

Inclusive Pedagogy and the Language-Learning Classroom

Sarah LePichon – Language Matters, September 11, 2018

Remember: These techniques work differently depending on where you are in your career/graduate school trajectory, as well as on the teaching context and your own teaching ethos or style. Use techniques you feel comfortable with; hold off on ones you don't.

Welcoming Trans- & Gender Non-Conforming Students into our Language Classrooms

We should not assume that any individual is ready to or wants to share their gender identity with the classroom or their partner. This means that instructors should be prepared and trained to have conversations with trans- and gender non-conforming students and work together to establish the best course of action for them in the classroom.

1. *Make Room for Your Students:* Distribute notecards the first day of class that ask for the student's name as it appears on the registrar, their preferred name, and their pronouns. Follow your students' lead, and offer options.
2. *Know Your Information:* Know your gender-neutral pronoun information. Provide students with accessible and clear information, and diverse resources.

Representation: Race and Diversity

Cultural discussions that address matters such as race are crucial to an inclusive language classroom. Think about and practice methods to properly and confidently mediate discussions on these complex cultural topics so that you feel more comfortable and knowledgeable when addressing these in the classroom, while providing authentic resources that allow a diverse set of voices to be heard.

1. *Rethink Your Texts:* Diversify your texts! Think and rethink your material every semester. Find authentic online material that makes your students feel represented. Eliminate any exclusionary language.
2. *Create an Open Environment:* Have open conversations with your students. Acknowledge gaps in knowledge, and your own experience/privilege.

Providing Resources and Working Beyond the Classroom

While not all of us have the opportunity to rethink our materials and texts, we all have the opportunity to provide our students with adequate resources. There are always ways you can create an inclusive syllabus, and small ways you can diversify the material you present to your students.

1. *Be Prepared with Referrals:* Know the resources your students need, and provide specifics (CMHC, SES, SSD, BCAL, VAV, Ombud's Office). Add these to your syllabus and/or Canvas course site.
2. *Seek Other Input:* Let other voices be heard by providing outside/online resources (blogs, YouTube videos, etc.). Talk to your supervisor about inclusive materials and additions.

Inclusive Pedagogy Worksheet

Recommended Practice	In my classroom, I will...
<p>Before class:</p> <ul style="list-style-type: none">• Regularly rethink and diversify your texts• Find authentic resources• Familiarize yourself with inclusive practices and frameworks	
<p>During class:</p> <ul style="list-style-type: none">• Have open discussions• Follow your students' lead• Know your information and be ready to share it with the class and/or individual students	
<p>After class:</p> <ul style="list-style-type: none">• Talk to your supervisor about inclusive material• Be prepared with referrals (including specifics)• Provide accessible and clear information	