE



No Turning Back: New Pathways to Proficiency and Inclusion

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“No Turning Back: New Pathways to Proficiency and Inclusion”



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THANK YOU for joining us

Steve Santoro

Suzanne Hall

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VISTA HIGHER LEARNING

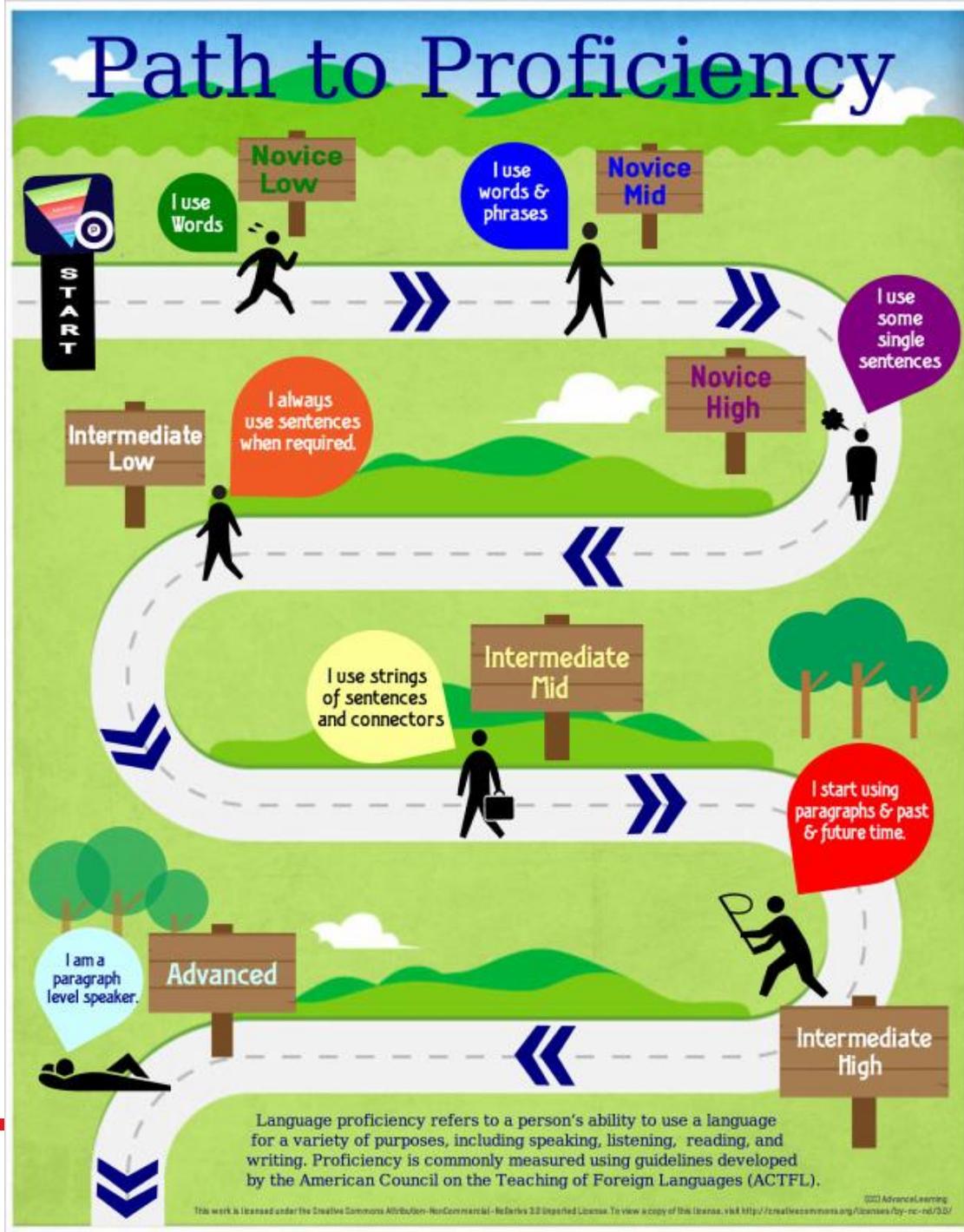
YOUR PARTNER IN LANGUAGE EDUCATION

TODAY'S OUTCOMES

- Understanding the “then” & “now” of language teaching
- What is new? What has changed?
- How do these standards align with ACTFL National Standards?
- Use authentic media to connect to culture
- Inclusion strategies for a variety of learners



Targeted Proficiency Levels for Students





ADVANCED

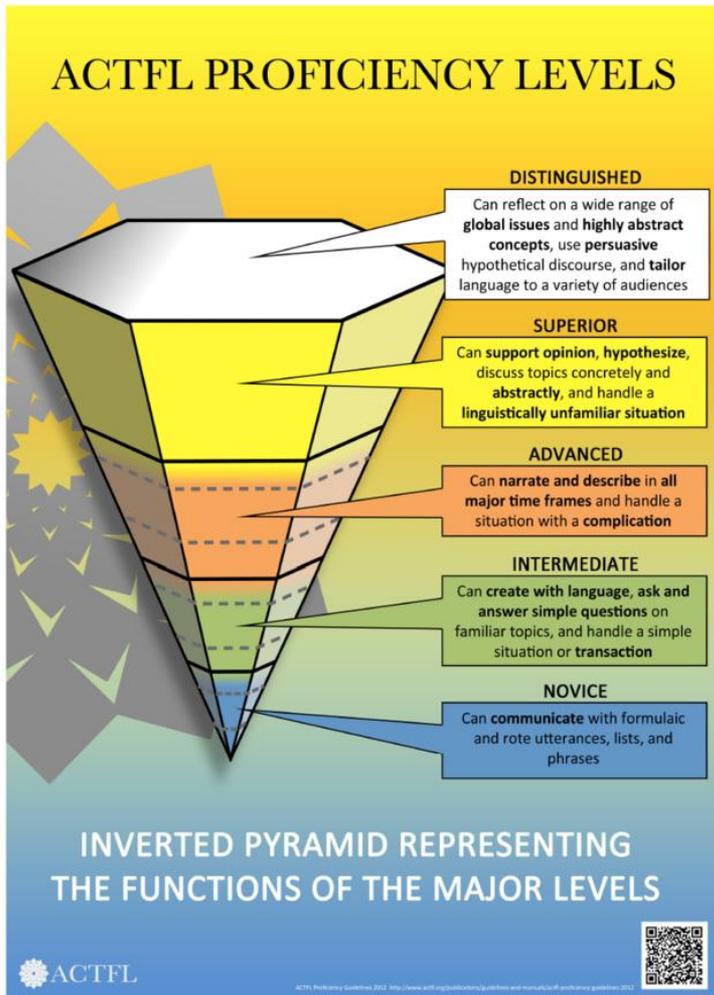
SUPERIOR

INTERMEDIATE

NOVICE



EXPLORING PERFORMANCE LEVELS



- Distinguished
- Superior
- Advanced – High
- Advanced - Mid
- Advanced – Low
- Intermediate – High
- Intermediate – Mid
- Intermediate – Low
- Novice – High
- Novice – Mid
- Novice - Low



Think about a time...

...When you were forced to communicate beyond your proficiency “comfort” level!



• **Strategies learners will demonstrate at each level:**

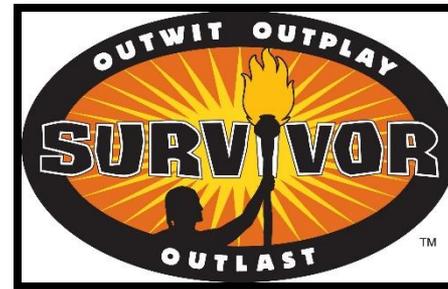
• **Novice level:**

- **Rely on visuals**
- **Communicate with repetition and non-verbal expression**



• **Intermediate level:**

- **Use memory aids (notes and visuals)**
- **Use circumlocution as needed**
- **Occasional use of reference sources**



• **Pre-Advanced level:**

- **Conscious efforts to self-edit and self-correct**
- **Use circumlocution and reformulation**
- **Culturally appropriate practices, perspectives, non-verbal behavior**



ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low			1	
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



What level of language would you need to work as...

- **A tour guide?**
 - Talk to people about familiar topics & places
 - **A cashier?**
 - Predictable text. Familiar context.
 - **A lawyer ?**
 - Abstract ideas. Support argument & opinion. Unfamiliar situations
 - **An **effective** language teacher ?**
- **Intermediate or Advanced**
 - **Intermediate**
 - **Superior**
 - **Advanced**



What is one shift for each constituent that needs to occur in order to better address **teaching and learning** and one shift that needs to occur in order to better address **inclusiveness**.

- **Teachers**
- **Counselors and Support Staff**
- **Administrators**
- **District Leaders**
- **Community**

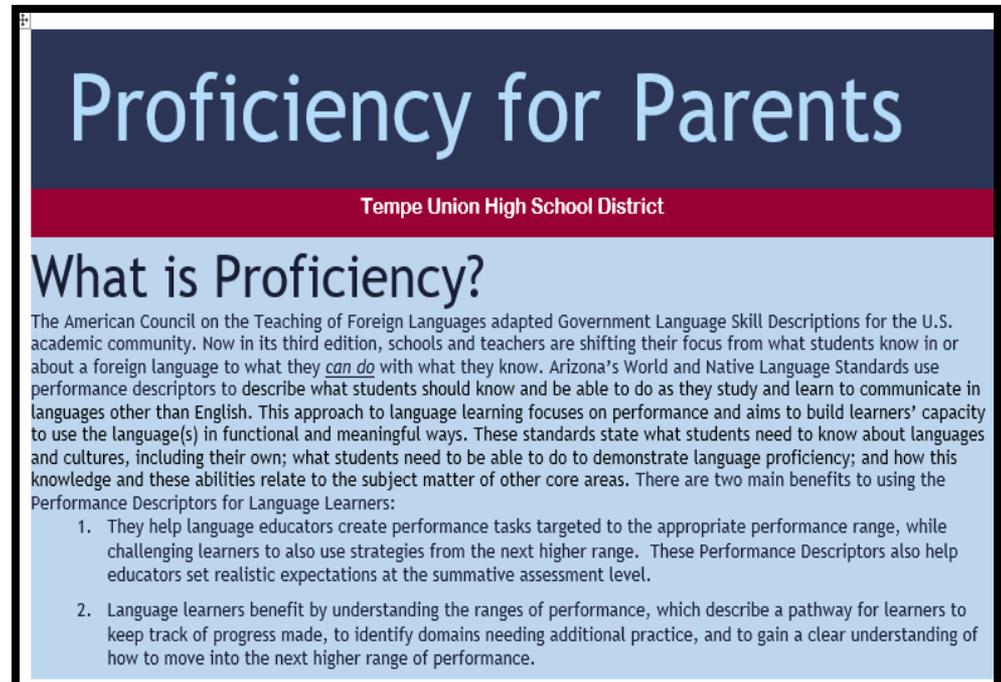
Targeted Proficiency Levels for Students

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1-2	Novice low	Novice low	Novice mid	Novice mid
3-4	Novice mid	Novice High	Novice High	Intermediate low
5-6	Intermediate low	Intermediate low	Intermediate mid	Intermediate mid
7-8	Intermediate mid	Intermediate mid	Intermediate high	Intermediate high
AP Language and Culture	Intermediate high	Intermediate high	Advanced low	Advanced low
9-10	Intermediate high	Intermediate high	Advanced low	Advanced low
AP Literature and Culture	Advanced low	Advanced low	Advanced low	Advanced low

Tempe Union Schools, Tempe AZ

Proficiency Beyond the Classroom: Parents

- Who are the other stakeholders that need to have some understanding of proficiency targets?
 - Parents
 - Letter/bulletin
 - E-newsletter
 - Grade book



Proficiency for Parents

Tempe Union High School District

What is Proficiency?

The American Council on the Teaching of Foreign Languages adapted Government Language Skill Descriptions for the U.S. academic community. Now in its third edition, schools and teachers are shifting their focus from what students know in or about a foreign language to what they *can do* with what they know. Arizona's World and Native Language Standards use performance descriptors to describe what students should know and be able to do as they study and learn to communicate in languages other than English. This approach to language learning focuses on performance and aims to build learners' capacity to use the language(s) in functional and meaningful ways. These standards state what students need to know about languages and cultures, including their own; what students need to be able to do to demonstrate language proficiency; and how this knowledge and these abilities relate to the subject matter of other core areas. There are two main benefits to using the Performance Descriptors for Language Learners:

1. They help language educators create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. These Performance Descriptors also help educators set realistic expectations at the summative assessment level.
2. Language learners benefit by understanding the ranges of performance, which describe a pathway for learners to keep track of progress made, to identify domains needing additional practice, and to gain a clear understanding of how to move into the next higher range of performance.

Proficiency Beyond the Classroom: Admin

- Who are the other stakeholders that need to have some understanding of proficiency targets?
 - Administration
 - TELL project
 - www.tellproject.org

Teacher Effectiveness for Language Learning

FULL CLASS OBSERVATION
FEEDBACK TOOL



Teacher: _____ Language: _____ Grade/Course: _____
School: _____ Date: _____ Time: _____

Many of the criteria in the *Teacher Effectiveness for Language Learning Framework* are observable as a teacher engages students in learning. This tool, intended for use during a full-class period or lesson, captures those criteria and allows the observer to catalog what is seen and provides a document from which feedback can be given.

Check strategies observed and/or note level of implementation.
FO = Fully Observed PO = Partially Observed NO = Not Observed NA = Not Applicable

A. Setting the Stage				
1. The lesson's performance objectives are clearly stated in student-friendly language and posted in the classroom for the duration of the lesson.	<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
2. The teacher shares the sequence of learning activities with the students.	<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA

Observed Behavior/Notes:

Proficiency Beyond the Classroom: Community

- Who are the other stakeholders that need to have some understanding of proficiency targets?
 - Community
 - LEAD with Languages
 - <http://www.leadwithlanguages.org/>



COMMUNICATION

Communication takes place in a variety of authentic **settings** that represent what students will experience in the target culture

- **Inter** knowle
- **Inter** readin
- Langu
- langu
- **Pres** an au
- appro
- The C
- captu
- must le
- the C
- stand
- Langu
- comm

CULTURES

Students must acquire the ability to interact appropriately with *culture bearers to communicate successfully. Culturally*

appro
relatio
and th
of pro
learne
amon
interc
multilir

CONNECTIONS

Language users address a variety of topics that are appropriate to their age and range of proficiency, increase their knowledge of numerous areas of the curriculum, and make connections across K-12 areas of study. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers *understand and address discipline-specific and cross-disciplinary concepts.*

- 1. What are the hallmarks of this term as you understand it today?**
- 2. What changes have you seen in both theory and practice with regard to this term?**



Think about your own practice [planning, delivery, assessment, feedback] now place yourself on a continuum using these terms as you read the 15 now statements.

always

frequently

sometimes

seldom

never



GLOSSARY OF TERMS FROM NEW CALIFORNIA STANDARDS

- **Cultural Products, Cultural Practices, Cultural Perspectives**
- **Cultural Comparisons**
- **Culture Bearers (participants, users of the culture)**
- **Intercultural Influences**
- **Interpersonal Communication**
- **Interpretive Communication**
- **Presentational Communication**
- **Settings and Structures (where language is used)**

Cultural perspectives; cultural practices; cultural products

Beliefs of members of a particular group; behaviors of members of a particular group; tangible and intangible items created and used by members of a particular group.

Cultural comparisons

Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target cultures and those they know in order to interact with cultural competence.

Culture Bearers / Intercultural Influences

Individuals in a group who share common behaviors and views of the world; how diverse cultural groups affect one another's products, practices, and perspectives through interaction.

Interpersonal communication

Language users listen and speak, read and write, and view and sign as they negotiate meaning with others.

Interpretive communication

Language users listen to, read, and view authentic materials using knowledge of cultural products, practices, and perspectives without the opportunity for interpersonal communication.

Presentational Communication

Language users speak, sign, and write in culturally appropriate ways for audiences of listeners viewers and readers without the opportunity to negotiate meaning.

Settings

Situations in which the language is used (highly predictable, transactional, informal, formal); may be face-to-face or mediated by technology.

Structures

Elements of the linguistic system (phonology/parameters in ASL, morphology, syntax).

2020 and beyond

Then vs. now...

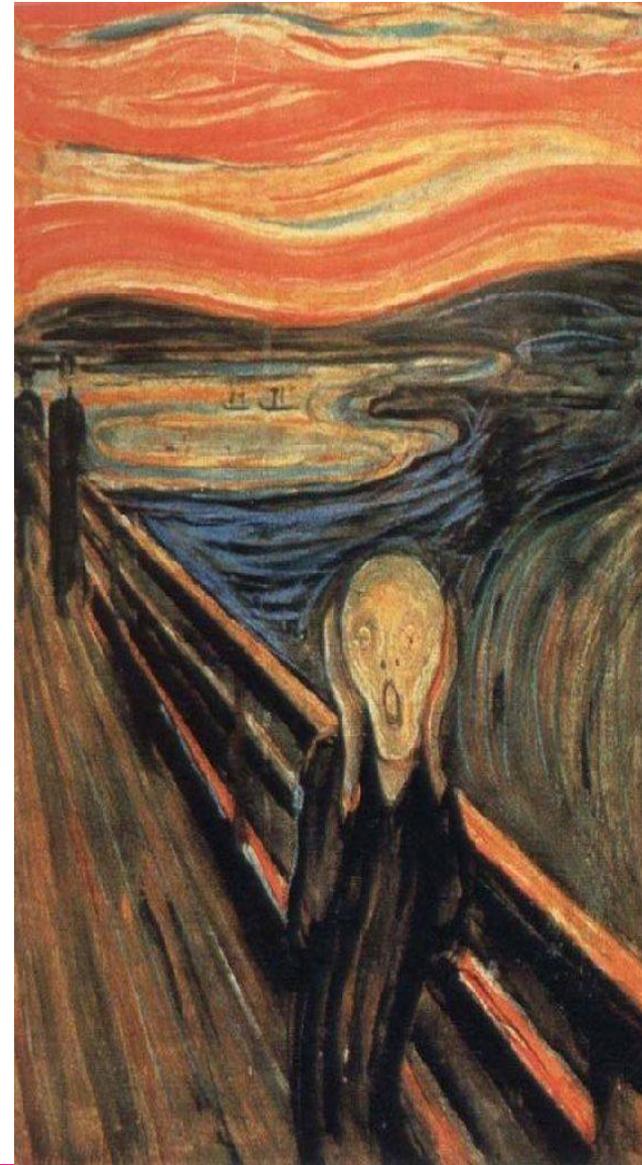
- 4 skills vs...
- Fill-in the blank
- Absence of culture
(If it's not assessed...it doesn't matter)
- Find the error
- Isolated vocabulary

- 3 modes are integrated
- Grammar is assessed throughout
- Culture is taught across levels and assessed.
- Spelling, accents, diction are 1 dimension of a rubric
- Task-driven
- Vocabulary is taught in context (of reading or listening)



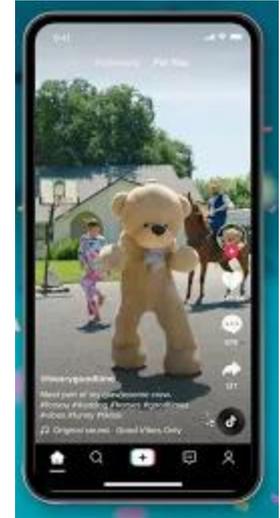
The 5 Fs

- ***Food***
- ***Fashion***
- ***Famous people***
- ***Festivals***
- ***Flags***



Teachers' interests

Students' interests



Poetry

Tik Tok

Golden Age Art

Memes

Vocabulary Lists

Instagram

Verb Conjugations

Snapchat

Why am I bad at languages?

<https://blog.esl-languages.com/blog/learn-languages/why-am-i-bad-at-foreign-languages/>

“Within Europe, more than 90% of people in Luxembourg, Latvia, the Netherlands, Malta, Slovenia, Lithuania and Sweden can hold a conversation in a second language. People in these countries are not genetically superior language learners; they benefit from a combination of circumstances and motivation.”



<https://www.cultofpedagogy.com/world-language/>

CORE PRACTICES

For World Language Learning

with Mme Blouwoff



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



Characteristics of good language learners

1. Good memory
2. Good technique
3. Listening ability
4. Motivation



3 highly important elements of language study are **relevance**, **understanding** and **repetition**.

“Boredom is the enemy of good learning.”

“In most schools, there’s generally a drop of 75% after the perceived language requirement ends.”



-Greg Duncan

interprepinc.com

What did you “learn” about culture?

<i>A</i>	<i>B</i>
----- 1. tertulia	a. aguacate
----- 2. Carnaval	b. pelar la papa
----- 3. gimnasio	c. Domingo de Resurrección
----- 4. atencido	d. descanso
----- 5. reja	e. reunión
----- 6. Nochebuena	f. sandalia
----- 7. Pascua Florida	g. la buenaventura
----- 8. puchero	h. villancicos
----- 9. siesta	i. club literario
----- 10. alpargata	j. Cuaresma
	k. cocido

THEN

AMSCO
Three
Years



NOW

Before I might have . . .
Theme: Daily Routine

THEN

- Provided Hygiene Vocabulary List

- Taught Reflexive Verbs

- Ask: Describe your daily routine

- Focus only on learners' activity

Now I would . . .
AP Theme: Global Challenges

- Why is access to clean water important?

- Co-Generate vocabulary related to water

- Compare/Contrast daily routines re: water

- Reflect on impact of wasting water (authres)

Laura Terrill

From the TELL project...

- Is the task targeted to the appropriate proficiency level?
- Is the task based on a real-world scenario?
- Is the task interesting?
- Is the task logical?
- Is the task written in inviting language?
- Is the context for the task one that would require the use of the target language?

http://www.tellproject.org/wp-content/uploads/2015/05/AdvanceLearning_PerformanceAssessments_Overview_2.pdf

MAKING COMMUNICATION MEANINGFUL: CREATING INTERPERSONAL COMMUNICATIVE TASKS

What is the T.A.L.K. rubric?

- T** – **talking** in the target language, trying to communicate, the talk is relevant to the task
- A** – there is an acceptable level of **accuracy**, particularly with regard to the objective of the lesson
- L** – the student is **listening** to his/her partner and is on task
- K** – the student is **kind** and cooperative, he does not kill the task, he works with his partner/group

What does differentiation look like in the language classroom?

Differentiating involves matching your teaching methods to students' needs and providing students with multiple options and paths for learning.

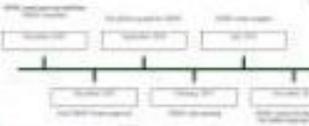


- Differentiating your instruction also helps to increase students' motivation by providing different activities and objectives that keep and attract their interest.
- In addition to variety keeping the kids interested, letting students choose their own learning paths and activities gives them the chance to choose the path that motivates them the most



calicospanish.com/differentiated-instruction-in-the-world-language-classroom/

Reading Response Choice Board

 <p>Create a Vocaboo with your book recommendation. Include at least 3 reasons why you do or do not recommend the book using evidence from the text.</p> <p>Post the link here:</p>	 <p>Create a Powtoon retelling the story from another character's point of view.</p> <p>Tutorial</p> <p>Post the link here:</p>	 <p>Create a timeline of at least 6 major events from your story using Google Drawings.</p> <p>Post the link here:</p>
 <p>Use Read and Write for Google Extension to highlight 3 unfamiliar or interesting words. Use the extension to create a vocabulary Google Doc and write each word in a new sentence.</p> <p>Post the link here:</p>	<h3>Start Here</h3> <ul style="list-style-type: none"> Read the book in your Storya account. Complete 3 more activities. (Fill in with green point) Turn in your work to Google Classroom when finished. 	 <p>Create a 2 minute Book Trailer to get other students interested in your book using iMovie. Use these PDFs to plan. Upload video into your Google Drive.</p> <p>Post the link here:</p>
 <p>Create a Google Form with 3 important questions you wonder about from the story. Your classmates will respond later.</p> <p>Post the link here:</p>	 <p>Complete a Google Sheet listing the main character's internal and external character traits. Provide 2 pieces of evidence for each trait.</p> <p>Post the link here:</p>	 <p>Create a Google Slideshow with 4 connections from the story.</p> <p>Text-Text Text-Self Text-Movie Text-World</p> <p>Post the link here:</p>

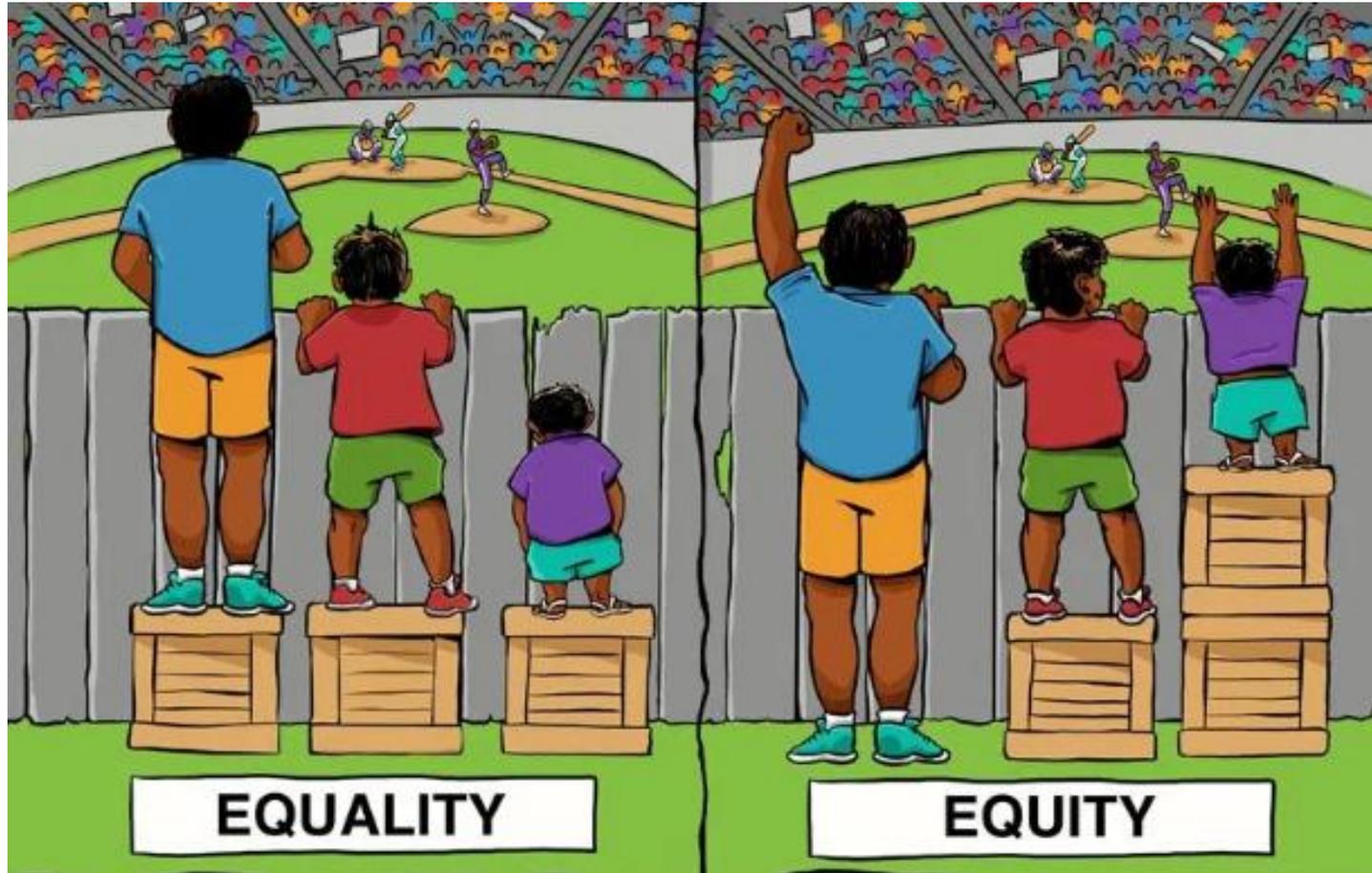
Tic-Tac-Toe Menu

Directions: Choose activities in a tic-tac-toe design (three in a row, horizontally, vertically, or diagonally). Once you've completed three activities in a row, you may decide to be finished, or you may decide to keep going and complete more activities.



<p>Pronunciation Practice: Record yourself reading out the new vocabulary words. For nouns, include the articles (<i>der/die/das</i>).</p>	<p>Sentence Writing: Write <i>quality</i> sentences with fifteen of the new <i>vocab</i> words. Quality sentences don't use the verb <i>sein</i>, are at least five words long, and use a variety of subjects/verbs.</p>	<p>Parts of Speech: Make a chart for all parts of speech (noun, verb, adjective, etc.). Organize your <i>vocab</i> words into this chart.</p>
<p>Labels: Pick ten of the vocabulary words and create labels with them. Take pictures of those labels with the real thing. (For example, you could make a label that says "<i>der Apfel</i>" and take a picture of that label on a real apple.)</p>	<p>Cognates and False Friends: Make a chart with all of the vocabulary words and their definitions. Then determine if the words are cognates, false friends, or neither.</p>	<p>Grammar Practice: Pick ten of the <i>vocab</i> words. For any nouns you pick, complete a noun chart for them. For any verbs you pick, complete a verb chart for them.</p>
<p>Conversation: Write out a conversation between two friends. Use at least ten vocabulary words and highlight them in your script. You can illustrate the conversation as a comic if you would like.</p>	<p>Word Illustrations: Pick ten <i>vocab</i> words to illustrate. Make sure you label each picture with the vocabulary word.</p>	<p>Flashcards: Create flashcards for all of the <i>vocab</i> words.</p>

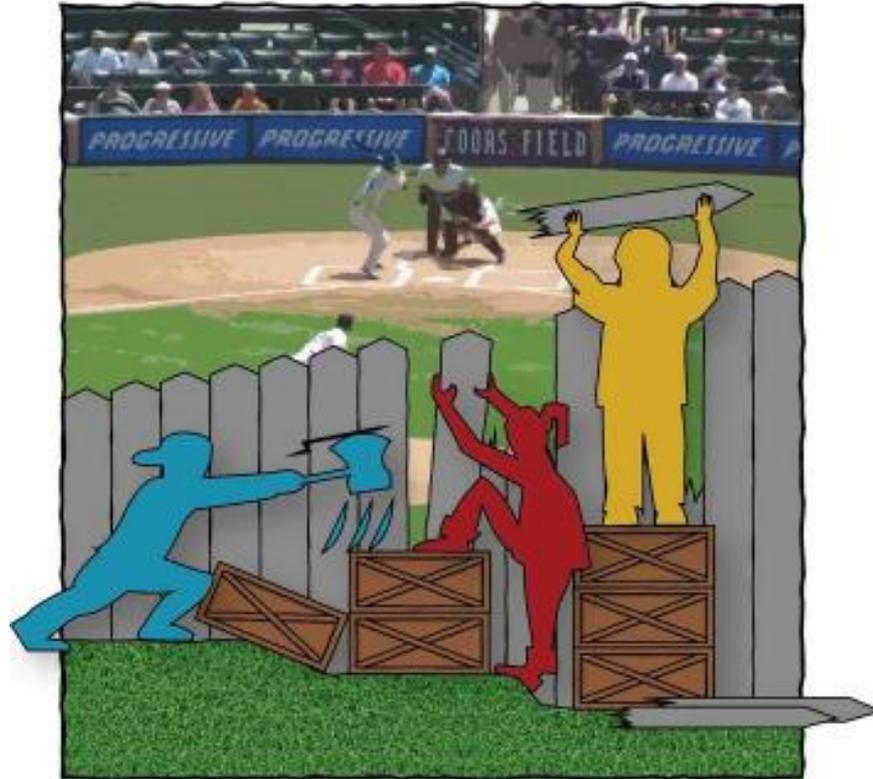
EQUALITY vs EQUITY



Individualizing Instruction

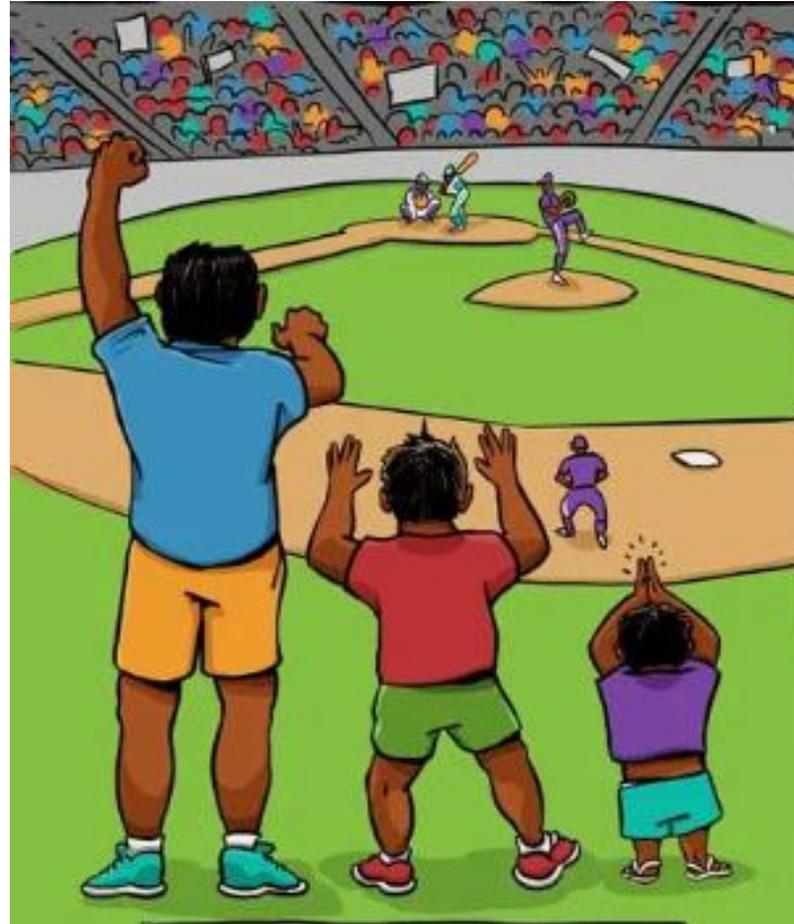


SOCIAL JUSTICE



JUSTICE

LIBERATION



Inclusive Pedagogy

- **Welcoming Gender Non-Conforming Students into our Language Classrooms**

- Minimize anxiety
- Make Room for Your Students
- Follow your students' lead
- Offer options
- Know your gender-neutral pronoun information

- **Representation: Race and Diversity**

- Rethink Your Texts
- Create an Open Environment
- Be Prepared with Referrals
- Seek Other Input



Sarah Le Pichon, UT-Austin

blog.coerll.utexas.edu/inclusive-pedagogy/

MUSIC AS A REFLECTION OF IDENTITY



ate, estas con
ce esa tristeza



Maya Rappers

ESTOY CONTENTO
KÍ IMAK IN WÓOL



Balam Ajpu
Guatemalan Hip Hop



Seis de los mandamientos Hipster son:

✓ estoy de acuerdo/ x no estoy de acuerdo



Je suis chez moi par Black M

- <https://www.youtube.com/watch?v=hsOqEh>



Renata Flores Rivera

Making Quechua cool in Perú

<https://www.facebook.com/renatafloresperu/>

Entrevista acerca de la identidad

Chaynatam Ruwanki Cuyanaita
Au sumaq warma chay pachawan
Uma muyusqam kani chayna
kanichu

Chayna sumaq sumaq kanki
Uma muyusjam kani kachkankichu
CCamuchkaniñam yachankiñam
Ñuqallapaqmi kanki nyikui runata
Muchaicuwai iscaimanta
Ñuqapaq kanki



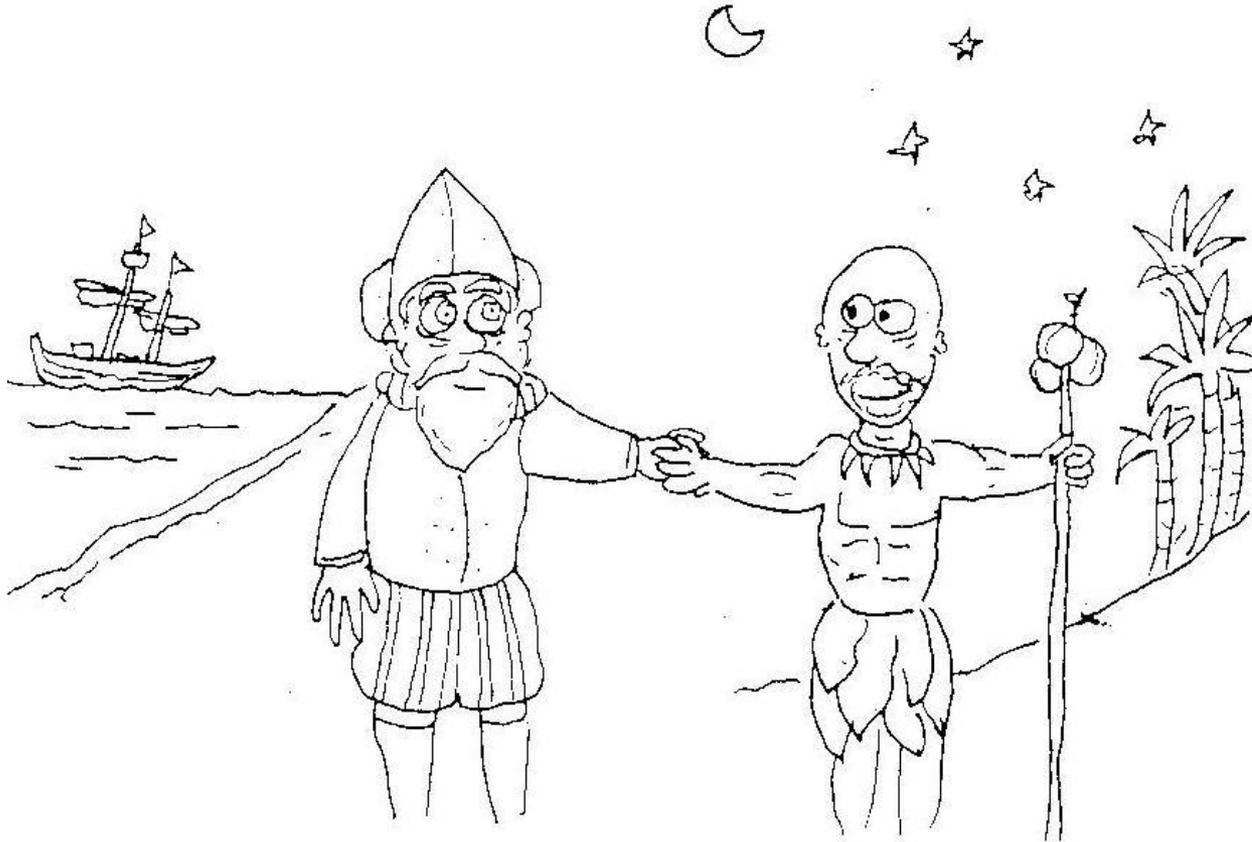
24% of Latinos in the U.S. self-identify as Afro-Latino

1. Watch video https://www.huffingtonpost.com/entry/6-afro-latinos-open-up-about-what-it-means-to-be-black-and-latino_us_56f18477e4b03a640a6be47c

Too Latina To Be Black, Too Black To Be Latina



Balada de los dos abuelos

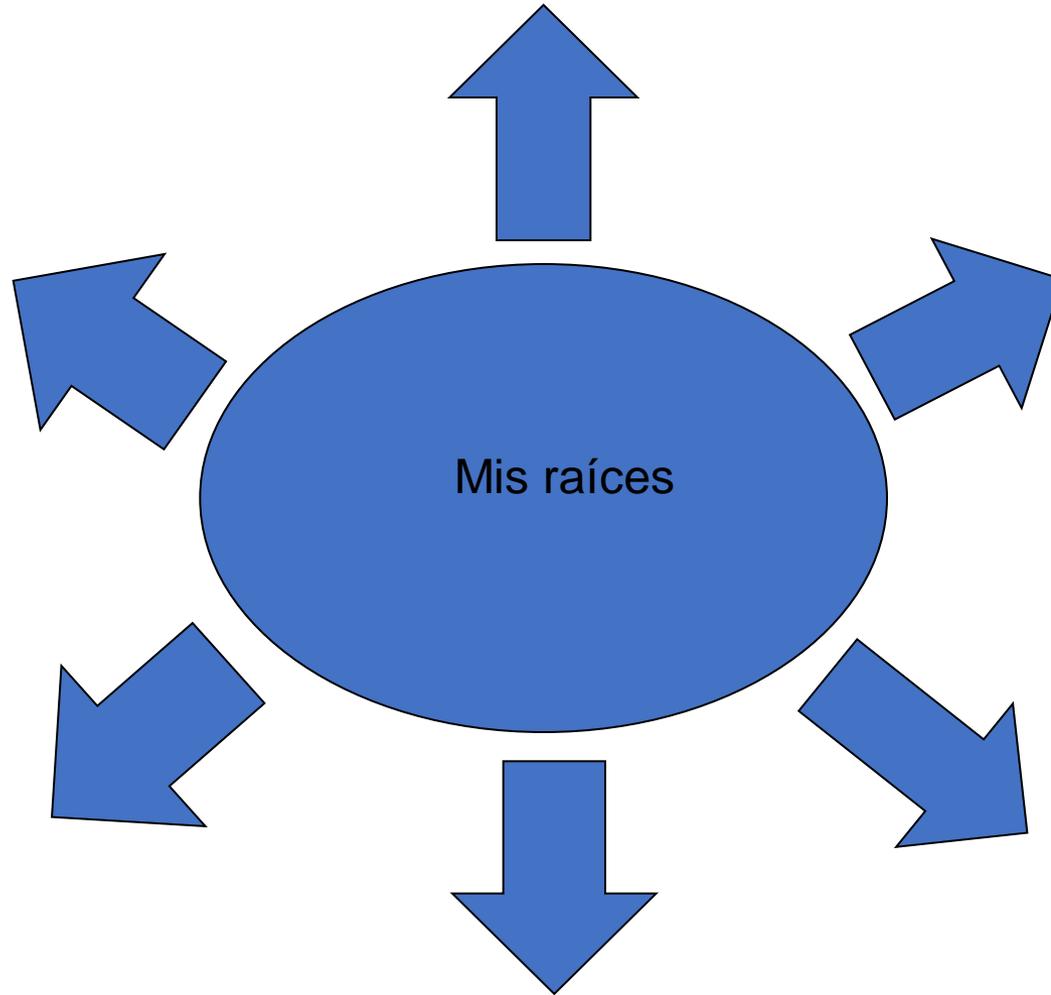


Nicolás Guillén
"Balada de los dos abuelos"

Drawing by Alfredo Alcántara

Teacher: Patricia Kule

Mapa mental



Pos-Lectura: Organizador gráfico

	ABUELO NEGRO	ABUELO BLANCO
¿Qué lleva?		
¿Cómo se llama?		
¿Qué hace cada uno?		
¿Qué hacen los dos?		
¿Dónde está? ¿De dónde viene?		

Shuffle Groups

Flippity.net



1 **Jane**



2 Jessica

3 Gary

4 Meryl

5 Marlon

6 Daniel

1
Jane
Gary
Marlon
Dustin
Spencer
Denzel
Jack
Cate

2
Jessica
Meryl
Daniel
Bette
Robert
Katharine
Ingrid

1
Jane
Jessica
Gary

2
Meryl
Marlon
Daniel

3
Dustin
Bette
Spencer

4
Robert
Denzel
Katharine

5
Jack
Ingrid
Cate

Culturally responsive teaching is...

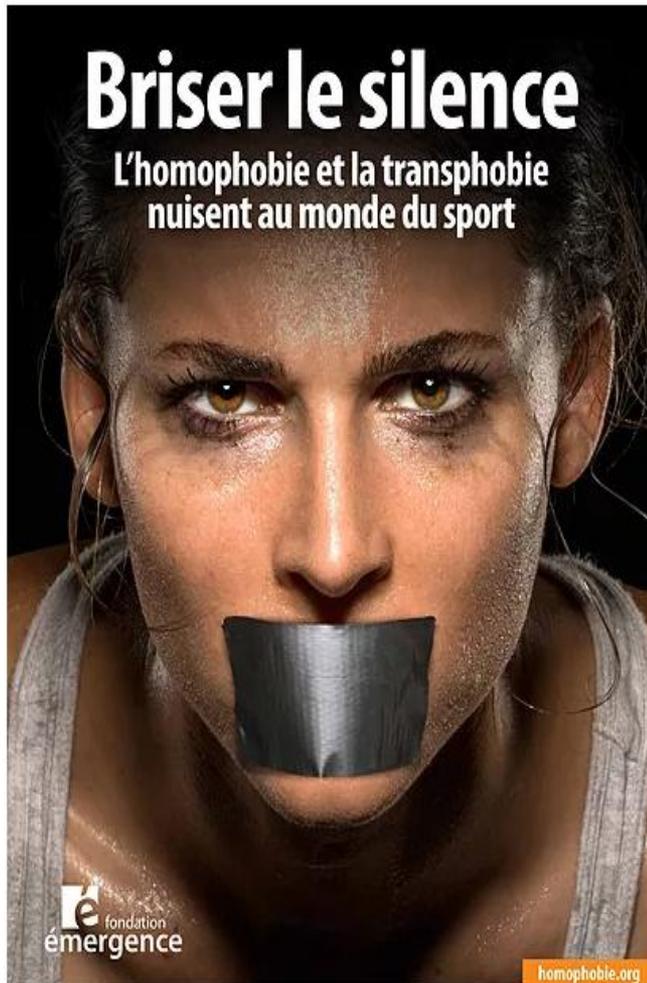
- using students' cultural experiences in daily instruction.
- embracing native language and students' families as assets.
- creating a classroom environment that represents and respects all students.
- communicating clear high expectations for everyone.

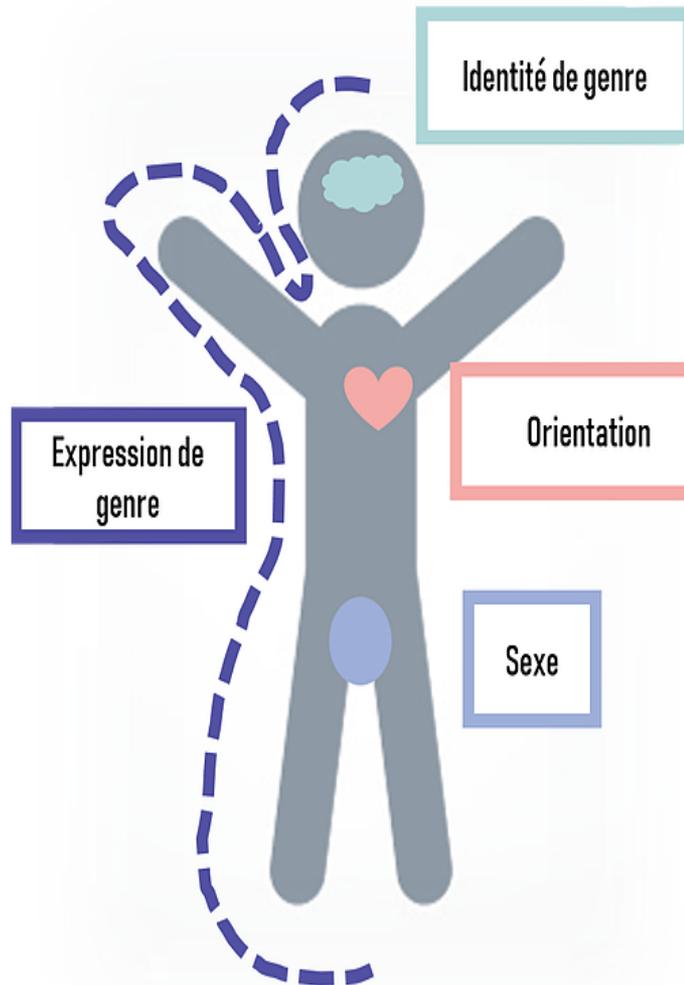
Culturally responsive teaching is not a strategy.

“It’s more of mindset for teaching that embraces, values, and incorporates culture into daily instruction in order for learning to connect with students. Students feel valued, respected, and linked with instruction.”

*Valentina Gonzalez
Professional Development Specialist for
ELLs in Katy, Texas.*

Lutter contre le silence





Transphobie

Toutes les attitudes négatives pouvant mener au rejet et à la discrimination, directe ou indirecte envers des personnes trans ou travesties, c'est-à-dire toute personne qui ne se conforme pas aux normes et représentations relatives au genre et au sexe.

Sexe biologique

C'est ce que les scientifiques ont identifié comme étant mâle ou femelle selon l'apparence des organes génitaux et leur capacité de reproduction. De ces caractéristiques physiques découle le plus souvent le genre assigné à l'individu à sa naissance. Cependant ces critères ne sont pas adaptés à tout le monde (voir intersexe)

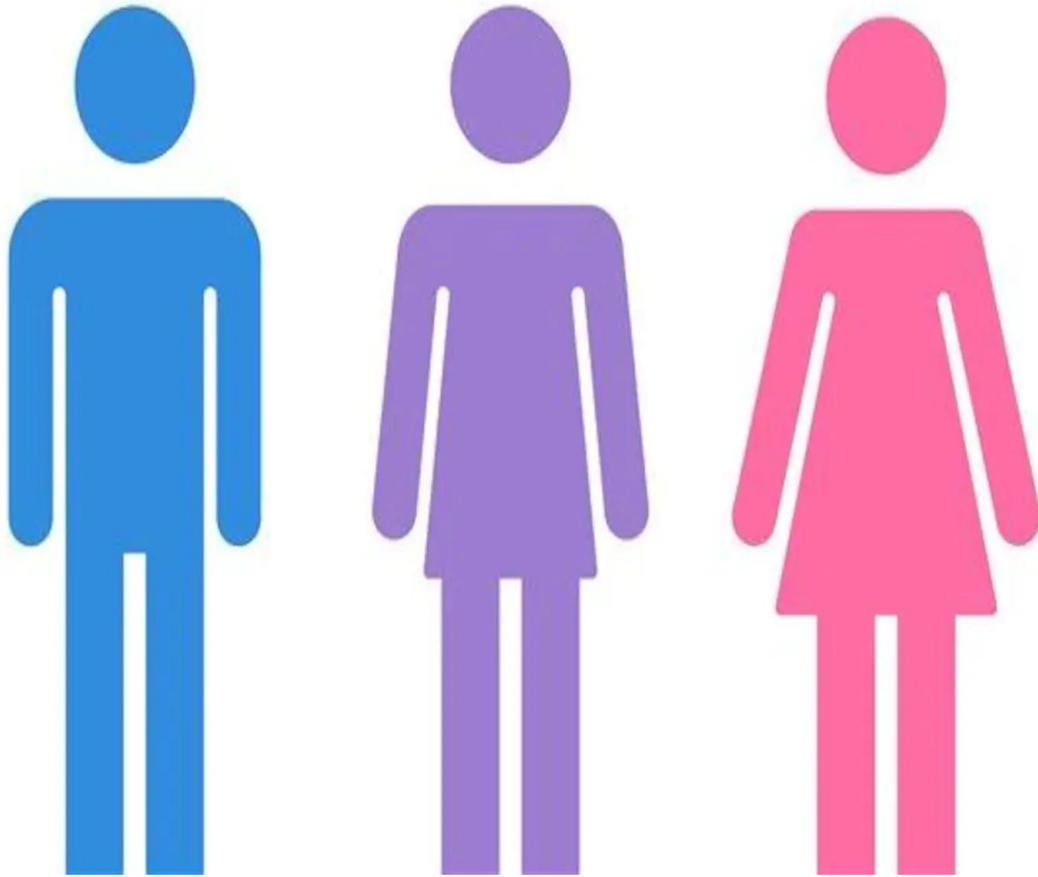
Identité de genre

C'est la manière dont on se sent intérieurement : homme, femme, quelque part entre les deux, ou ni l'un ni l'autre. Cette expérience intime et personnelle est propre à chaque personne. Elle n'est pas déterminée par le sexe biologique de la personne et peut se distinguer du genre attribué à la naissance

Notre campagne en 20 langues



Fille ou garçon? Un troisième genre fait son apparition dans les écoles de Nouvelle Brunswick



Cisgender / cisgenre

(Gender) Binary / binaire

Genderqueer

**Transgender /
transgenre**

Non-binary/Non-binaire

Inclusive Language

Non-binary Language

Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

[t transstudent.tumblr.com](https://www.tumblr.com/transstudent)
[f facebook.com/transstudent](https://www.facebook.com/transstudent)
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Design by Landyn Pan

For more information,
go to transstudent.org/graphics

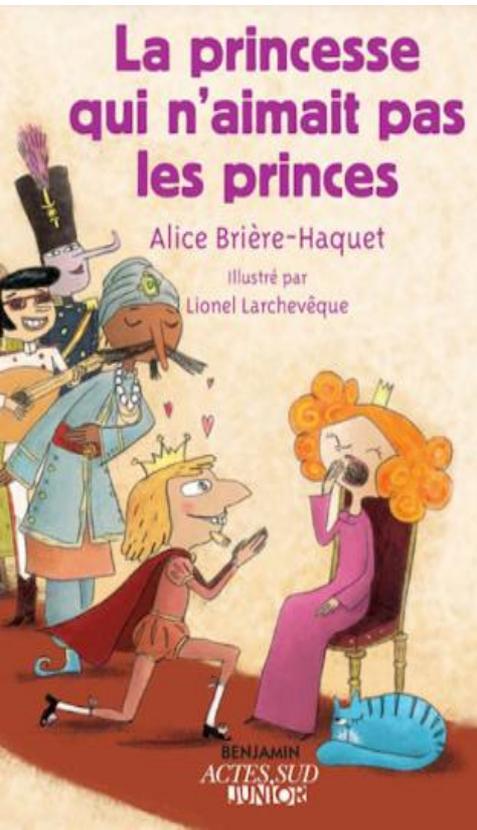
TSER
 Trans Student Educational Resources


SANTILLANA USA
 Language Education Experts

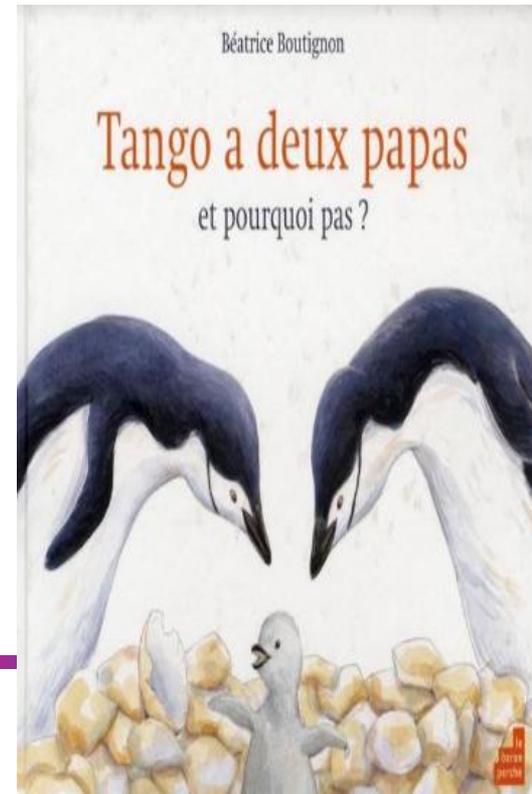
How can you teach in a gender inclusive manner?

- Never divide the class by gender, or make statements just addressing one gender, such as “The boys in this class...”
- Avoid using words like *chairman*, *fireman*, and *stewardess* when discussing careers or occupations. These are gender-specific; instead use the corresponding gender-neutral terms such as *chairperson* (or *chair*), *firefighter*, and *flight attendant*.
- Instead of using the term *you guys*, use gender-neutral terms like *everyone* or *people* or *Division 12* to refer to all students in your class
- Avoid assigning classroom or school tasks based on historical roles of gender. For example, asking boys only to move chairs or desks.
- Include as many resources as possible within your classroom and curriculum that depict women and men in non-traditional ways.
- Ask students who identify as transgendered or intersexed which gender they would prefer to be identified with and address them as such.

- lel est allé.e / lel est allé-e / lel est allé•e
- lel est amoureux.se / lel est amoureux-se / lel est amoureux•se



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No Turning Back: New Pathways to Proficiency and Inclusion

Ken Stewart

April 2020

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