

Laura McWilliams

Gender in language teacher education

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Professional Practices

Knowledge

Knowing the Subject
Understanding the Educational Context
Understanding Teacher Learning

Skills

Planning Teacher Learning
Managing Teacher Learning
Evaluating Teacher Competence
Supporting Ongoing Teacher Professional Development
Adopting Inclusive Practices
Supporting Remote Learning

Approaches to development

Taking Responsibility for your own Professional Development
Contributing to the Profession

How does gender fit into the Continuing Professional Development (CPD) Framework for teacher educators?

The starting point: **Adopting Inclusive Practices**

Adopting Inclusive Practices

To be inclusive, teacher educators should be able to:

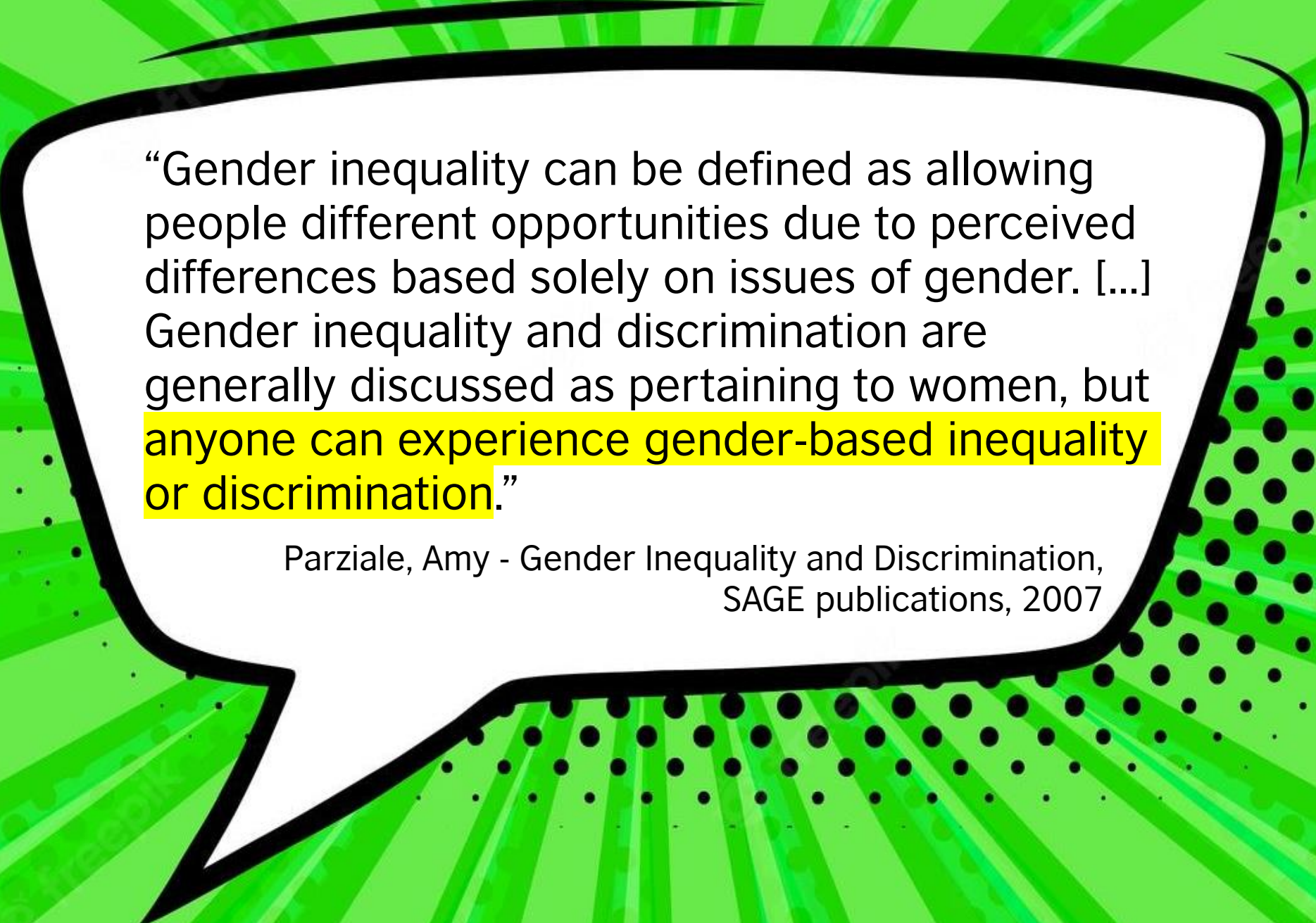
- recognise, value and promote positive attitudes to diversity among teachers
- identify barriers to inclusivity and take action to address these
- use teacher education practices that create an inclusive learning environment
- treat all teachers fairly and with respect
- use assessment and evaluation methods that give all teachers the opportunity to demonstrate what they know and can do

https://www.teachingenglish.org.uk/sites/teacheng/files/4204_BritishCouncil_CPD_Teacher_Educators_FINAL_040222.pdf

Today's session...

... aims to equip teacher educators with some tools to assess and improve the gender inclusivity of their own practices that can then also be used with their trainees in the same way.



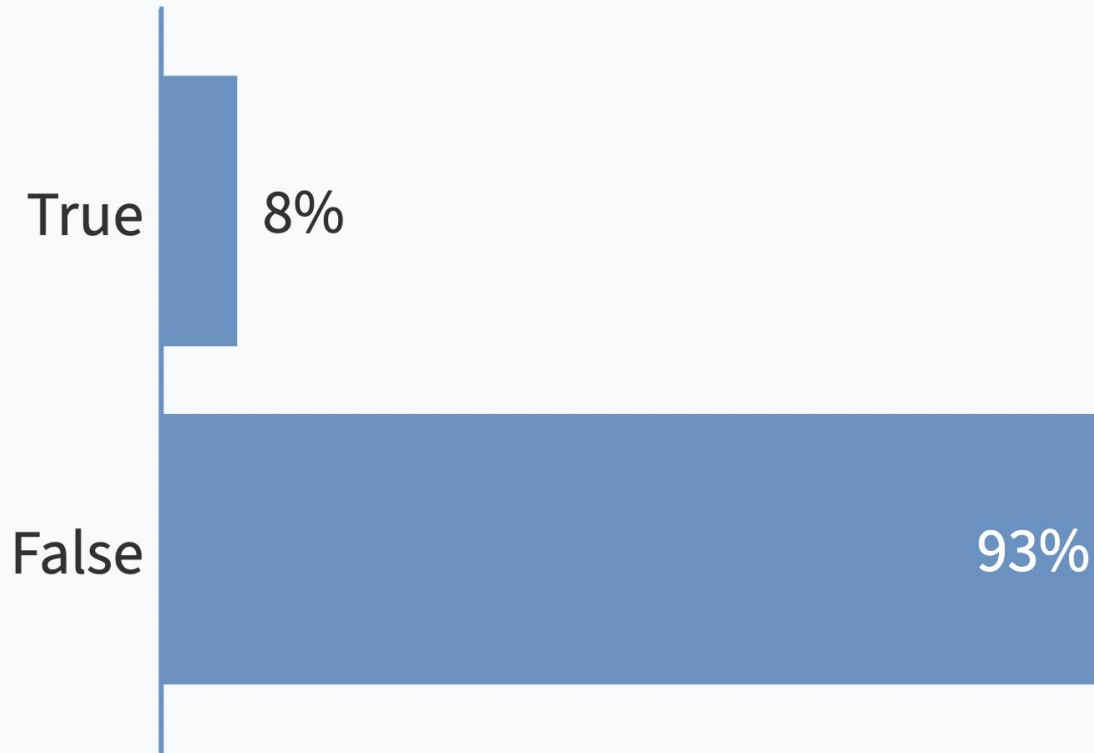


“Gender inequality can be defined as allowing people different opportunities due to perceived differences based solely on issues of gender. [...] Gender inequality and discrimination are generally discussed as pertaining to women, but anyone can experience gender-based inequality or discrimination.”

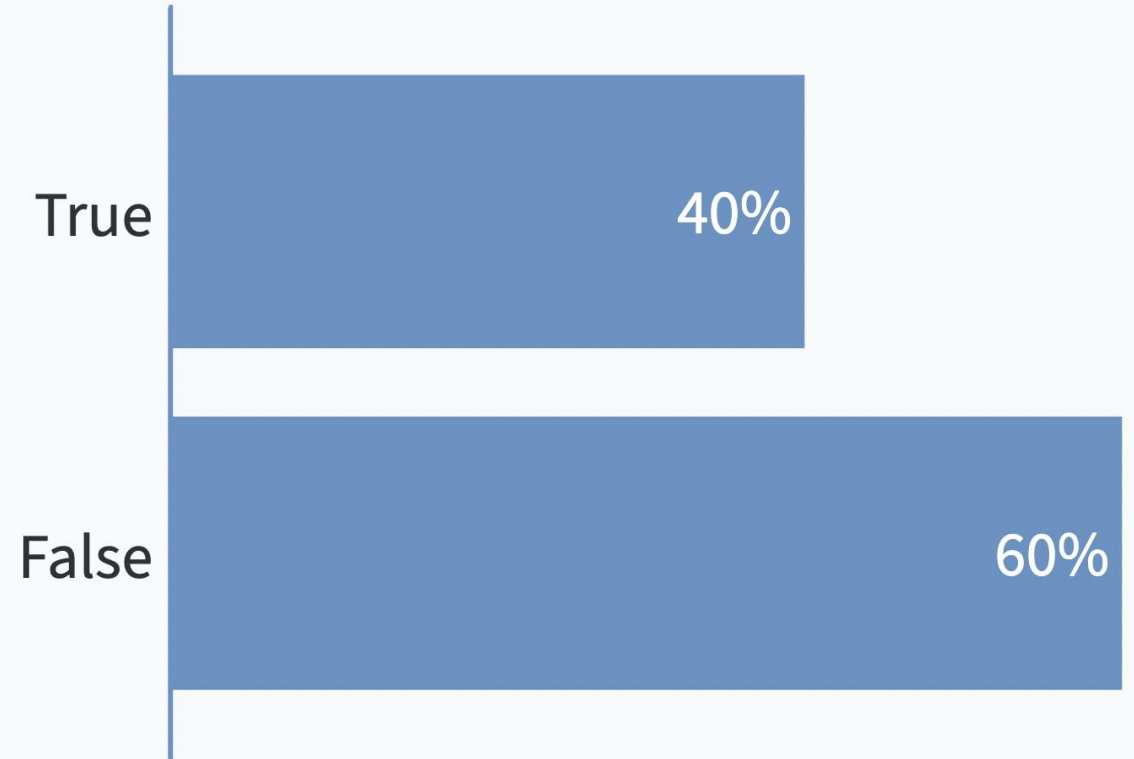
Parziale, Amy - Gender Inequality and Discrimination,
SAGE publications, 2007

Pre-session Poll results

Men are smarter than women

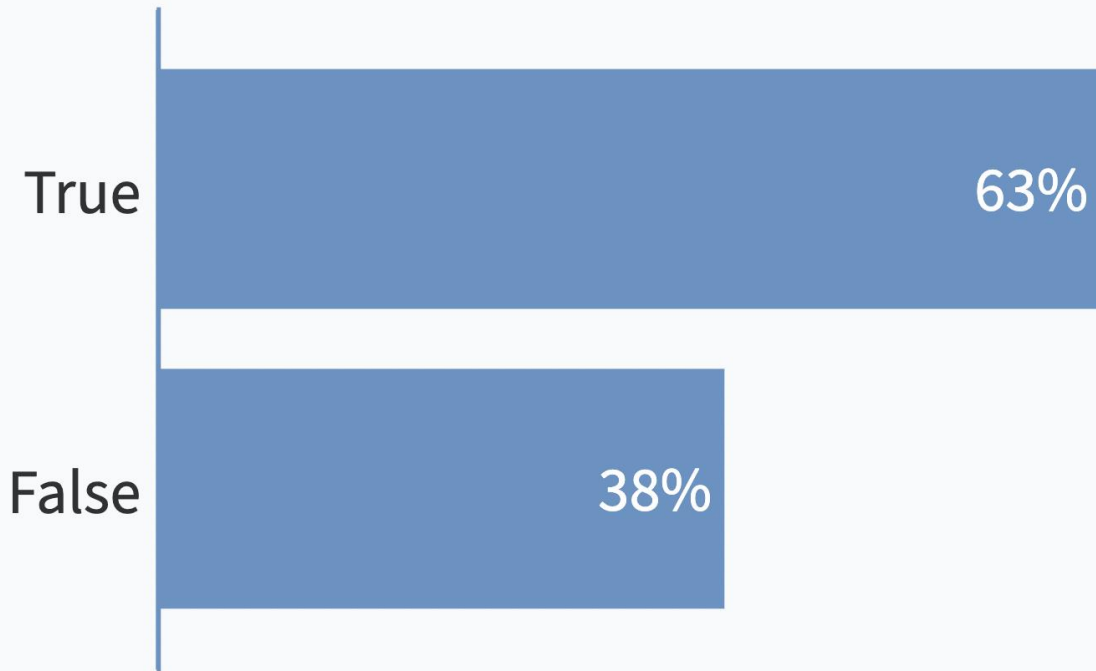


Men are better at math



Pre-session Poll results

Women are more loving and caring than men

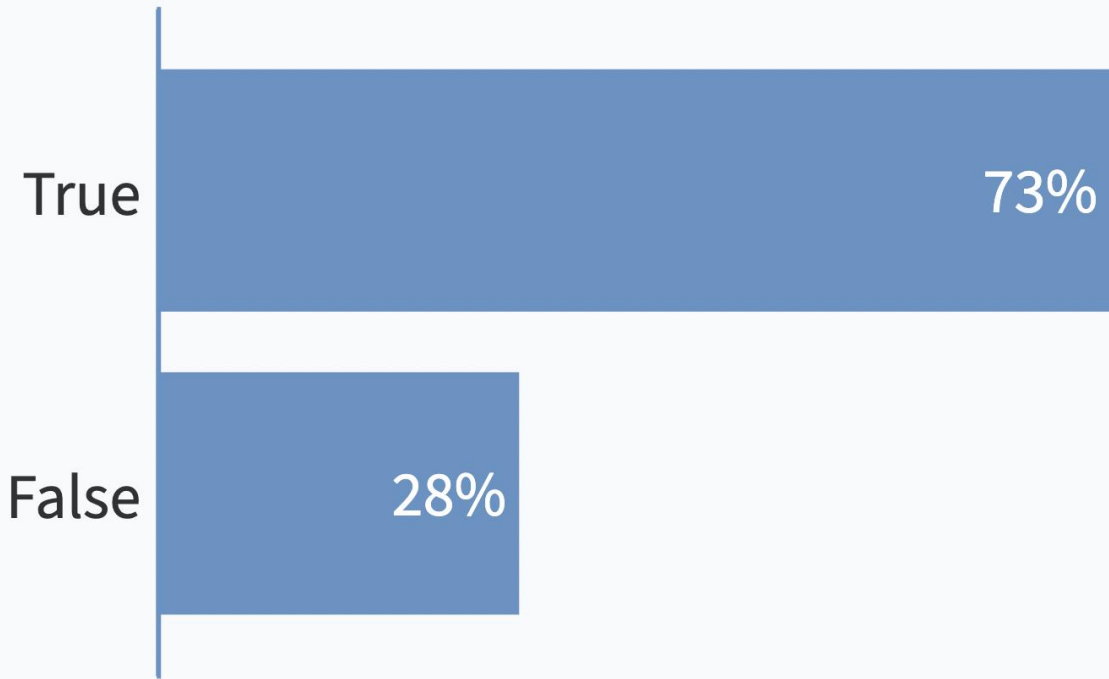


Women are better at languages

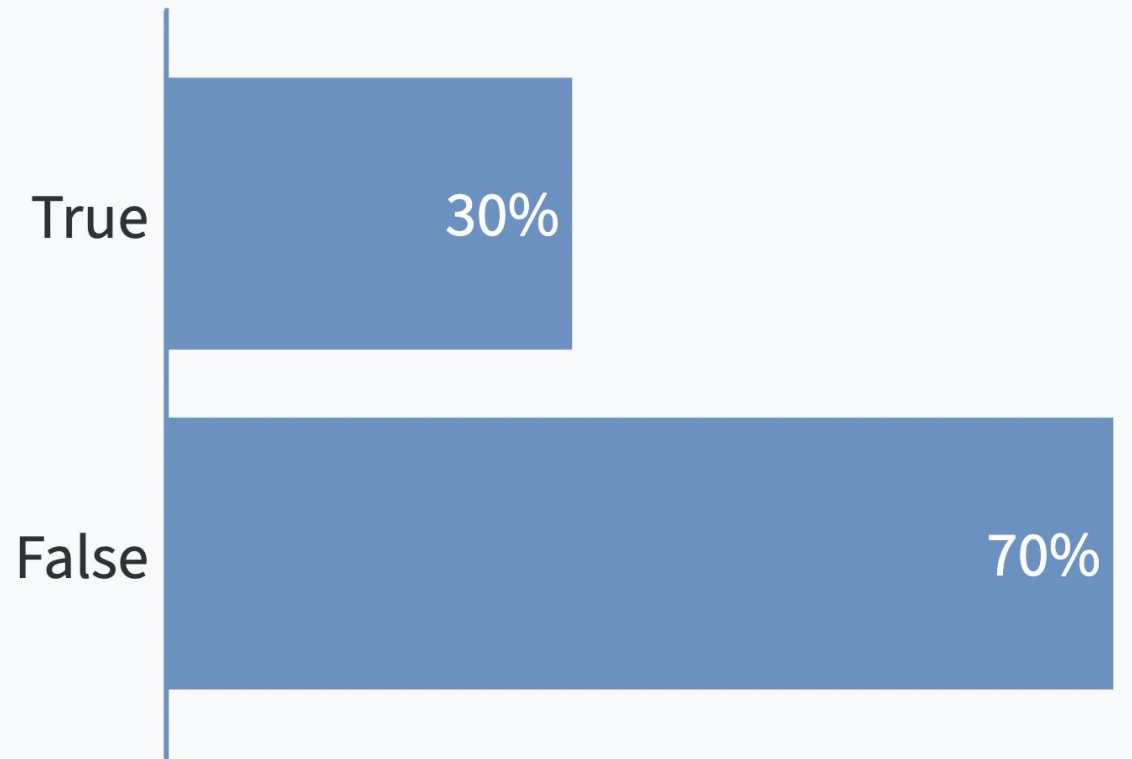


Pre-session Poll results

Women make better teachers for early years and primary students



Men make better leaders



Time to introspect?

We all have unconscious biases, and that's normal: it's what we do about it that matters:

1. We need to analyse and assess our various privileges in order to recognize assumptions we may be making.
2. We need to analyse and assess how those assumptions and biases may be coming out in our **materials, language** and **interaction patterns**.
3. We need to modify our behavior as a result.



CHECK

YOUR

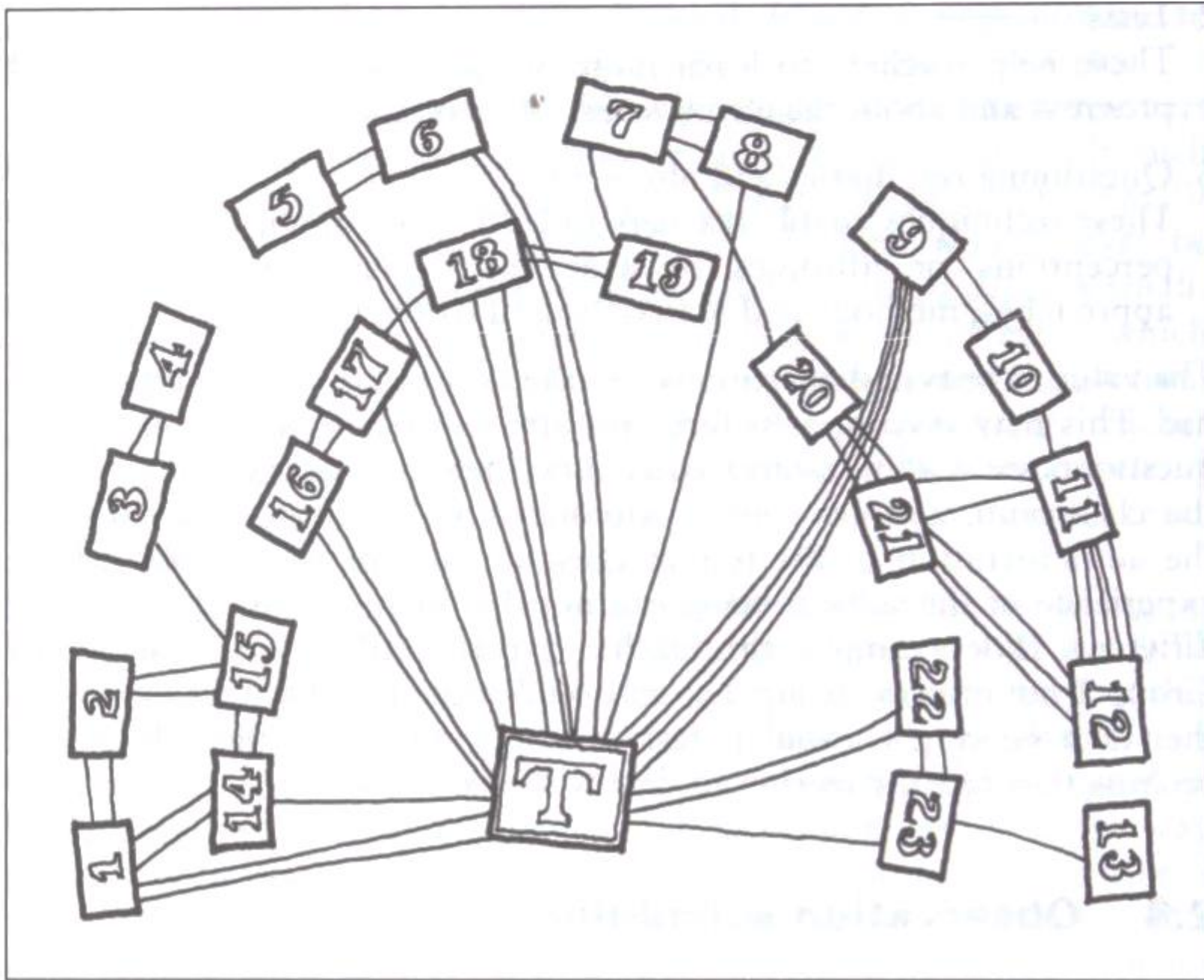
PRIVILEGE

Interaction Patterns

Who are we watching, helping and supporting?

Sadker and Sadker (1994) analyzed videotapes to look at gender bias in teacher classroom practice. Their analysis shows the following:

1. Teachers interact more with boys than with girls.
2. Boys receive more praise, criticism, and remediation than girls.
3. During a discussion, boys are eight times more likely than girls to call out (shout out answers even when not called on).
4. Teachers are less likely to reject behaviour by boys, even if it violates classroom rules.
5. Girls receive more “acceptance” (a bare acknowledgment of their work, such as “uh-huh” or “okay”) than boys
6. Girls who receive less attention from their teachers may come to underestimate their abilities and lose motivation.



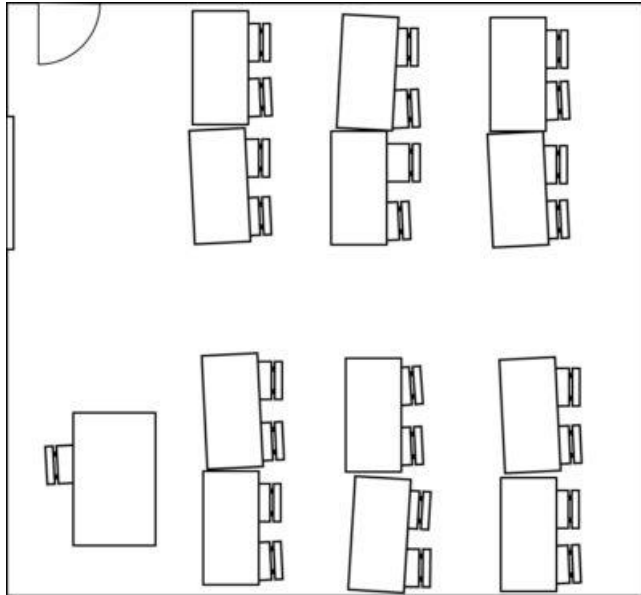
Task components		Observations
Goal	= intended outcome(s)	
Input	= data that forms the point of departure of the task	
Activity(ies)	= what the learners are asked to do with the input	
Teacher role Learner role	= the parts played in carrying out the task	
Setting	= the social arrangements in which the task is carried out	

Use of the physical space

- ✓ How is the furniture arranged?
- ✓ Does it promote equal participation of all genders?
- ✓ Does it encourage dialogue?
- ✓ Is it accessible for students with disabilities?
- ✓ Does it allow for individual, small group and large group instruction?

<https://www.unicef.org/esa/media/6726/file/GRP-A-Toolkit-for-Teachers-and-Schools-2020.pdf>

Layout Analysis Activity



Discussion prompts:

- ✓ How is the furniture arranged?
- ✓ Does it promote equal participation of all genders?
- ✓ Does it encourage dialogue?
- ✓ Is it accessible for students with disabilities?
- ✓ Does it allow for individual, small group and large group instruction?
- ✓ How easy is it to monitor learners?
- ✓ How visible is the board?

Pros And Cons Of The Table Rows Layout

Pros	Cons
Teachers are able to exert control in these environments. Students are restricted from interacting with one another and always have their faces to the teacher.	Social learning is very difficult. If you have lessons that are designed for social interaction, students are limited to talking with the student to their side.
Lessons that rely on videos projected on the front board will work well in this environment as all students should have a clear view of the front wall.	Resource sharing is difficult. The best option would be to have two students share the one resource. Compare this to table groups where you could have 6 to 8 students sharing resources in the center of the table.

<https://helpfulprofessor.com/classroom-layouts/>

www.britishcouncil.org

Techniques for full participation in training sessions – and in the classroom too!

Hand signals
or non-verbal
responses

Think-Pair-
Share

Equity sticks

Talking stick/
Speaker's staff

Anonymous
contributions

Hands down/
Cold calling

Language

Language Matters!

Gender-sensitive language

Gender-sensitive language is gender equality made manifest through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity and respect.

Gender-discriminatory language

Gender-discriminatory language is the opposite of gender-sensitive language. It includes words, phrases and/or other linguistic features that foster stereotypes, or demean or ignore women or men. At its most extreme it fails to treat the genders as equal in value, dignity, integrity and respect.

Gender-biased language

Gender-biased language either implicitly or explicitly favours one gender over another and is a form of gender-discriminatory language.

Gender-neutral language

This is not gender-specific and considers people in general, with no reference to women or men. It is also called **gender-blind language**.

Sexist language

Essentially, sexist language is the same as gender-discriminatory language. However there is a subtle difference in how people use the terms: sexist language is commonly seen as language that the user **intends** to be derogatory; gender-discriminatory language, on the other hand, also includes language people use without any sexist intention.

Let's check understanding...

“Ambassadors and their wives are invited to attend an after-dinner reception”

Sexist Language

“People do not fully appreciate the impact they have on the environment.”

Gender-discriminatory language

“Women must earn less than men because they are less intelligent.”

Gender-neutral language

“Every day, each citizen must ask himself how he can fulfil his civic duties”.

Gender-biased language

How do you refer to your trainees?

Panda People

Colleagues

Friends and folks

Teachers

GENTLES ALL

Ladies and gentlemen

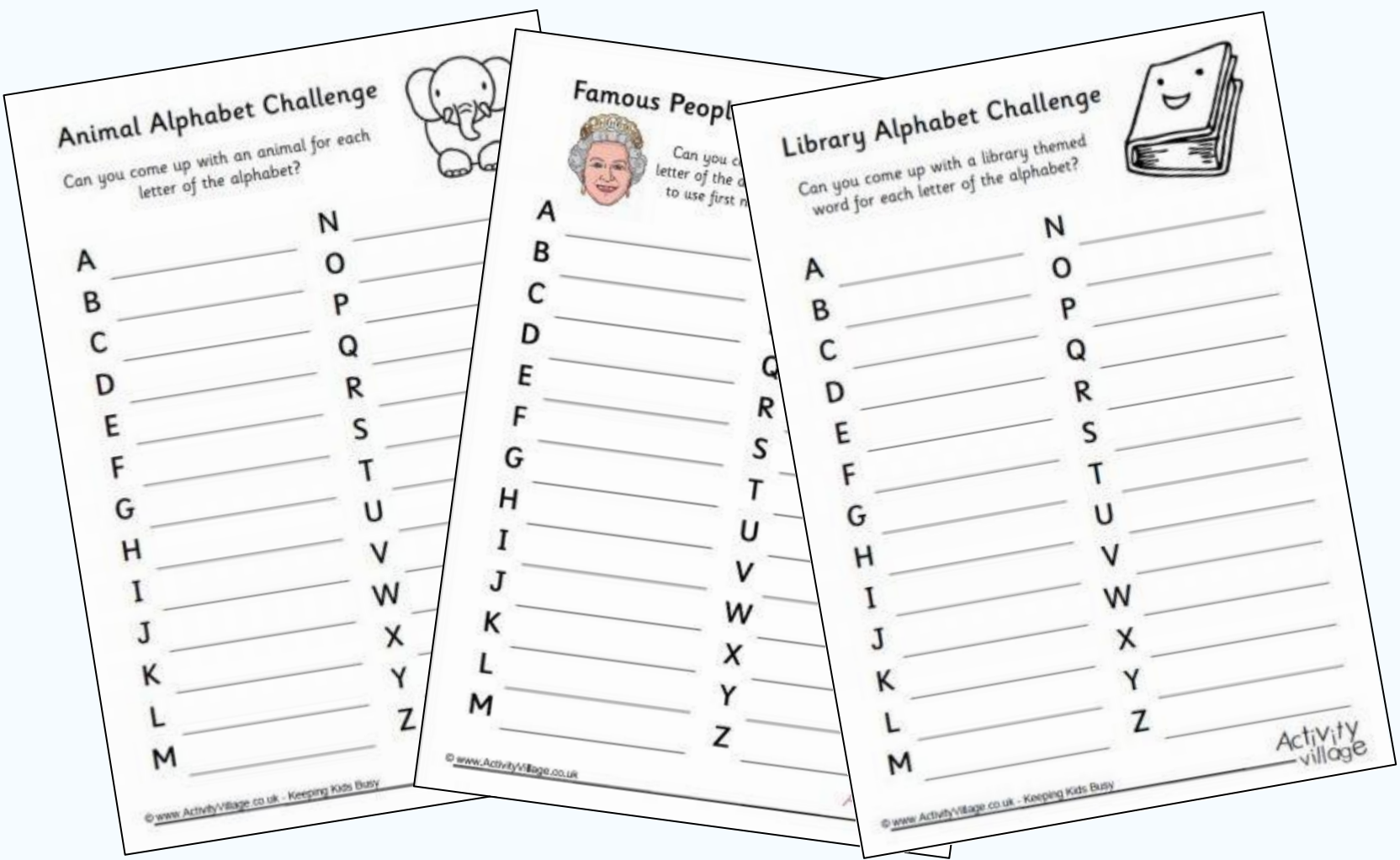


Beautiful humans

Language lovers

Folks (also spelled folx)

How can trainees refer to students?



Tips:

- ✓ Envisioning language
- ✓ Inclusive language
- ✓ Personalised / fun
- ✓ Respectful
- ✓ Student-centred
- ✓ Avoid the overly cute

What's the problem?

The more “professional” the teacher is, the more autonomy he demands and is given to teach within the concept of understood and mutually accepted goals and methods.

Teachers are the middlemen between parents and their children in education and parents are easily frustrated when they don't understand how or why something is being taught.

Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning.

A teacher should correct his students' work following clear criteria.

How can we raise trainee awareness?

A Possible Activity:

Elicit or teach general words for people in roles connected with the scenario you choose to use. For example:

What do you call a person who....?

- teaches at a university (*a professor*)
- attends university (*an undergraduate, a student*)
- has children (*a parent*)

Provide the class with a “scenario” to discuss in pairs. The groups should come to an agreed position on what to do in the situation. An example might be:

A student is failing in the first semester of term. The parent calls the university and angrily demands to speak to the professor:
‘How dare you fail my child! I’ve wasted my money on this university! I demand you change the grades!’

What action should the professor take?

Students discuss the scenario. Provide the same support and scaffolding you would want them to provide to learners, of course! Once they have agreed on what to do, a spokesperson from each group summarises the group's findings to the rest of the class. Groups then discuss the suggestions.

The pronouns students used to refer to the people in the scenario will often tend to be masculine:

- *We think the professor should refuse to speak to the parent because the student is an adult.'*
- *Maybe the professor could consult his colleagues for advice.*
- *He should refuse to speak to the parent until he is more respectful.*

Now show a picture where the professor is a woman, which allows you can bring the (inaccurate) assumption of male gender to the trainees' attention. Discuss how prevalent the assumption is and why it might be harmful – and not just to women and girls!



Next, display a number of grammatically correct sentences referring generally to the action decided upon:

- If you have an angry parent, you should ask him to calm down.
- If you have an angry parent, you should ask him or her to calm down.
- If you have an angry parent, you should ask her or him to calm down.
- If you have an angry parent, ask if s/he can please calm down.
- If you have an angry parent, you should ask them to calm down.

Ask pairs or groups of students to discuss these correct sentences. Which versions do they prefer and why? Can they come up with any other alternatives.

Materials

Reviewing the materials we use in the training room

- Diversity in images - 'if you can't see it you can't be it'
- Gender-sensitive and gender-neutral language
- Positive representation
- Free of stereotypes

We want our model materials to be inclusive.

However, we need them to reflect what trainees actually work with.

- Coursebooks still the norm for most
- Many global contexts can have very old materials
- Global publishers can be afraid of PARSNIPs

- *Adapting* more than *creating*
- Clear rationale for choices – and making it explicit
- Encouraging criticality
- Can we exploit biased material?

Trainees are (mostly) materials users, not writers.

The simplest material audit: 'Where's Wally?'



Page Number	What Type of Task is Assigned to...		Is there Stereotyping or Discrimination?		Decisions			Notes
	male	female	yes	no	maintain	improvise	change	
4	Supervisor	Housewife Cooking	X			X		Add female supervisor
6	Doctor	Teacher	X			X		Add male teacher
12	Doing experiments	Watching	X				X	Photo of boy & girl doing experiment together
13	Cleaning the house	Cleaning the house		X	X			

Page Number	Element of Bias		Relevant?		Decisions			Notes
	yes	no	yes	no	maintain	improvise	change	
4	X		X			X		Find and include female heroine
10	X		X			X		Include both gender pronouns
23		X		X			X	Use local example

Page Number	Activity Number	Suitability of Activity		Participatory and Learner Centred?		Decisions			Notes
		Male	Female	yes	no	maintain	improvise	change	
4	1.2		X		X			X	Add small group discussions
8	2.4	X	X	X		X			
15	4.3	X			X		X		Incorporate skit with empowering female role
56	6.1	X	X	X		X			

Practical support for adaptation

- <https://unsplash.com/>
- <https://genderphotos.vice.com/>
- <https://nappy.co/>
- <https://iwaria.com/>
- <https://www.flickr.com/photos/wocintechchat/>
- <https://ukblacktech.com/stock-photos/>
- <https://disabilityin.org/resource/disability-stock-photography/>
- <https://www.canva.com/p/canvanaturalwomen/>
- <https://affecttheverb.com/disabledandhere/>
- <https://ukblacktech.com/stockphotos/>
- <https://www.pexels.com/>

Depending on a coursebook to supply the stimulus for language learning is like expecting youth TV to deliver the authentic experience of being young. Youth is about experience, not representation (discuss). Learning a language is about constant experiment, not rehearsal and performance.

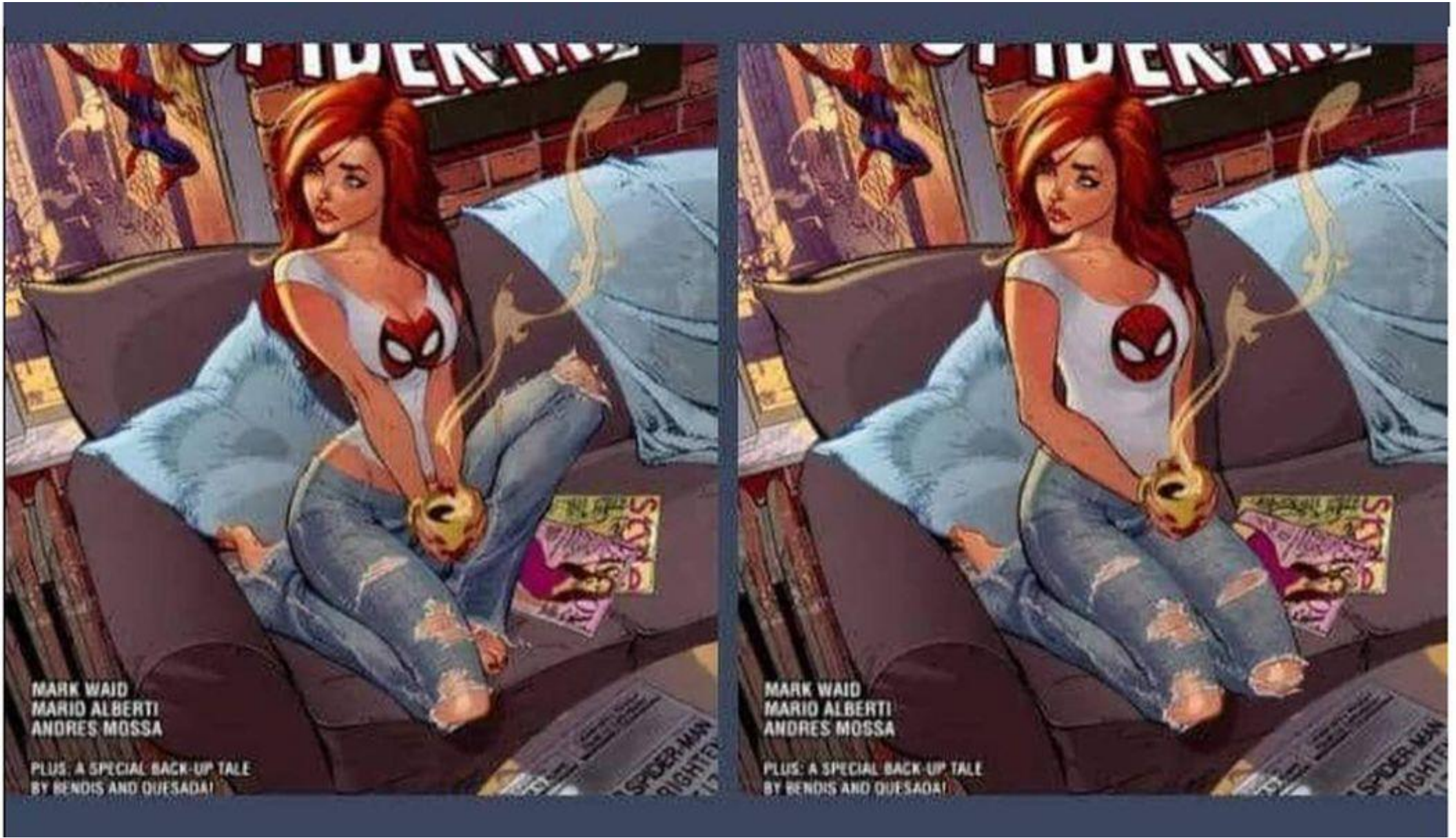
The raw material for this wonderful experiment is our immediate experience: our daily needs and concerns, hopes and fears.

Connecting to global and contemporary issues familiar to learners

Example: representations of the female form

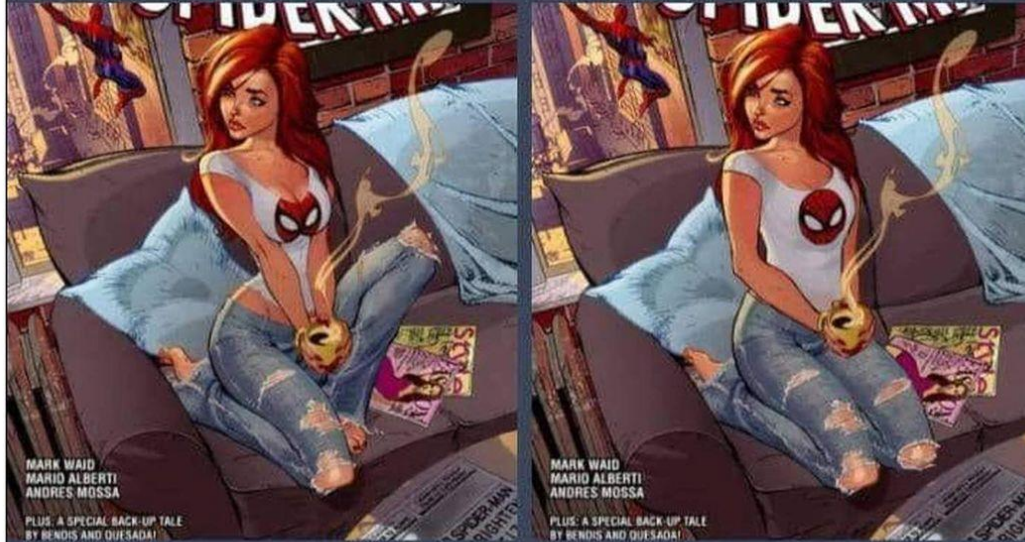
Inspired by: <https://www.insider.com/j-scott-campbell-spider-man-comic-art-fixing-debate-2021-6>







nonbinaryfinnmertens Follow



I made an attempt at fixing this because it was, so bad lol

It's not perfect but it's better than it was so that's all that matters lol. Just don't look too closely at it it's fine

And uh,, may as well tag @fixing-bad-comic-art since their blog is mainly what inspired me to do this :•] yea



Joanna Robinson  @jowrotethis · 19h 

I can't always exactly explain the different between the male and female gaze, but I do know it when I see it.



 **gumx395**

- 1) pigtails aren't long enough to "pull on" anymore
- 2) her bangs are more choppy and fun rather than seductively "framing her face"
- 3) her boobs aren't half a foot off her ribcage (I'm guessing they made her wear a padded bra in Suicide Squad)
- 4) Her skimpy clothing looks more like a choice rather than the tired "women's clothes strategically ripped" trope
- 5) she's not wearing a dog collar



it looks like she dressed herself and had fun with it as opposed to it being painfully obvious a man dressed her

 **profeminist**

6) The camera is centered on her face not her chest.
Source: lesbwian

jscottcampbellart 🧑 Over the weekend a famous cover of mine featuring MJ from Spider-Man got a LOT of attention again when it began circulating on Tumblr, Twitter and eventually on Facebook.

You see, someone going by the name 'nonbinaryfinnmertens' took to "fixing" the artwork as they put it, and well, that got a lotta people talkin'! Now typically I just ignore this sort of thing, but it seemed to go a bit viral with even friends and colleagues reposting it explaining that this sort of "correcting" of other well established artists is just, well... tacky, which it is. In light of this though, I decided to embrace the situation and do a little bit of "art-fixing" myself, what do ya think, seems trendy! I'm up for new things! So let's have some fun and Fix stuff! 🔄 Swipe on 🔄!

1st • We have nonbinaryfinn's initial "fixing of my artwork. Be respectful now, as nbf clearly states, "it's not perfect" and "don't look too closely at it, it's fine". Seems nbf might feel a bit sensitive about their "art"

2nd • I take my opportunity to return the favor and generously offer my critique of nbf's "fixing". nbf didn't ask for my criticism, but that's ok! I'm just giving that way. ;)

3rd • I took time outta my busy busy schedule to redraw and "fix" all of nbf's mistakes, and there were many! I then share how their artistic vision would be improved with my "fixing". Feel free to look as closely as you want to!

Hey, maybe nonbinaryfinn is onto something, maybe unsolicited correcting no one asked for IS fun!! 😊 Hope this was educational kids!



Possible outcomes:

- Debate about the validity of « art fixing ».
- Debate about whether or not the « male gaze » exists.
- Research project - create a list of recommended graphic novels that avoid this problem.
- Write to an author/illustrator of an image they find problematic, explaining the problem and trying to persuade them to change it.
- Design a social media awareness-raising campaign about body image issues.

Final thoughts...

- **Inclusion is everything. Little learning can happen without it.**
- **As above, so below: the training room is the model for the classroom.**
- **Meet your trainees where they are, then work in their ZPD.**
- **All progress is progress.**

Recommended Reading and Resources

(in no particular order!)

- <https://raiseupforelt.com/>
- <https://eltteacher2writer.co.uk/our-books/how-to-write-inclusive-materials/>
- <https://fourc.ca/>
- <https://www.peterjfullagar.co.uk/resources>
- <https://michelleworgan.com/inclusive-pedagogies-framework/>
- <https://elt.oup.com/feature/global/expert/inclusive>
- <https://ipsen.iatefl.org/> & <https://tdsig.org/>
- <https://angelosbollas.com/>

Thank you!

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<https://www.linkedin.com/in/laura-jane-mcwilliams/>

<https://www.facebook.com/groups/iateflyl>