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Trans linguacultures, trans logics:
Re-imagining the potentiality of applied linguistics through gender justice

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Abstract: As scholar-educators in disciplines and departments where languages are taught, learned, and researched, the time for us to work towards forms of gender justice that honor, and revel in the knowledges and linguacultures of trans people has long since been here and is ever-more overdue as globalized and localized forms of anti-trans, anti-education, and other oppressive actions continue (Knisely, 2023; Knisely & Russell, 2024). As recent conference themes suggest, we have grown to understand our field in new ways "in times of reckoning and change" and through the kinds of capacity-building that "collaborating and mentoring" can afford us. Yet, another period of calling in, calling out, and calling forth is needed for us to "think otherwise" and understand distinctly trans approaches to applied linguistics beyond the confines of inclusionary discourses alone. Burgeoning research into trans ways of doing and teaching language has given us new ways of thinking about language-as-social-verb, learning as participation in languaging communities, and education as a site for gender justice. This work has also invited us to continue to intersectionally re-think key concepts in our field, such as through the consideration of distinctly trans approaches to translanguaging and to the undoing of competence. These ways of thinking otherwise invite us to reimagine what we do as language scholar-educators in conversation with trans linguacultures. They invite us to act for change by observing "the tensions of our own humanity, our own languaging and gendering, our own doing and undoing, and look through it for what might be our greater potentiality," and what might be the greater potentiality of applied linguistics as a whole (Knisely & Russell, 2024). They invite us to ask: What will we do, as individual scholars in a field to work toward a world where language enriches the livability of all of our lives?

Call for workshop participants (interest forms due 18 March, workshop at Lavender Languages 30 Brighton UK August 21-23, 2024): https://www.krisknisely.com/rlw2

Term Definitions

Cisnormativity: The erroneous assumption that (almost) all people are cisgender, presenting such identification with the sex one was forcibly assigned at birth as the only valued, valid, or possible gender modality. Cisnormativity can also be defined as "the belief that gender is a binary, unchanging throughout the life course, and determined exclusively by legal and medical authorities, rather than self-determined by an individual" (Mangin et al., 2022, p. 302, see also Knisely & Paiz, 2021, p. 31; Knisely & Russell, 2024).

Cis(gender): A descriptor for individuals who identify with the gender assigned to them at birth.

(Gender) Binary: A system that assumes two, distinct gender categories, which are assumed to align with binary categories of sex: male and female.

Gendered language attitudes: See language attitudes. Stereotypes and perceptions of language related to gender. The connections individuals make between the non-linguistic traits such as masculinity, femininity, and nonbinarity and individual linguistic features or entire language varieties (Knisely, 2016, 2017; Knisely & Wind, 2015)

Genderqueer: A term used by *some*, but not all individuals whose genders cannot be read within binary frameworks, which has queer politics and queer theory of the 1990s as its origin. May connote a central affiliation with a broader queer community and a politics of subversion (see Nonbinary). There are generational trends in its use or lack of use in the US. (Similar to *être queer dans son genre* in French.)

Grammatical Gender: The classification of objects into grammatical categories, often labeled as masculine or feminine in French, including the ways in which agreement is reflected in noun-dependent parts of speech (see Knisely & Russell, 2024, Chapter 1; Knisely, 2020; Knisely, 2020).

Heteronormativity: The presentation of cisgender, white, monogamous, reproductive, able-bodied, straightness as natural, normal, and desirable (consult Knisely & Paiz, 2021).

Inclusive language: Linguistic forms that are not gender-specific, but which do not necessarily refer specifically to nonbinary individuals. Note: This term is often critiqued for its non-specificity (see Knisely, 2023, MLJ)

Intercultural competence: The ability and desire to communicate (or negotiate symbolic meaning) effectively, appropriately, and ethically with diverse individuals and groups whose cultures are other than one's own. This deep engagement is based on one's critical knowledge, skills, and attitudes (both of themselves and of others), wherein culture is dynamic, heterogeneous, and multi-layered (Knisely & McGregor, ICCC, Intercultural Competence: An Educator's Verb, 2020).

Language attitudes: Culturally bound and individualized stereotypes and perceptions of language, which may be applied to social groups, to individual linguistic features, or to entire language varieties. These positive or negative attitudes are typically drawn from stereotypes and perceptions of real or imagined language users and the connections that all individuals readily make between linguistic traits and non-linguistic traits such as politeness and trustworthiness (see Tamasi & Antieau, 2014).

Non-binary/Nonbinary: A term used to describe individuals who are neither exclusively men nor exclusively women. The English term was introduced in the 21st century to call for the respect and for the dignity of trans people who are neither exclusively men nor exclusively women, as opposed to a politics of subversion (see Genderqueer) and may connote a primary affiliation with trans communities. May be considered an umbrella term under which genderqueer may be included, depending on the individual (*Non-binaire/Nonbinaire* is the French term for nonbinary and is the most frequently used identity term of its type.)

Non-binary language: Linguistic forms that are gender neutral and which are specifically used to refer to nonbinary individuals (related: *gender neutral linguistic forms*).

Symbolic competence: The ability to position oneself as a multilingual subject and to manipulate the three dimensions of language as a symbolic system: symbolic representation, symbolic action, symbolic power. This implies the ability to understand the cultural memories evoked by symbolic systems, to perform and create alternative realities, and to reframe and shape the multilingual game in which one invests (Kramsch, 2011; Kramsch & Whiteside, 2008).

Trans(gender): An umbrella term to identify individuals who do <u>not</u> take up the gender forcibly assigned to them/assumed at birth. [For a discussion of why this common definition is always incomplete and over-emphasizes acts of ascription, please see Knisely (2021) and, for an expanded discussion, Knisely (2023) and Knisely (2024, in *Redoing Linguistic Worlds*)]. Alternatively, a term to describe people who flout cisnormative ways of thinking and being.

Transnormativity: The presentation of only certain trans embodiments as valid (i.e. The assumption that trans people should fit a cissexist idea of what is "normal").

Trans-Affirming Queer Inquiry-Based Pedagogies (TAQIBPs, see Knisely & Paiz, 2021 here)

What we know[i]

- "Learning how to talk critically and fluently about sex and sexuality [sic and gender diversity] composes a significant part of becoming literate in our society. Being able to address sexuality issues intelligently, critically, and comfortably is vital if we are to participate in some of the most important debates of our time," (Alexander, 2008, p.2)
- LGBTQ+ topics make up a non-trivial part of our students' lives (Knisely, 2024 in *IJBEB*; Moore, 2016; Nelson, 2009; Nguyen & Yang, 2015).
- L2 Instructors feel under-prepared to handle LGBTQ+-themed discussion (MacDonald, El Metoui, Baynham, & Gray, 2014; Saunston, 2018)
- Teacher education programs largely ignore LGBTQ+ considerations (Paiz, 2018)
- Mainstream SLA materials are predominantly heteronormative (Grey, 2013; Paiz, 2015) and cis-normative (Knisely, forthcoming).

Guiding Principles

- Restive problematizing of all identities and discourses (Nelson, 2009; Pennycook, 2001)
- Exposing & interrogating normativity in all its forms (Nelson, 2006)
- Creating space for marginalized people's perspectives and identities (Vandrick, 2001)
- Fostering respectful engagement with disparate worldviews [i.e. intercultural competence] (Merse, 2017; Paiz, 2020).

Pedagogical aims

- Raise awareness of LGBTQ+ lives and concerns (Krause, 2017; Paiz, 2019)
- Introduce the linguistically situated ways that we index and perform identities (Nguyen & Huang, 2015; Paiz, 2020; Knisely, 2021)
- Foster critical thinking (Merse, 2017; Nelson, 2009)
- Equip students with the linguistic and rhetorical skills needed to advocate for self and others [i.e. symbolic competence] (Knisely, 2024 in *IJBEB*; Kramsch; Moore, 2016; Nelson, 2009; Paiz, 2020)

Strategies for Queering L2 Teaching and Learning

- Exploring with your students
    - Individualize learning;
    - Decenter the classroom;
    - Queer students' perception of expertise;
    - Uncover locally relevant, real-world LGBTQ+ experiences and language.
- Find space throughout the curriculum
    - Avoid "Gay Day" / "Trans Day" special topics
    - Create value around LGBTQ+ discussions as a part of critical literacy and acculturation
    - Underscore how LGBTQ+ issues are performed and parsed through different linguistic and rhetorical functions
- Critical close reading & discussion
    - Is where the "rubber meets the road"
    - Makes explicit how language and our assumptions work together to create our perception of reality
    - Draws attention to how normative discourses silence certain lives
- Tie LGBTQ content to language learning goals
    - Shows that sexuality & gender are important parts of acquiring an L2 and a sense of self in it
    - Contributes to de-sensationalizing LGBTQ+ content and discussions
    - Aids in gaining student & administrative buy in
- Focus on respectful engagement
    - Shows that sexuality & gender are important parts of acquiring an L2 and a sense of self in it
    - Contributes to desensationalizing LGBTQ+ content and discussions
    - Aids in gaining student & administrative buy in
- Remember that queer pedagogy requires that <u>all</u> engage in self-reflective practice
    - Respect that we are all at different starting points in our engagement with LGBTQ+ issues
    - Take time to critically reflect on your queer pedagogy
    - It is not only up to community insiders to build LGBTQ+-inclusive classroom spaces in the SLA/L2 context

Guiding Questions for Self-Reflection:[ii]

1. What do I know about LGBTQ+/TGNC individuals and communities in the sociocultural environment in which I teach? In my L2 contexts?
2. How can I construct teaching and learning moments that build upon what I *do* know and that lean into meaningful joint inquiry with students for what I do *not* yet know?
3. What dominant discourses come up in or underlie my course material? How can we collaboratively work towards a core philosophy of problematizing dominant discourses?
4. (How) Do I represent gender and sexual diversity? Do my representations of TGNC-ness/queerness reproduce or challenge dominant discourses? Are they judgement-free representations that carefully distinguish between non-normative and abnormal?
5. (How) Do I model respectful engagement?
6. What course policies, procedures, and expectations do I have that could be modified to be more inclusive of LGBTQ+/TGNC people? And the materials I use?

Examples of inclusive, gender-avoidant, and nonbinary language in English, French, Spanish, and German
(adapted from Knisely, 2024, *Gender-just language pedagogies* in *Honing Our Craft, volume 2*):

	Example	Strategy used in example	As an alternative to*
Inclusive	*If a student has a question, they should raise their hand.*	A pronoun that can reference a person whose gender is unknown or unspecified (i.e., avoiding binary he/she)	*If a student has a question, he/she should raise his/her hand.*
	Les *élèves sont gentil·les.* [The students are nice. (Inclusive ending)]	Inclusive endings	*Les élèves sont gentils.* [The students are nice (*un*-class****).]
	Es una persona trabajadora. [(You/They) are a hardworking person.]	Restructuring (changing the object of the sentence)	*Él es trabajador.* [He is hardworking (*el*-class).] *Ella es trabajadora.* [She is hardowrking (*la*-class).]
	Die Schüler*innen sind pünktlich. [The students are on time.]	Inclusive endings	*Die Schülerinnen/Die Schüler sind pünktlich.* [The students (*die*-class/*der*-class) are on time.]
Genderless**	*Students can send questions via email.*	Using a plural to avoid gender.	*If a student has a question, he/she can send an email.*
	C'est quelqu'un de très sympa. [It's someone very nice.]	Restructuring (changing the subject of the sentence).	*Elle est très sympa.* [She is very nice.]
	¿Ya te has inscrito? [Have you registered yet?]	Restructuring (changing tense/mood)	*¿Ya estás inscrito?* [Are you registered yet? (*el*-class)]
	Die Lehrkräfte sind freundlich. [The teaching staff are friendly.]	Restructuring (changing the subject of the sentence).	*Die Lehrerinnen/Die Lehrer sind freundlich.* [The teachers (*die*-class/*das*-class) are friendly.]
Nonbinary***	*Xe is welcome during drop-in hours. They are welcome during drop-in hours.*	Nonbinary pronoun	*He/She is welcome during drop-in hours.*
	Iels/Øls sont toustes dans ma classe. [They/They are all in my class.]	Nonbinary pronouns	*Ils/Elles sont tous/toutes dans ma classe.* [They (*un*-class/*une*-class) are all (*un*-class/*une*-class) in my class.]
	Mi amigue es escritore. [My friend (-e ending) is a writer (-e ending).]	Nonbinary endings	*Mi amiga es escritora.* [My friend (*la*-class) is a writer (*la*-class).] *Mi amigo es escritor.* [My friend (*la*-class) is a writer (*el*-class).]
	Xier packt xiesen Koffer. [They pack/are packing their suitcase.]	Nonbinary pronouns	*Er packt seinen Koffer.* [He packs/is packing his suitcase.] *Sie packt ihren Koffer.* [She packs/is packing her suitcase.]

*We can use these forms when we know that a specific person uses one of these specific forms for themselves, but they are far less advisable for general audiences or when someone's language forms are unknown.

** There are overlaps between inclusive ways of languaging and those that avoid gesturing toward gender.

***Know that not all nonbinary people use the forms listed in the nonbinary category and that not all people who use the forms listed in the nonbinary category would use the word *nonbinary* to describe themselves. Follow a person's lead in determining what words or forms to use in reference to them.

**** Traditionally this might be marked "masculine," however, a shift to discussing noun class rather than grammatical gender is recommended. These categories can be labeled based on indefinite articles (e.g., category *un* and *une* in French, consult Knisely, 2022b), definite articles (e.g., *die*-, *das*-, and *der*-class in German, consult Gallagher et al. in Knisely & Russell, 2023), or other forms.

Direct and Indirect Nonbinary French (See Knisely, 2020 and infographics for more details)[iii]

Le **Français Non-binaire** et inclusif

A STARTING LIST OF FORMS AND STRATEGIES.

krisknisely.com/plan-for-justice

THE GENDER-**JUST** LANGUAGE EDUCATION PROJECT

je, tu, il, elle, **iel, øl, ul, al,** nous, vous, ils, elles, **iels, øls, uls, als***

celui, celle, **cellui,** ceux, celles, **celleux**

moi, toi, lui, elle, **ellui** nous, vous, eux, elles, **elleux**

M, Mme, **Mx**

mon, ma, **maon,** mes, ton, ta, **taon,** tes, son, sa, **saon,** ses, notre, notre, nos votre, votre, vos leur, leur, leur, leurs

me, te, le, la, **læ,** nous, vous, les

un, une, **un.e,** des le, la, **læ,** l', les

*Parmi d'autres possibilités!
**Forms that use punctuated affixes are for written communication only.

STRATÉGIES DIRECTES ET INDIRECTES:

1 LES ACCORDS A L'ÉCRIT

Use punctuated affixes that combine traditional forms.**

EXEMPLES :

Iel est allé.e /allé-e/allé·e.
Øl est amoureux.se.
Ul est sportif.ve.

Mx Martin est rassurant.e.

Maon adelphe est petit.e.
Saon frœur est pétillant.e.
Taon ami.e est belleau.

2 NOMS & AJECTIFS NEUTRES À L'OREILLE

Use forms that are invariable or phonetically equivalent in their various gendered forms.

EXEMPLES :

Cet.te ami.e est aimé.e
Cette amie est aimée
Cet ami est aimé

Quel.le élève motivé.e
Quelle élève motivée
Quel élève motivé

3 PÉRIPHRASE

Paraphrase to avoid nouns and adjectives that mark gender differentially.

EXEMPLES :

Je suis étudiant. →
J'étudie à l'université.

Øl est gentil.le. →
Øl est sympa/aimable.

Mx Alami est amusant.e. →
Mx Alami est drôle/comique.

4 QUELQU'UN UNE PERSONNE

Restructure sentences so that forms do not vary based on the gender of the person being referenced.

EXEMPLES :

Iel est quelqu'un de très patient.

C'est une personne attachante.

Al est une connaissance.

Ce membre du club est exemplaire.

5 NÉOLOGISMES: When existing strategies meet their limits, languages evolve to meet the needs of their users. This infographic includes forms that are among those most widely used and understood in-community, but this document is not exhaustive and new words will continue to be created. Neologisms can be approached with equal parts creativity and caution; there is often little consensus as to what forms these new words should take.

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Subject Pronouns:

je	nous
tu	vous
[v]il/elle/iel	ils/elles/iels

Direct Object Pronouns:

me	nous
te	vous
le/la/læ	les

Disjunctive Pronouns[iv]:

moi	nous
toi	vous
lui/elle/soi/ellui	eux/elles/elleux

Demonstrative Pronouns[vi]:

celui/celle/ cellui	ceux/celles/ celleux

Possessive Determiners[vii]:

mon	ma	maon	mes
ton	ta	taon	tes
son	sa	saon	ses
notre	notre	notre	nos
votre	votre	votre	vos
leur	leur	leur	leurs

Articles:

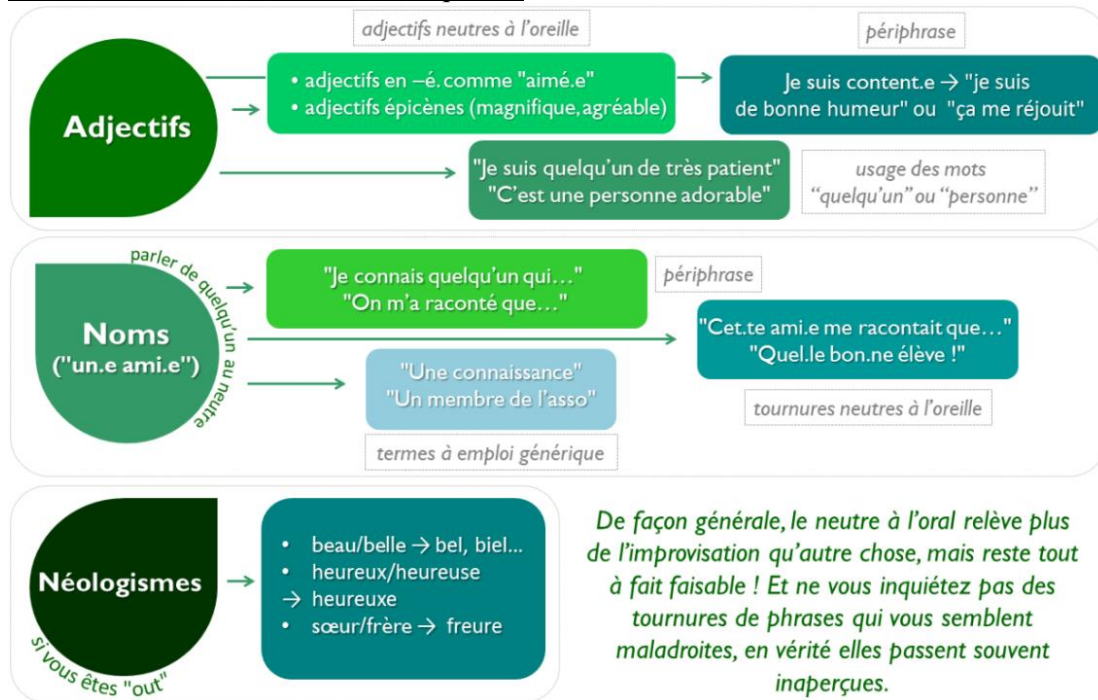| Definite[viii]	Indefinite[ix]
le/la/læ/l'	un/une/un.e
les	des

Gender Accord:

Written communication:

Use punctuated affixes that combine conventionally masculine and feminine forms.

Examples: Iel est allé.e. / Iel est allé-e. / Iel est allé·e.   (*They went.*)
Iel est amoreux.se. / Iel est amoreux-se. / Iel est amoreux·se.   (*They are in love.*)

Oral Communication: (From *lavieenqueer*)[x]

Sample Syllabus Language (see Knisely, 2022):

Classroom Behavior Policy: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. Remember to be considerate to your classmates and instructors: address them politely using their personal pronouns (mine are *il* or *iel*), […]. If you are unsure how to refer to someone, please ask them (e.g. *Quels pronoms et accords utilisez-vous?*). For those of us who use nonbinary pronouns (e.g. the singular *they*, *ze/zim/zir*, etc.) in English, there may be some linguistic hurdles to overcome in order to use affirming language. French has traditionally had binary noun classes (aka <u>grammatical</u> gender with so-called masculine and feminine forms) but there are options available to us that are being created by nonbinary Francophone communities for enlanguaging nonbinary <u>social</u> genders. Although these forms have not always yet made it into mainstream media, including our textbook, they are a part of a valuable linguistic co-culture and they will be used throughout the semester in supplementary materials and in class. We will work together on being able to both use these forms to show respect and on being able to explain where they are and are not traditionally used so as to be able to advocate for ourselves and others. If at any time you make a mistake, simply say *pardon* and correct yourself. With time and practice you will improve on using these forms in interculturally competent ways. If at any time you have questions or concerns, please reach out to your instructor.

Display name. Please include your first and last name in your display name. Use the name you'll go by in this class, whether or not it matches what I might have been given by the university or the name you use in other contexts. Feel free to add the pronouns you use in this class (e.g., il, elle, iel, øl), if you'd like/feel comfortable doing so. Please contact me with any concerns or if you'd like support in navigating how to best represent yourself in French.

Sample Questionnaire (see Knisely, 2022; to include alongside other questions):

The name I will use in this course is: _____
The pronouns I will use in this course are: _____ (English) _____ (French)
The agreement pattern(s) I will use in French in this course is(/are): _____
It is okay to use this name, these pronouns, and this agreement pattern in reference to you when communicating with (check all that apply):
        □ Educators, administrators, staff, or other people who work at this school
        □ Students in this class
        □ Other students at this school (who are not in the class)
        □ Other adults in your life (e.g., your family, guardians, or anyone else who may contact me about you)
        □ Anything I should know about who it is or is not okay to use these with? (Please specify:) _____
        _____

When is it okay to correct people if I witness them using other names, pronouns, or agreement patterns in reference to you?
        □ Always
        □ Never
        □ It depends (please specify)
                □ When you are present.
                □ When you are *not* present.
                □ It depends on something else (please specify:) _____

□ Please check here if you'd like to have a private conversation about possibilities for pronouns and agreement, about if/when you'd like me to correct others when they make mistakes, or anything else.

Note: This is an <u>invitation</u> to share your pronouns and agreements with me. This is <u>not</u> an obligation: The question is optional, and I recognize that this information might change at any time or vary by context. You're welcome to contact me at any time with any questions or concerns.

Sample first-day discussion (see Knisely, 2022, DDFC volume):

Instructions: Ensemble, nous allons voir quelques questions qui vont guider notre réflexion pour mieux comprendre ce dont on parle dans ce cours. Vous n'avez pas besoin de déjà connaître les réponses à ces questions. Elles sont là simplement pour nous aider à commencer à réfléchir à certains concepts et à établir des définitions avec lesquelles on va travailler dans ce cours.
    1. Avec un.e partenaire, essayez d'écrire une petite définition de la linguistique. (Orally: "Avec une autre personne")
    2. Avec un.e nouveau.elle partenaire: Qu'est-ce que c'est que la langue? (Orally: "Avec quelqu'un de nouveau")
    3. Avec quelqu'un d'autre : Existe-il un français standard ?

Sample Note to Students (see Knisely, 2022, DDFC volume):

Dear students,
Today we discussed how nouns in French are traditionally classified into two possible categories, which are referred to as noun classes (or can also be called grammatical gender). You may have thought to yourself "Why is a marker, a desk, or a notebook masculine while a pencil eraser, a window, or a table feminine?" Your intuition is spot on! These grammatical structures can align

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with social gender, such as when we talk about *un homme* or *une femme*, but social gender and grammatical gender are **not** always going to overlap. Most of the time, this classification will feel arbitrary.

You may have also noticed that there are only two categories for grammatical gender in French –which get labeled masculine and feminine or, more accurately, *un*-class and *une*-class– unlike some other languages like Ngan'gityemerri, which has 15+ grammatical genders or Zulu, which has 16 noun classes. You may also have thought about the fact that there are people who are neither exclusively men nor exclusively women, for whom we can use the umbrella term nonbinary. In French, we use the term *non-binaire*. French can sometimes be tricky for expressing nonbinary genders, but throughout the semester I will be presenting information about how nonbinary identities can be expressed in French that your textbook doesn't cover. Though the singular *they* is more and more commonly used in English, this is still an area that is developing in French. As a part of being an inclusive classroom community, remember to ask your classmates one-on-one what pronouns and agreement structures they use (Quel(s) pronom(s) et accords utilisez-vous?).

As always, if you have any questions, please reach out to me. I'm always here and happy to help.

Sample Twitter Web-Quest Activity: [*English gloss*] (see also Knisely, 2021a, Starter Kit; a forthcoming 2023/2024 chapter in the open-access book Introduction to Applied Linguistics (Fernández & Warner, Eds.) will offer additional data-driven exercises to use with students.)

French, as a language, presents some linguistic challenges to nonbinary people due to traditionally binary grammatical structures (what some call noun class or grammatical gender). However, we know that social gender and grammatical gender are distinct constructs –since experiences of gender can fall far outside of a traditional binary paradigm. Because the French language forms used by nonbinary people are neologistic (new, rapidly evolving, and not always known outside of queer and trans communities), they haven't always yet found their way into traditional classroom materials. To attend to this missing information, you will, with a partner, complete a Twitter [*or other social media platform*] Web-Quest activity to observe the ways in which queer and trans languagers are manipulating and subverting the French language in order to create the necessary conditions for congruent self-expression. First, do a hashtag search for the following terms: #nonbinaire #transgenre. Next, identify a few users who clearly note being nonbinary (or agender) in their user profiles. Using this data, respond to the following questions:

1. What, if any, pronouns are being used by TGNC languagers? Are there patterns that you can observe (e.g. frequency, selection factors)? If so, what are these observable patterns?
2. How are trans and nonbinary languagers subverting traditional agreement structures (binary grammatical gender marking of verbs, adjectives, etc.)? Are there patterns that you can observe (e.g. frequency, selection factors)? If so, what are these observable patterns?
3. Can you notice other strategies to avoid misgendering? (Be mindful of individual words, sentence structure, and larger discourse-level patterns.)
4. Are connections between language and culture(s) apparent in any of the tweets you read? If so, how?

Please submit your answers to the above questions (in French) to our D2L Assignments folder before our next session. We will be using everyone's anonymized responses as we discuss how language norms benefit some languagers and marginalize others. In the class sessions that follow, we will apply this same type of thinking to numerous types of linguistic variation across multiple Francophone contexts, returning to the broader guiding questions we have been using this semester to think about and deconstruct myriad normativities: why is it so?; who benefits?; who is marginalized?; what alternatives exist?

Suggestions for overcoming highly restrictive environments: (Adapted from Knisely, 2024, Honing Our Craft volume 2):

Highly restrictive environments pose substantial challenges, however, possibilities for trans affirmation persist. In these situations, it is critical that we resist and work to change harmful policies. Thinking about what specific affirming acts are trying to work toward can also help us find ways to comply with the letter but not the spirit of these restrictions until they are lifted. Consider the following examples:

- *A ban on pronouns in email signatures*: Pronouns in email signatures are about modeling an understanding that pronouns cannot be assumed and creating ways of sharing that information, if desired. To circumvent this ban we could include a brief bio or a quote about us in the third person that use our pronouns.
- *A ban on inviting students to share their pronouns*: These invitations are about giving people space to assert the ways that we should refer to them if they so choose. To work around this ban, we can do an activity where students write and share short bios or statements about themselves in the third person. It is important to offer examples that use pronouns and others that use no pronouns and do not otherwise mark for gender so that students may use them as models if they do not wish to reference their gender. You should be explicit that students can copy any of your examples as closely as they like. Keep in mind that the shorter the bio (i.e., 1-2 sentences), the more easily unnoticed the use of no pronouns or noun class agreements tends to be; this is critical for the safety and respect of students who do not wish to share such information.
- *A ban on explicitly discussing gender*: Talking about gender is about recognizing and drawing students' attention its role in our lives, relationships, and systems. It is about using diverse representations of gender to develop their understanding of and ability to language about this major organizer of social life. Not being allowed to explicitly discuss gender is a substantial hinderance to these objectives, but it does not foreclose representation; we can include famous trans people in our examples, play music by trans artists, and otherwise assure trans presence in our classroom without specifically

mentioning gender. When we do discuss gender, we can seek shelter in a focus on form: "I'm just teaching grammar" is a grave oversimplification of the relationship between social gender and language forms, but it could cover teachers trying to find a path forward in highly restrictive environments.

- *A ban on using students' self-determined names and/or pronouns*: Using students' names and pronouns is about respecting their right to self-definition. Although it can never undo the harms of transphobic policies and erasure, the use of global simulation pedagogy (a type of enduring role-play, see Michelson & Dupuy, 2014) can return some agency back to students as they adopt characters through which they engage in learning and languaging. With the student's consent, nicknames, last names, and proper pronouns may also constitute a lesser evil when policies attempt to force the most egregious forms of misgendering and deadnaming.

Additional Resources:

(Note: Please contact me if you do not have free access to any of my publications via your institution.)

Language-General:
- Chapter 1 of Redoing Linguistic Worlds (Knisely & Russell, 2024), Knisely and Paiz (2021), and Knisely (2022, Teaching trans, *How We Take Action*) make excellent language-general points of departure.
- LSA Statement on Misgendering (Includes English-specific examples and resources. Conceptually focused.).
- LSA Guidelines on Misgendering (Includes English-specific examples and resources. Praxis focused.).
- The Gender-Just Language Education Project also offers a range of open educational resources related to planning for gender-justice (and for resistance thereto) in language education.
- *See krisknisely.com for additional available publications and infographics (both language-general and addressing an ever-increasing range of specific languages).*

English-Specific:
- *Although focused on queer rather than trans knowledges, I highly recommend the following book for beginning to think about LGBTQ+ topics in English language teaching and learning in conversation with the language-general pieces listed above: Paiz, J. M. (2020). Queering the English language classroom: A practical guide for teachers. Equinox Publishing Limited.*

French-Specific:
- Knisely (2022, Starter Kit) and Knisely (2020, *Le français non-binaire*) make excellent points of departure, focusing on French-language pedagogy and French-language forms/strategies respectively.
- Knisely (2022, Teaching trans knowledges) expands and concretizes these French-specific introductory pieces.
- *See krisknisely.com for available publications and infographics (Note: Discursive strategies are widely applicable to many other languages and thus are likely to be of broad interest).*
- The DDFC collective is also a good source for ongoing conversations: https://ddfccollective.weebly.com/

Additional languages:
- Spanish, Italian, German, French: *Additional language-specific resources for Romance, Germanic, and Slavic are available in Redoing Linguistic Worlds (Knisely & Russell, Eds., Multilingual Matters, consult https://www.krisknisely.com/publications and http://bit.ly/RLWbook for more information).*
- Spanish, Portuguese, Catalan, Italian: https://lsa.umich.edu/rll/gender-diversity-committee.html
- Catalan, Danish, English, Irish, Mandarin Chinese, Portuguese, Spanish, Tagolog: https://www.genderinlanguage.com/
- Spanish: See work by Ártemis López on their website, on Twitter, and here in this video. Additional Spanish-specific resources can be found in this living folder: https://goo.gl/V6DRFz
- German: The DDGC collective: https://diversityingermancurriculum.weebly.com/

AAAL Inclusive Presenter Guidelines: https://www.aaal.org/inclusive-presenter-guidelines

Select Publications Related to Today's Talk[xii]: (See here for more details)

Knisely, K. (2024). Toward trans multilingualisms: Student attitudes toward and experiences with trans linguacultures in French. *The International Journal of Bilingual Education and Bilingualism*. Special issue on Queering Multilingualism, edited by Holly R. Cashman & Tommaso M. Milani. https://doi.org/10.1080/13670050.2024.2306414

Electronic version available at: krisknisely.com/aaal

Knisely, K. & Russell, E. (Eds.) (2024). *Redoing linguistic worlds: Unmaking gender binaries, remaking gender pluralities.* Multilingual Matters. See https://www.krisknisely.com/publications and bit.ly/RLWbook for more information.

Knisely, K. and Russell, E. L. (2024, January 31). What happens when we undo and reimagine gender and language together? *Channel View Publications and Multilingual Matters*. https://channelviewpublications.wordpress.com/2024/01/31/what-happens-when-we-undo-and-reimagine-gender-and-language-together/

Knisely, K. (2023). Gender-justice beyond inclusion: How trans knowledges and linguistic practices can and should be re-shaping language education. Modern Language Journal. 107(2), 607-623. https://onlinelibrary.wiley.com/doi/10.1111/modl.12871

Knisely, K. (2024). Gender-just language pedagogies. In F. Henshaw & K. Potowski (Eds.) *Honing our craft: World language teaching in the U.S.* Klett.

Knisely, K. (2023). Teaching trans: The Impetus for trans, non-binary, and gender non-conforming inclusivity in L2 classrooms. In K. Davidson, S. Johnson, & L. Randolph (Eds.) *How We Take Action: Social Justice in K-16 Language Classrooms*. Information Age.

Knisely, K. (2022). Gender-just language teaching and linguistic competence development. *Foreign Language Annals. 55*(3), 644-667. https://doi.org/10.1111/flan.12641

Knisely, K. (2022). More ethical, more accurate: Trans knowledges and student language learning. *OASIS Summary* of Knisely (2022). Gender-just language teaching and linguistic competence development. *Foreign Language Annals. 55*(3). 644-667. doi: https://doi.org/10.1111/flan.12641 https://oasis-database.org/concern/summaries/6682x464r?locale=en

Knisely, K. (2022). Gender-justice and the development of intersectional thinking: Evidence from an intermediate French course. *CFC Intersections. 1*(1), 147-160. https://doi.org/10.3828/cfci.2022.11

Knisely, K. (2022). Teaching trans knowledges: Situating expansive possibilities in an intermediate French course. In S. Bouamer & L. Bourdeau (Eds.) *Diversity and Decolonization in French Studies: New Approaches to Teaching.* Palgrave Macmillan. 165-180. https://doi.org/10.1007/978-3-030-95357-7_11 Available open access at: https://rdcu.be/cKP37

Knisely, K. (2022). A Starter Kit for Rethinking Trans Representation and Inclusion in French L2 Classrooms. In E.N. Meyer & E. Hoft-March (Eds.) *Teaching Diversity and Inclusion: Examples from a French-Speaking Classroom*. Routledge. 22-33. https://bit.ly/3oZRsbM

Knisely, K. (2021). L/G/B and T: Queer Excisions, Entailments, and Intersections. In J. M. Paiz & J. E. Coda (Eds.) *Intersectional Perspectives on LGBTQ+ Issues in Modern Language Teaching and Learning*. Palgrave Macmillan. 153-182. https://doi.org/10.1007/978-3-030-76779-2_6

Knisely, K. (2020). Le français non-binaire: linguistic forms used by non-binary speakers of French. *Foreign Language Annals. 53*(4), 850-876. https://doi.org/10.1111/flan.12500

Knisely, K. (2020). Subverting the culturally unreadable: Understanding the self-positioning of non-binary speakers of French. *The French Review. 94*(2), 149-168. https:///doi.org/10.1353/tfr.2020.0280

Knisely, K. (2020). Read this realness: How non-binary people are taking up and subverting cultural and linguistic spaces in French. *OASIS Summary* of Knisely (2020). Subverting the culturally unreadable: Understanding the self-positioning of non-binary speakers of French. *The French Review. 94*(2). 149-168. https://oasis-database.org https://oasis-database.org/concern/summaries/2227mp912?locale=en

Knisely, K. (2020). "How do you say the singular they in French?": How non-binary people are adapting the French language. *OASIS Summary* of Knisely (2020). Le français non-binaire: linguistic forms used by non-binary speakers of French. *Foreign Language Annals. 53*(4). 1-27. doi: https://doi.org/10.1111/flan.12500. https://oasis-database.org/concern/summaries/np1939428?locale=en

Knisely, K. and Paiz, J.M. (2021) Bringing Trans, Non-binary, and Queer Understandings to Bear in Language Education. *Critical Multilingualism Studies. 9*(1), 23-45. https://cms.arizona.edu/index.php/multilingual/article/view/237

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[i] Adapted/Expanded from Paiz, 2020 and Knisely & Paiz, 2021.

[ii] Adapted from Knisely, 2022, Teaching Trans.

[iii] Only the forms with the highest frequency of use and highest overall comprehension ratings are included in this handout.

[iv] Also known as stressed pronouns. Used to indicate emphasis. See https://www.krisknisely.com/resources-for-educators for a JPEG and PDF handout that you can use with students.

[v] All terms are listed in the following order: masculine/feminine/non-binary.

[vi] Correspond to the English forms this, that, these, and those.

[vii] The English glosses of these possessive determiners, from top to bottom, are my, your *informal*, his/her/their *singular*, our, your *plural or formal*, their. These agree in gender and number with what is possessed rather than the possessor.

[viii] The English definite article is the. *L'* is the contracted singular form before a vowel. *Les* is the plural French form.

[ix] The English indefinite article is a or an. *Des* is the plural indefinite article in French.

[x] See https://www.krisknisely.com/resources-for-educators for a JPEG and PDF handout that you can use with students.

[xi] Image from *Lavieenqueer.* A more detailed infographic is available in the pages that follow and/or at krisknisely.com

[xii] If you lack institutional access for any of my publications, please do feel free to request a copy my Research Gate profile, via my website, or via email. I will be happy to share whatever I am able. You are also more than welcome to follow me on Twitter for publication announcements and event invitations.