TAQIBPs

Trans-Affirming Queer Inquiry-Based Pedagogies

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this is LITERACY today

"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)

Alexander, J. (2008). Literacy, sexuality, pedagogy: Theory and practice for composition studies. Utah State UP.

What we know

OUR **STUDENTS ARE READY**

Even if training & materials are slow to catch up

- LGBTQ+ topics make up a non-trivial part of our students' lives (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, 2021).

Adapted/Expanded from: Paiz, J. M. (2020). Queering the English Language Classroom: A Practical Guide for Teachers. Equinox.

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 perspectives and identities (Knisely, 2021; Vandrick, 2001)
- Fostering respectful engagement with disparate worldviews [i.e. intercultural competence] (Knisely, 2020; Paiz, 2020).

call out upend, & resist normativities

Pedagogical Aims

BRINGING **QUEER & TRANS KNOWLEDGES TO BEAR**

This is about so much more than pronouns and grammar

- 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] (Kramsch; Moore, 2016; Nelson, 2009; Paiz, 2020)

Strategies

1. **EXPLORE WITH & ALONGSIDE STUDENTS.**
   Individualize learning.
   Decenter the classroom.
   Queer students' perception of expertise.
   Uncover locally relevant, real-world LGBTQ+ experiences & language.

2. **FIND SPACE THROUGHOUT THE CURRICULUM.**
   Avoid "Gay Day" & "Trans Day" special topics.
   Create value around LGBTQ+ discussions as a part of critical literacy & acculturation.
   Underscore how queer & trans topics are performed & parsed in & through language.

3. **CRITICAL CLOSE READING & DISCUSSION.**
   Where "the rubber meets the road."
   Makes explicit how language & assumptions work together to create our perception of reality.
   Draws attention to how normative discourses silence or obfuscate certain lives.

4. **TIE QUEER & TRANS CONTENT TO LANGUAGE LEARNING GOALS.**
   Shows that gender & sexuality are important parts of acquiring an additional language & a sense of self in that language.
   Contributes to de-sensationalizing LGBTQ+ content.
   Aids in gaining student & administrative buy-in.

5. **& FOCUS ON RESPECTFUL ENGAGEMENT**

6. **REMEMBER:**

Queer & Trans Pedagogies require that **ALL** *engage in self-reflective practice.*

Respect that we are all at **different starting points** in our engagement with queer & trans topics

Take time to **critically reflect** on how you bring queer and trans knowledges to bear in your pedagogy

THE WORK OF BUILDING INCLUSIVE SPACES CANNOT BE LEFT TO COMMUNITY INSIDERS ALONE.

This infographic was adapted from the following publications and does not include all possible information about TAQIBPs. For complete citations and more, please see:

Knisely, K. and Paiz, J.M. (2021) Bringing Trans, Non-binary, and Queer Understandings to Bear in Language Education. *Critical Multilingualism Studies*. 9.

***Notes**

*TAQIBPs, by definition, entail a broad swath of approaches that are diverse in their principles, aims, and strategies. Those presented herein represent a starting list of possibilities. This variation is discussed at length in Knisely & Paiz (2021).
**For more on my approach to language education as well as additional recommended readings, please see my publications, presentations, and other resources at krisknisely.com*

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