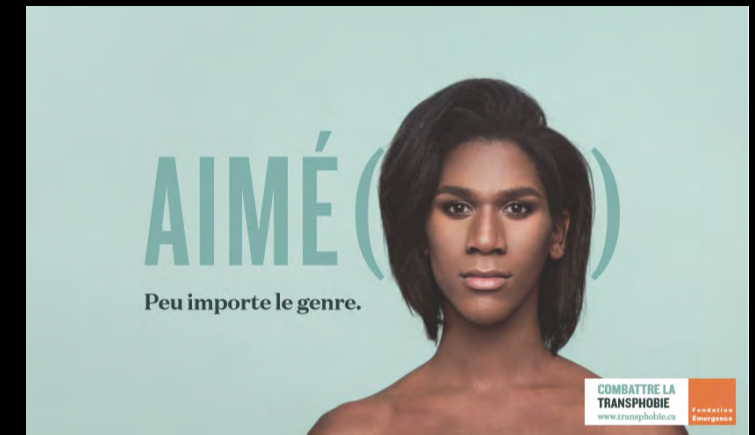




Dr. Janice McGregor (she/sie)

[\(video with captions\)](#)

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



*There is no end to the process of liberation. Process and product are always entangled (Spade, 2015 1-2). The idea that equity and justice can be achieved through checklists, toolkits, and examples is a desire rooted in whiteness and in normativity (Ahmed; Nicolazzo).

Kris Aric Knisely

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Handout and resources:
krisknisely.com/aaal

Gender-justice beyond inclusion: How trans knowledges and linguistic practices can and should be re-shaping language education

Kris Aric Knisely

The University of Arizona

The impetus for trans inclusion in language classrooms and research has been amply articulated. As scholar-educators in a network of disciplines and departments where languages are taught, learned, and researched, the time has long since been here for us to work toward forms of gender justice that honor and revel in the knowledges and linguacultures of trans people (Knisely & Paiz, 2021; Knisely & Russell, 2024).¹ Yet, despite this clear imperative, many of our students continue to report uneven engagement with trans ways of being, knowing, and languaging (Knisely, 2024b; Spiegelman, 2022). Our fields—which so often claim to foster global and intercultural connections, to promote the development of critical literacies, and to do diversity, equity, and inclusion or social justice work (whether by these or other names)—appear to have little insulation from the onslaught of transphobic violence that plagues our broader sociocultural contexts in simultaneously globalized and localized ways.² Rather than collectively and consistently upending the transphobia and exclusionary practices that are entwined with our institutions (Baril et al., 2019; Jaekel & Nicolazzo, 2022; Kaplan, 2024; Puckett et al., 2021), the processes and products of language education too often serve to reproduce and reformulate cisheteronormativities (Knisely & Paiz, 2021; Knisely & Russell, 2024; Paiz, 2020; Zimman, 2021). This continues to play out in the United States—and in myriad contexts globally—despite ongoing calls for resistance to such oppressive forces on the part of language students, educators, and professional organizations (ACTFL, 2021; AERA, 2021; DDFC, 2021; LSA, 2021a; MLA, 2016). In and through the maintenance of these hegemonic normativities, we collectively undermine our fields' liberatory potential and ritually deny our shared humanity. As we cling fast to normative ideas about language, and with these, normative ideas about being and belonging, we distort the very nature of what language is and of what we do when we language together. It is thus long since time not only that we include trans people in our practices and materials but also that we rethink the core of what teaching and learning to language is with trans knowledges and linguacultures in mind.

To open the present consideration of how trans knowledges and linguistic practices can and should be reshaping language education, two core conceptual and terminological tools must be briefly articulated: *trans* and *language-as-verb*. When we let go of the expectation that most everyone is or should be cisgender (i.e., cisnormativity) and the prejudices and discrimination that this often entails (i.e., cissexism), we open ourselves up to an infinite galaxy of possibilities for doing gender beyond what the cisnormative imagination can contain. In so doing, we underscore gender as something that

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.


For more information:
krisknisely.com/publications

Note: I use trans in its broadest possible sense, to gesture toward *all* who exist in the infinite galaxy beyond what a cisnormative imagination can contain

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Toward trans multilingualisms: student attitudes toward and experiences with trans linguacultures in French

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ABSTRACT

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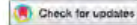
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Knisely, K. (2024). Toward trans multilingualisms: student attitudes toward and experiences with trans linguacultures in French. *International Journal of Bilingual Education and Bilingualism*, 1-13.
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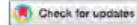
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Cislingualism:


“the valuing of cisnormative linguacultures and the ideologies that inflect them,” (Knisely, 2024, p.1)

“applies cisnormative ideologies to language”
(Knisely, 2024, p. 11)

Originally described as: “the compulsion to perform on the normatively ‘here’ side of language(s), rather than in the ‘there’ of wayward, unhygienic, excessive, translingual, or disorderly” languaging (Gramling & Dutta, 2016, p. 337)



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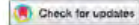
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Queering multilingualism “involves much more than the study of the language practices of queer, multilingual individuals and communities but also includes unsettling established ideas about visibility, recognition, teaching methods and language learning” through queer knowledges and linguacultures (Milani & Cashman, 2024, *IJBEB*)



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Unsettling ideas about:

- doing language and gender
 - (in)visibility
- enlanguaged knowability
 - linguistic authority
 - individual agency
- fuller linguacultural participation
 - teaching and learning

Trans linguacultures: trans cultures of language and the ways that trans cultures are enlanguaged

(Knisely, 2024, p. 2, *IJBEB*, consider also Knisely, 2023; Knisely & Russell, 2024; On intersectionality: Knisely, 2022, *CFC Intersections*)

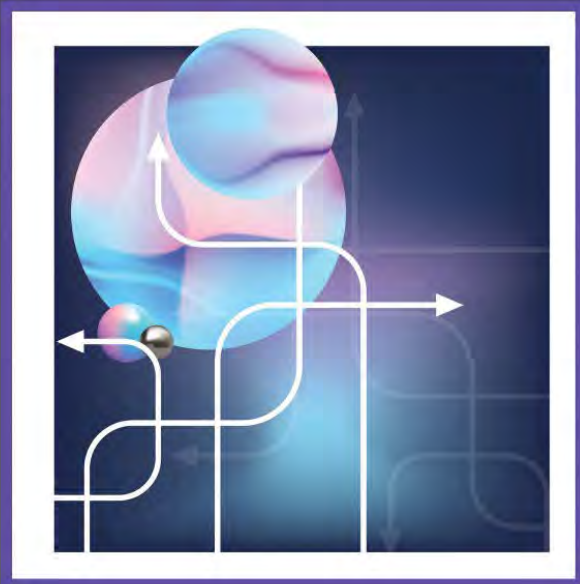
The stakes
of this work are
high.

Who is
and who is not
here.

*For more, consult Knisely & Russell (2024, pp.21-42, pp. 244-255)

REDOING LINGUISTIC WORLDS

UNMAKING GENDER BINARIES,
REMAKING GENDER PLURALITIES



Edited by
Kris Aric Knisely and
Eric Louis Russell



“We [...] join others in issuing and responding to the call for a linguistics that is led by those who are in-community, a linguistics that engages with the tangible wellbeing, safety and flourishing of the people who are being studied, and a linguistics that interrupts the reproduction of cissexism, cisnormativity, gender binaries, and other regimes of oppression [...] We also assert that this work cannot be left to community-insiders alone, uplifting the work of scholars [...] who are thinking with community epistemologies in order to explicitly acknowledge and contend with the impacts of being cis researchers (or otherwise community-outsiders) who work in this field...” (Knisely & Russell, 2024 pp. 6-7)

Consult also: <https://www.aal.org/2023-coda-moore-colloquium##>

REST IN POWER, NEX



Image courtesy of **Freedom Oklahoma:**
<https://www.freedomoklahoma.org/donate>

Cousins (2S & Indigiqueer youth group):
paypal.me/matriarchinc (note 'Cousins')

Trans Advocacy Coalition of Oklahoma:
transadvocacyok.com

Texas



Proposed - 76

Types: BR (4), DOC (4),
DOC/SD, HC (27), OTH (4),
OTH/DOC, OTH/SCH, PP
(9), SCH (9), SCH/OTH (2),
SCH/OTH/PP, SCH/PR (9),
SD, SP

Passed - 5

Types: HC, PP, SCH,
SCH/OTH, SP

Passing Rate: 6.5%

Summary of Statistics:

- 48/50 States proposed at least 1 anti-trans bill in 2023.
- 23/48 States passed at least 1 anti-trans bill in 2023. 25/48 states proposed at least 1 bill but did not pass any.
- 14 states had over a 20% passing rate, 3 of which had over a 50% passing rate (more than half of the bills they proposed, passed).
- Healthcare was the highest proposed bill category in 2023. 32/48 States proposed at least 1 anti-trans healthcare bill. Of that, 19 states passed at least 1 healthcare related bill.
- The next most popular bill was schools, being proposed in 40 states and passing at least 1 bill in 11 states.



Images courtesy of **The Trans Formations Project:**
<https://www.transformationsproject.org/annual-reports>

Additional data: <https://translegislation.com/>

Organizations in Texas:

<https://www.transtexas.org/>

<https://www.equalitytexas.org/take-action/donate/give/>

Joint Statement and Call to Action in Support of Trans and Nonbinary People

The Diversity, Decolonization, and the French Curriculum Collective

The Diversity, Decolonization, and the German Curriculum Collective Steering Committee

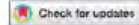
The Black German Heritage and Research Association

ddfccollective.weebly.com/statements-of-supportcalls-for-action.html


This presentation was prepared
following AAAL's Inclusive
Presenter Guidelines.



www.aaal.org/inclusive-presenter-guidelines



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(Knisely, 2024, p. 2, *IJBEB*, consider also Knisely, 2023; Knisely & Russell, 2024)

TAQIBPs

Trans-Affirming Queer Inquiry-Based Pedagogies

Kris Aric Knisely, Ph.D.
[krisknisely.com]

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, sexual pedagogy, theory and practice in composition studies. *Journal of the MLA*.

What we know

YOUR 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. (2008). Queering the English Language Classroom: A Practical Guide for Teachers. *Equinox*.

Guiding Principles

• Restive problematizing of all identities and discourses (Nelson, 2009; Pennycook, 2001)

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TAQIBPs:

- krisknisely.com/resources-for-educators
- Knisely, K. and Paiz, J.M. (2021) *Bringing Trans, Nonbinary, and Queer Understandings to Bear in Language Education. Critical Multilingualism Studies*. 9(1), 23-45. (open access)

TAQIBPs

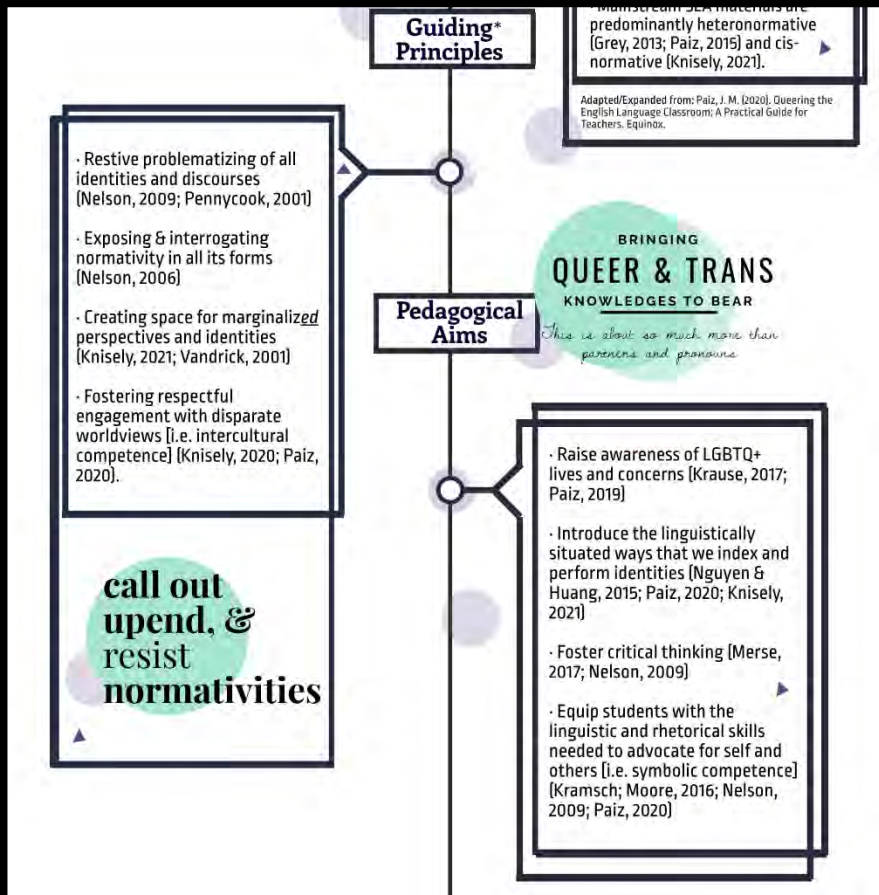
Trans-Affirming Queer Inquiry-Based Pedagogies

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- Question normativity
- Center queer & trans people
- De-marginalizing
- Individual agency
- Right to self-definition
- Respectful engagement
- Fluidity, flexibility, complexity

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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.

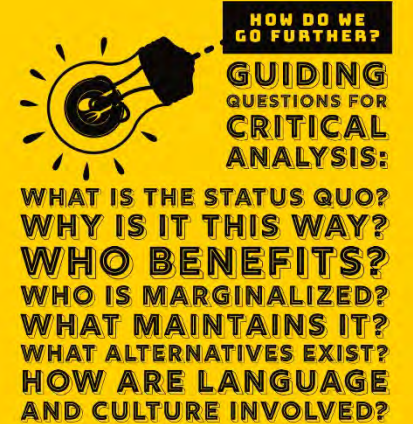
Shows that gender & sexuality are important parts of acquiring an additional language & a sense of self in that language.
Contributes to de-sensationalizing LGBTQ+ content.
Aids in gaining student & administrative buy-in.

5 & FOCUS ON RESPECTFUL ENGAGEMENT

6

Aims:

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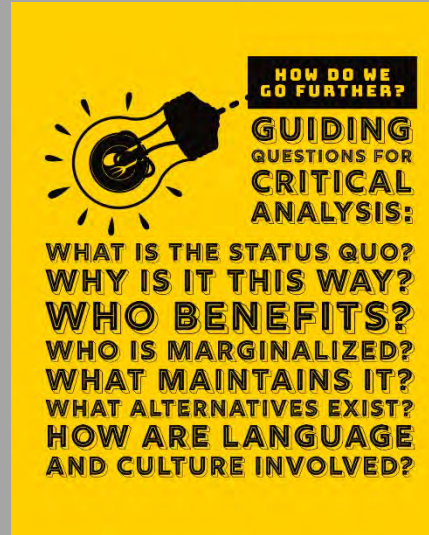


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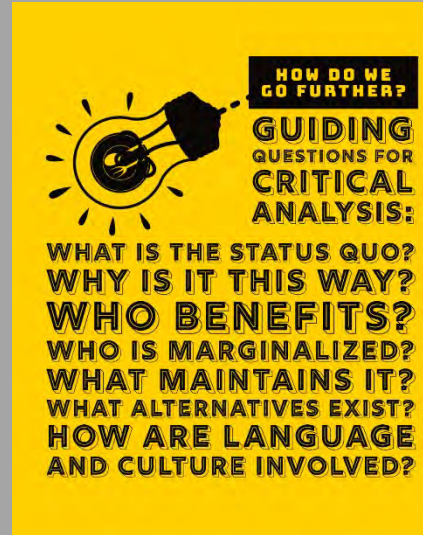
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TAQIBPS:

- krisknisely.com/resources-for-educators
- *Knisely, K. and Paiz, J.M. (2021) Bringing Trans, Nonbinary, and Queer Understandings to Bear in Language Education. Critical Multilingualism Studies. 9(1), 23-45. (open access)*

Unsettling ideas about:

- doing language and gender
 - Language as social verb
 - Gender as social, relational, collaborative doing
 - Linguaging, languagers
 - (attention to modality & agency)
- (in)visibility
- enlanguaged knowability
- linguistic authority
 - Languagers as agentive
 - (Students are agentive languagers)
- individual agency
- fuller linguacultural participation
- teaching and learning
 - Learning as participation in languaging communities

(Knisely & Russell, 2024; consider also Conrod 2019, Henner & Robinson, 2021, Nicolazzo, 2020)

BENEFITS OF

GENDER-JUST LANGUAGE EDUCATION



Le Français Non-binaire et inclusif

A STARTING LIST OF FORMS AND STRATEGIES.

krisknisely.com/
plan-for-justice

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

celui, celle, celui, ceux, celles, celleux

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

me, te, le, la, læ, nous, vous, les

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

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

THE GENDER-JUST LANGUAGE EDUCATION PROJECT

*Parmi d'autres possibilités!
**Forms that use punctuated affixes are for written c

More on forms and structures:

Handout (krisknisely.com/aaal)
10-minute walkthrough (krisknisely.com/presentations)
Knisely 2020 Foreign Language Annals

More on pedagogical applications of forms and structures:

Knisely 2022 Starter Kit
Knisely 2022 Teaching Trans Knowledges
Knisely 2023 Modern Language Journal
Knisely 2024 Intro to Applied Linguistics for Educators

*Note: Languages with binary structures are not made gender-just through their transformation into trinary structures because trinaries –even if they make linguacultural lives more livable for some– maintain the power to oppress and marginalize (e.g., iel and écriture inclusive have been thrust forth into broad public awareness (read: cisgender awareness) to the exclusion of myriad other ways of languaging that are taken up by trans French languagers)

(Knisely, 2023, Modern Language Journal)

STRATÉGIES DIRECTES ET INDIRECTES:

<p>1 LES ACCORDS A L'ÉCRIT</p> <p>Use punctuated affixes that combine traditional forms.**</p> <p>EXEMPLES :</p> <p>Iel est allé.e /allé-e/allé-e. Øl est amoureux.se. Ul est sportif.ve.</p> <p>Mx Martin est rassurant.e.</p> <p>Maon adelphe est petit.e. Saon frère est pétillant.e. Taon ami.e est belleau.</p>	<p>2 NOMS & AJECTIFS NEUTRES À L'OREILLE</p> <p>Use forms that are invariable or phonetically equivalent in their various gendered forms.</p> <p>EXEMPLES :</p> <p>Cet.te ami.e est aimé.e Cette amie est aimée Cet ami est aimé</p> <p>Quel.le élève motivé.e Quelle élève motivée Quel élève motivé</p>	<p>3 PÉRIPHRASE</p> <p>Paraphrase to avoid nouns and adjectives that mark gender differentially.</p> <p>EXEMPLES :</p> <p>Je suis étudiant. → J'étudie à l'université. Øl est gentil. Je. → Øl est sympa/aimable.</p> <p>Mx Alami est amusant.e. → Mx Alami est drôle/comique.</p>	<p>4 QUELQU'UN UNE PERSONNE</p> <p>Restructure sentences so that forms do not vary based on the gender of the person being referenced.</p> <p>EXEMPLES :</p> <p>Iel est quelqu'un de très patient. C'est une personne attachante. Al est une connaissance. Ce membre du club est exemplaire.</p>
<p>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.</p>			

Trans translanguaging (i.e., Putting *trans* in *translanguaging*)

- *They* (Russian, T.–A. Herrmann, personal communication, 10 December 2021; “they,” “dey;” Gallagher et al., 2024; Heger, n.d)
- *Hen* (Swedish, Norwegian, Danish (Miltersen, 2018); German (Gallagher et al., 2024))
- *Ze* (English, Norwegian, Swedish)
- *Mx.* (an honorific, alt *Mr./Mrs.*) (French, alongside avoidance & *mondame* (Knisely, 2022d)).
- “–x,” “@,” “–ø,” “_,” and “–” or “–*” (final dash or asterisk used to truncate a word)

For more, consider: Flores, 2023, *MLJ*; Knisely, 2023, *MLJ*

Examples of Enlanguaging Gender

- Gender can be gestured toward via:
 - Possessors (e.g., English)
 - Possesees (e.g., French, Galician, German)
 - Adjectives (e.g., French, Italian, German, Spanish)
 - (some) Verbs (e.g., Arabic, Hebrew, Hindi)
 - First-person pronouns (e.g., Japanese, Thai)
 - Specific lexical items (e.g., American Sign Language, English)
 - ...and other ways still!

Agreement Structures in French and German: “Student”

(Knisely, 2023, Modern Language Journal)

Language	Structure	Example
French	<i>Point médian</i> [middot]	etudiant·e; etudiant.e
	Hyphenation, underscore, or other punctuation	etudiant_e; etudiant-e
German	<i>Gendersternchen</i> [gender star/asterisk]	Lehrer*innen; Student*in
	Gender-gap	Lehrer_innen; Student_in
	<i>Doppelpunkt</i> [colon]	Lehrer:innen; Student:in

*Indirect nonbinary
linguaging (or gender-
avoidant linguaging)*

(Knisely, 2023, Modern
Language Journal)

Language	Example	As an alternative to
English	The patient/person in bay four needs a blanket.	The woman/man in bay four needs a blanket.
French	C'est quelqu'un de très sympa. [It's someone very nice.]	Elle est très sympa. [She is very nice.]
German	Die Lehrkräfte sind freundlich. [The teaching staff are friendly.]	Die Lehrerinnen/Die Lehrer sind freundlich. [The teachers (die-class/das-class) are friendly.]
Spanish	Cada estudiante es inteligente [Each student is intelligent.]	Todos los niños son inteligentes. [All children (el-class) are intelligent.]

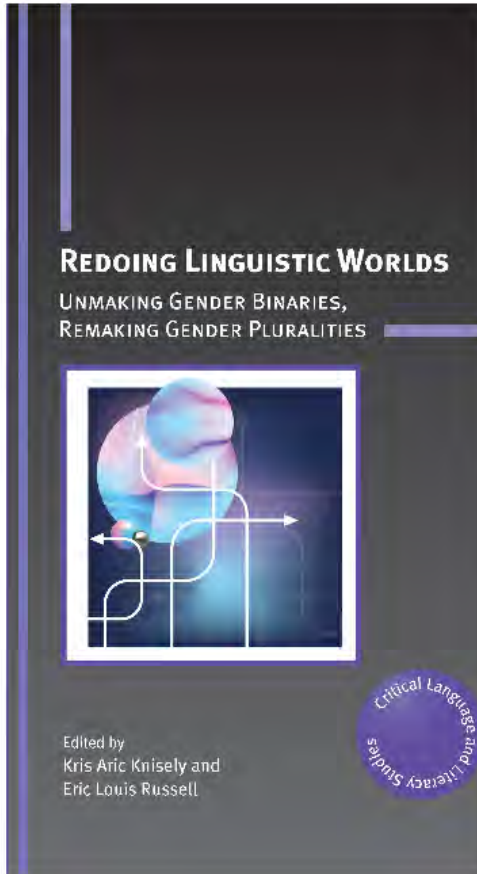
Strategy	Example	As an alternative to
Nonbinary pronoun		
English	Xe is welcome during drop-in hours. They are welcome during drop-in hours.	He/She is welcome during drop-in hours.
French	Iels/Øls sont dans ma classe. [They/They are in my class.]	Ils/Elles sont dans ma classe. [They (un-class/une-class) are in my class.]
German	Xier packt xiesen Koffer. [They pack/are packing their suitcase.]	Er packt seinen Koffer. [He packs/is packing his suitcase.] Sie packt ihren Koffer. [She packs/is packing her suitcase.]
Spanish	Elle quiere trabajar. [They want to work.]	Ella quiere trabajar. [She wants to work.]
Punctuated endings^a		
French	Les élèves sont gentil·les. [The students are nice. (middot)]	Les élèves sont gentils. [The students are nice. (un-class)]
German	Die Schüler*innen sind pünktlich. [The students (gender star) are on time.]	Die Schülerinnen/Die Schüler sind pünktlich. [The students (die-class/der-class) are on time.]
Nonbinary endings (neomorphemes)		
Spanish	Mi amigue es escritore. [My friend (–e ending) is a writer (–e ending).] Mi amigux es escritorx. [My friend (–x ending) is a writer (–x ending).]	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).]
Nonbinary words (neologisms)		
English	<u>Mx.</u> Ali is inviting xir's <u>nibling</u> to dinner. Will your <u>entle</u> be joining us, too?	<u>Mr./Mrs.</u> Ali is inviting his/her <u>nephew/niece</u> to dinner. Will your <u>uncle/aunt</u> be joining us, too?
French	Bienvenue à <u>toustes</u> . [Welcome everyone.]	Bienvenue à tous (et à toutes). [Welcome everyone (un-class) (and everyone (une-class)).]
German	<u>Ompa</u> [grammapa]	Oma/Opa [grandma/grandpa]
Spanish	Mi <u>xadre</u> [My parent]	Mi padre/madre [My father/mother]

"Gender-just teaching

entails an unequivocal investment in trans lives and concerns and a parallel divestment from systems and practices that lead to oppression. "

- Kris Knisely
(Starter Kit, 2021)
krisknisely.com

<https://www.krisknisely.com/rlw2>



Call for workshop participants



Lavender Languages 30 (Brighton UK August 21-23 2024)

Kris Aric Knisely (U Arizona)

Eric Louis Russell (U California, Davis)

Description: On the heels of *Redoing Linguistic Worlds: Unmaking gender binaries, remaking gender pluralities* (*RLW*, Multilingual Matters, Knisely & Russell, eds.), we propose a collaborative workshop that will set the foundations for the next volume in this series. This workshop will bring together scholars –especially those up-and-coming– who are working on questions of language, gender, and identity in non-English linguacultural contexts, with primary emphasis on those not covered in the first volume and those under-represented in contemporary scholarship. Rather than present polished papers or even more tentative works-in-progress, we wish to foster open discussion and brainstorming. This panel will hold space for the scholars who are unsure as to how such research might be imagined, begun, or conducted, those who might need assistance bringing contemporary theories (e.g. of gender, language) to bear on contexts outside the Global North, and those who might simply be interested in these inquiries. We see this as an opportunity to expand the type of work begun in *RLW* and to provide hands-on mentoring to scholars in a supportive and collaborative way.

Call: The workshop organizers call for commitments to participate from conference attendees who wish to explore the doing, *undoing*, and *redoing* of gender in non-Anglophone linguacultural contexts, with a preference for those not represented in *RLW* (i.e. French, German, Italian, Spanish).



Thank you!

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**Visit krisknisely.com for publications, resources,
and more.**

Today's handout: krisknisely.com/aaal
Workshop CFP:
<https://www.krisknisely.com/rlw2>

Ideas for Applying Gender-Just Pedagogies:

- krisknisely.com/resources-for-educators
- krisknisely.com/presentations
- **Knisely, K.** (Forthcoming). Gender-Just Pedagogies. In Fernández, J. & Warner, C. (Eds). *CERCLL Introduction to Applied Linguistics for Language Educators*. [Open Access]
- **Knisely, K.** (2024). Gender-just language pedagogies: Undoing misunderstandings of and resistance to trans knowledges in language education. In F. Henshaw & K. Potowski (Eds.) *Honing our craft: World language teaching in the U.S.* Volume 2. Klett.
- **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. 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/transstarterkit>