

Intersectionality and Inclusive Pedagogies

Dr Steve Brown
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Plan for this morning

1. Learner identities and intersectionality
2. Inclusive education
3. Inclusion and intersectionality in language education

BREAK (11.20-11.40)

1. Critical analysis of common practices in ELT
2. Applying inclusive pedagogies in ELT: an example
3. Preparation for this afternoon

LUNCH (13.00-14.00)

WHO ARE
YOU ???





- Male
- White
- Scottish
- British passport holder
- Over 50
- Middle class
- Native English-speaking
- Non-Arabic speaking
- University educated
- Short-sighted
- Not religious

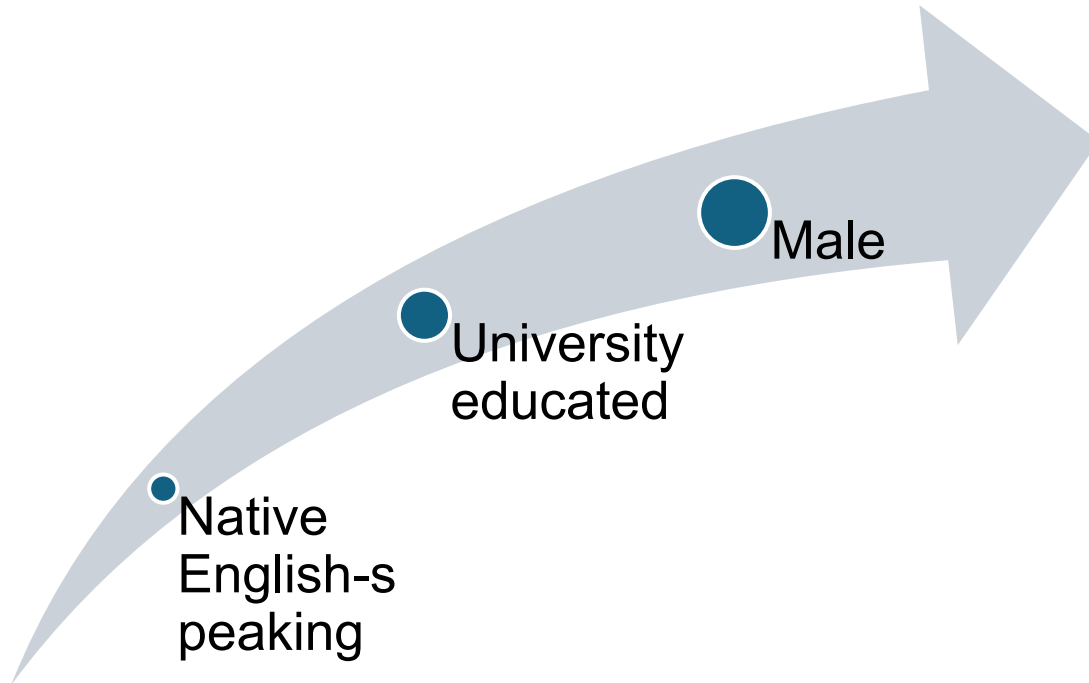


Advantages or Disadvantages?



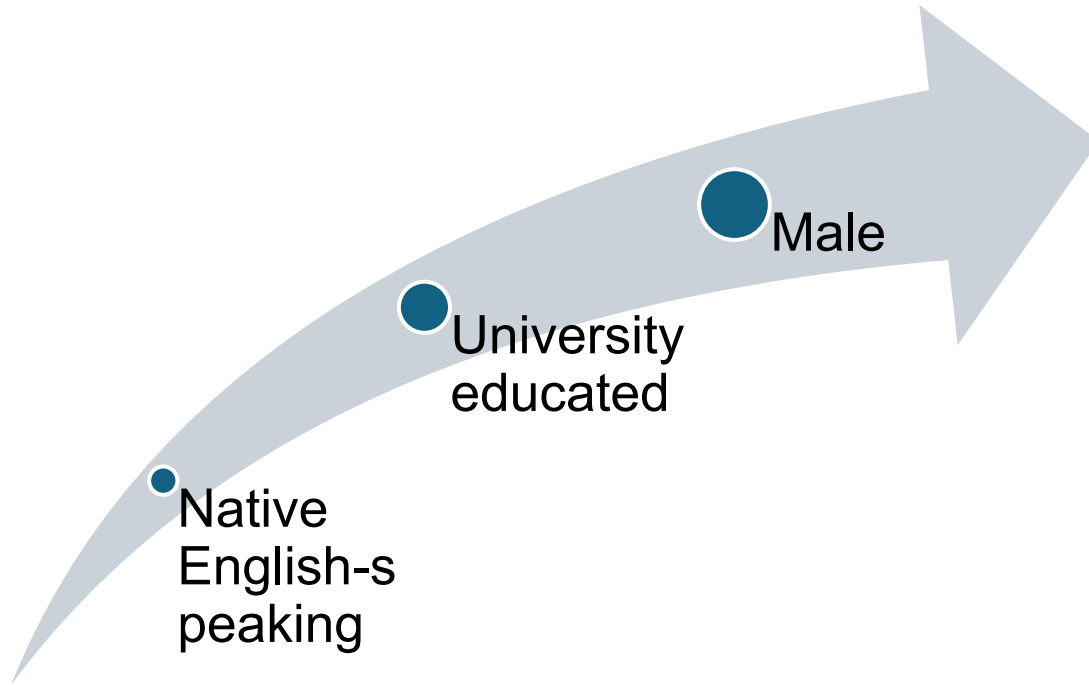
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Identity and privilege



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Identity and privilege – not straightforward



- Male



- Male + over 50 =



- Female + over 50 =



- Male + white =



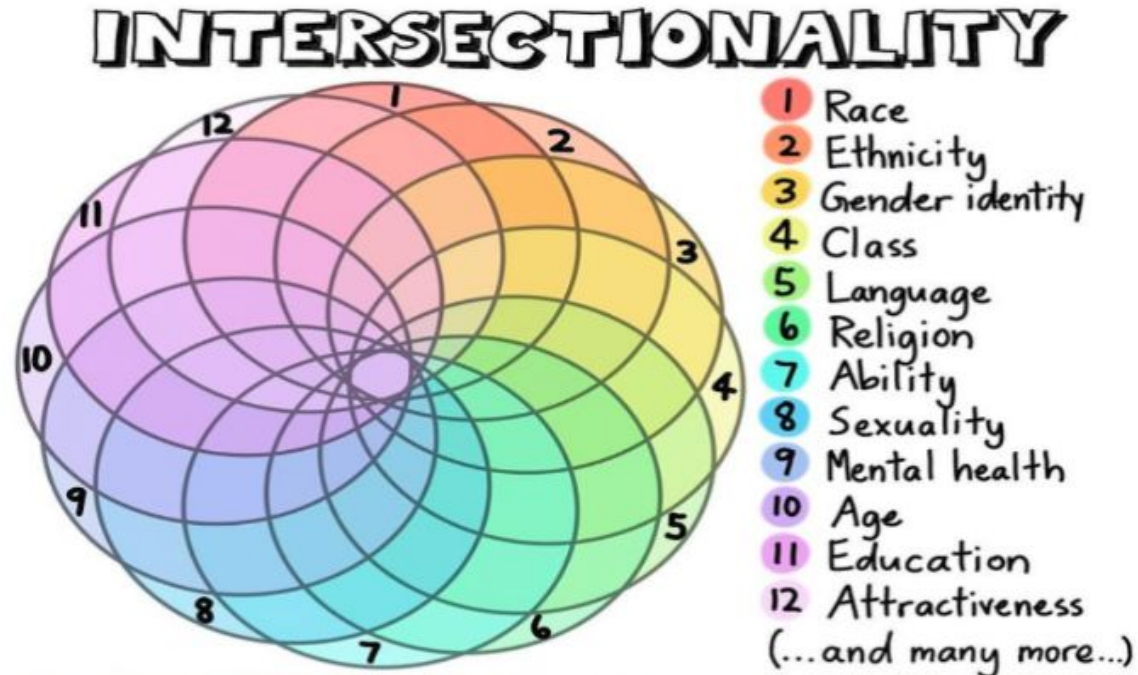
- Male + white + Scottish =



Non-Arabic speaking + British passport holder + not religious =



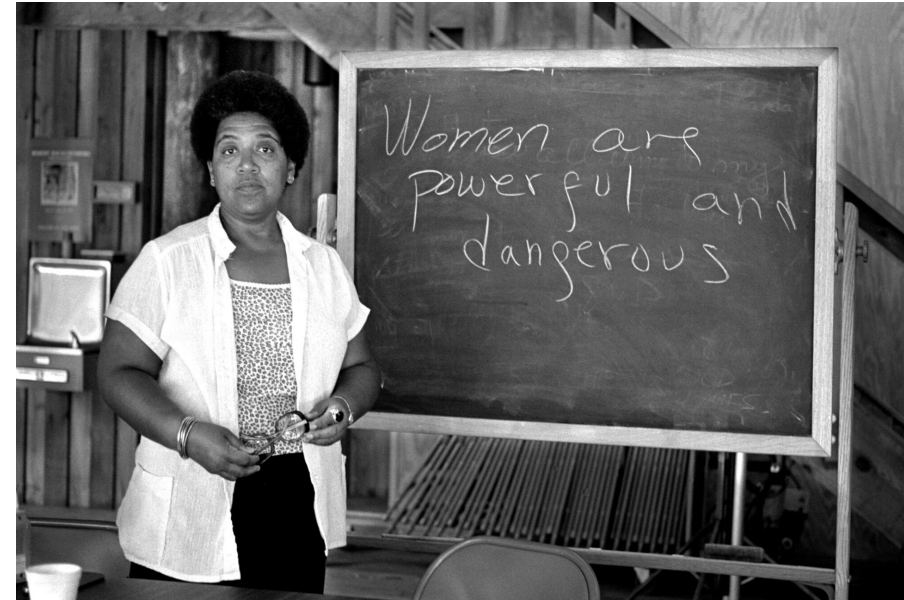
Discrimination and social struggle



Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

— Kimberlé Crenshaw —

@syriacukworth



“There is no such thing as a single-issue struggle because we do not live single-issue lives.”

(Lorde, 1984: P.138)

Intersectionality

“When it comes to social inequality, people’s lives and the organization of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work together and influence each other.

Intersectionality as an analytic tool gives people better access to the complexity of the world and of themselves.”

(Hill Collins and Bilge 2016: p. 2)

“Intersectionality is about the position or the social location individuals occupy within a context of interrelated systems of power. Yet, oppression is not a binary construct of ‘oppressed versus oppressor’...Depending on their position at the crossroads of race, gender, class, and so on, individuals fall within a complex matrix of oppressions and are simultaneously positioned as variously privileged and unprivileged, as oppressor and oppressed”

(Ortaçtepe Hart, 2023: p. 11-12)

Intersectionality in Language Education: Discussion

- What aspects of English teachers' identities are perceived favourably?
- What aspects of teachers' identities could lead to their discrimination?
- What aspects of students' identities could make learning English easier/more difficult?



Intersectionality in Language Education

Issues Affecting Teaching and Teachers

- Global spread of English and global spread of western ideologies
- Standard language ideology
- L1 and native-speakerism
- ELT and Whiteness: the "ideal" of an English speaker (racialised stereotyping)
- Misconceptions about what makes a "good" speaker of English

Issues Affecting Learning and Learners

- L1 literacy and educational background
- Additional support needs
- Other languages
- Pressure to pass exams
- Representations of identities in materials
- Mental health/trauma issues
- Income (ability to afford classes)

Inclusive Education



- What does the term 'inclusive education' mean to you?
- What does it mean to 'include' students?
- Who is being excluded, or at risk of exclusion?



Inclusive Education

"Inclusion goes beyond the integrative idea of assimilating children with disabilities into the existing ordinary school system...it requires instead, changes to the school system itself which, *inter alia*, involve alterations on educationalists' perspectives of children's being, some rethinking of the purposes of education and a reforming of the system generally, all of which needs consideration in the development of 'schools for tomorrow'."

(OECD 1999: p. 22)



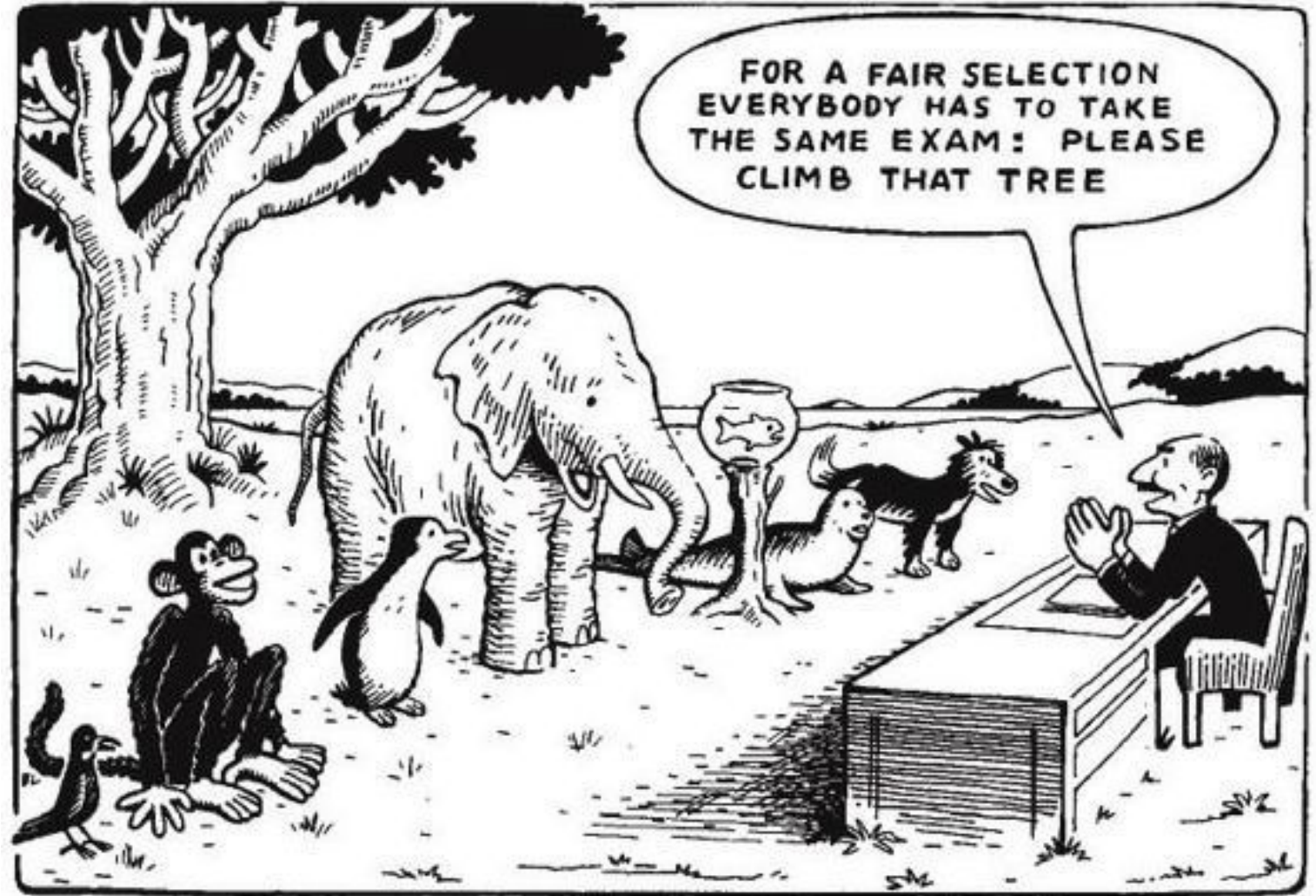
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(OECD 1999: p. 22)



Inclusive Education



Inclusive Education

"The basic ideas behind inclusive education relate to dominating and common democratic values and social justice. Ideally, inclusion appears as a multi-dimensional issue, where the different elements can support or weaken each other".

(Haug, 2017: p. 214).



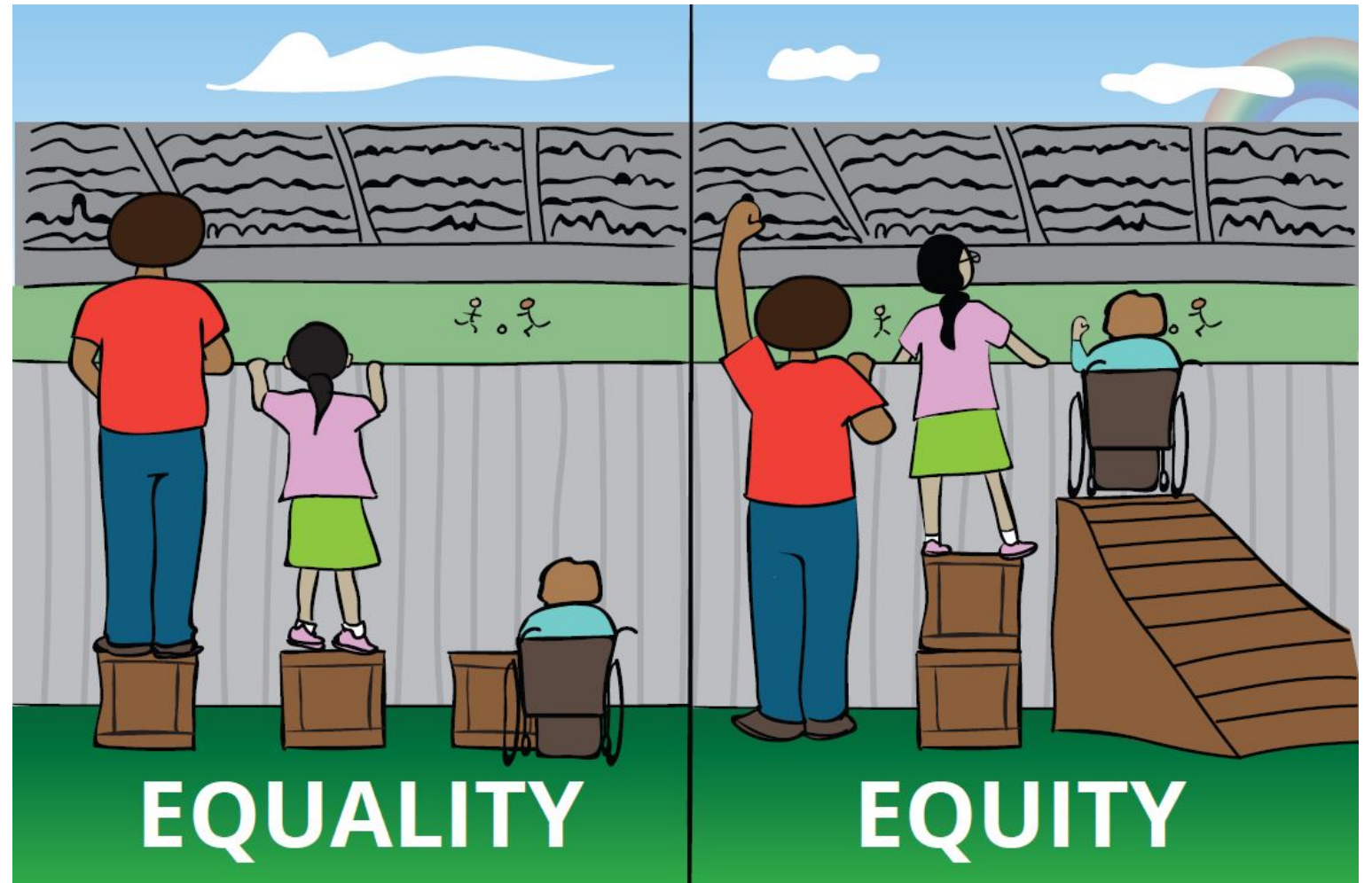
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Inclusive Education





REALITY

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.



EQUALITY

The assumption is that **everyone benefits from the same supports**. This is considered to be equal treatment.



EQUITY

Everyone gets the support they need, which produces equity.



JUSTICE

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



INCLUSION

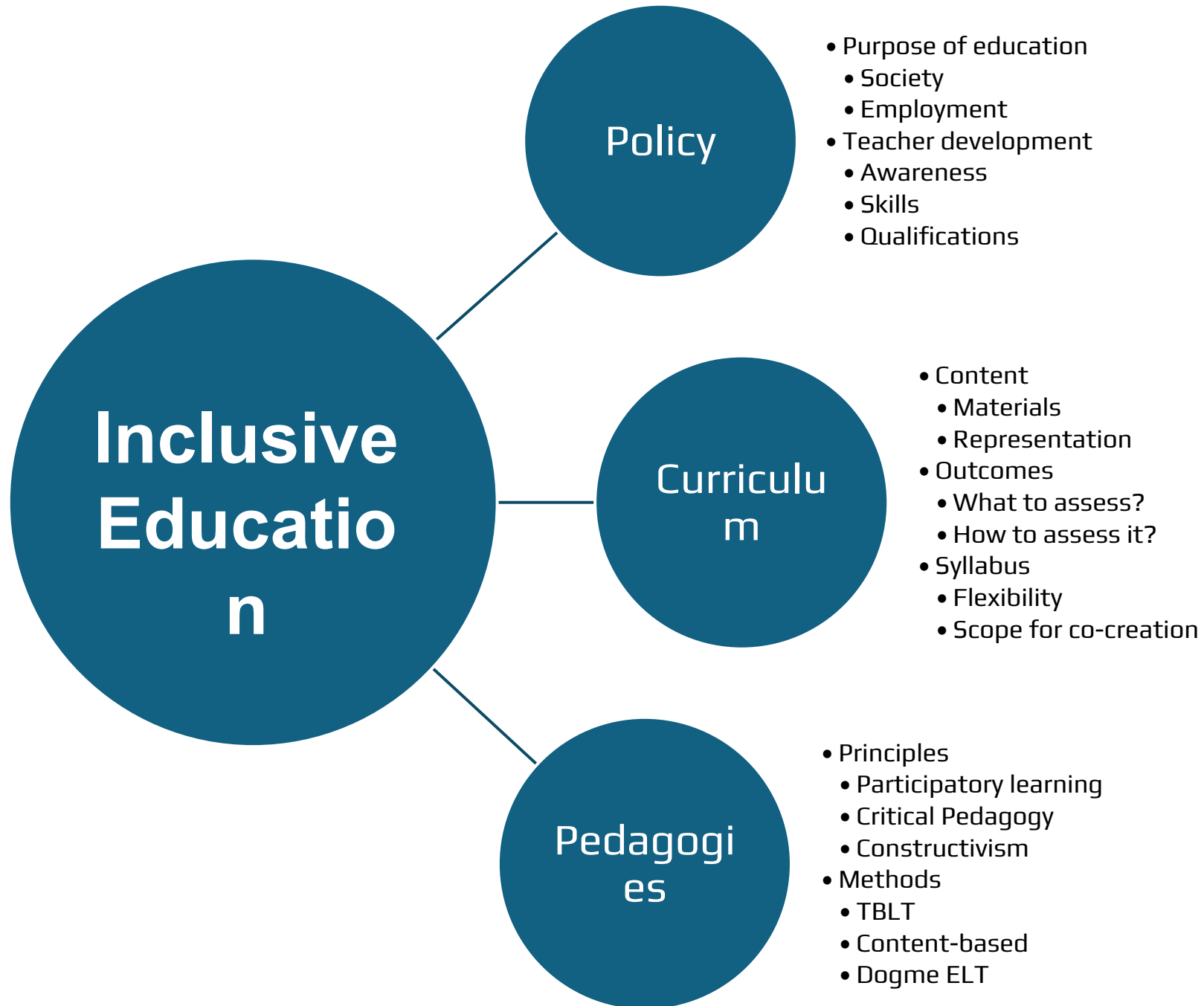
Everyone is **INCLUDED** in the game. **No one** is left on the outside; we didn't only remove the barriers keeping people out, we made sure they were valued & involved.

Inclusive Education

"The expectation is that all levels of the education systems and the systems' environment support and promote the intentions and practices of inclusive education whatever they are, from top national policy, to teachers' teaching and students' experiences and learning."

(Haug, 2017: p. 210)





Discussion

- In your teaching/learning context, what areas of the system support/facilitate inclusive education?
- Can you locate any deficiencies within the system?
- Does the system support the inclusion of some groups more than others? What impact does this have, from an intersectional perspective?



The importance of context and culture

- "There is no model of inclusive education that suits every country."
(Haug, 2017: p. 211).
- "A correlation exists between the ideology predominant in a society and its approach to...inclusive education."
(Arduin, 2015: p. 118).
- "To be successful, both importers and exporters of inclusive philosophies must respect local values."
(Haug, 2017: p. 211)





Time for
a break

Part 2: Applying Intersectionality and Inclusive Pedagogies in TESOL



Discussion

How much power/control/influence do (or can) English teachers have over...

- Materials?
- Teaching methods?

How well-equipped are teachers to adapt materials and methods so they can be more inclusive?

How could teachers make their learners' experiences more inclusive?

How could teachers raise their learners' awareness of issues of inclusion and intersectionality?



Materials

- Authenticity (content addresses real social issues)
- Diverse representations to include various aspects of identity
- Positive representations of minorities/marginalised groups
- Content that stimulates discussion
- Stages that include opportunities for students to engage critically with content and issues

Methods

- Social constructivism (learning as a social process, building on existing knowledge)
- "Strong" forms of communicative language teaching
- Prioritise content, not just linguistic structures
- Encourage critical thinking and reflection
- Develop awareness of issues and needs pertaining to marginalised identities
- Facilitate collaboration rather than competition
- Seek (and respond to!) student feedback

Materials

- Select appropriate materials in the existing syllabus
- Adapt existing materials
- Supplement the syllabus with additional materials
- Reject inappropriate materials from the existing syllabus
- Replace inappropriate materials with more suitable content

Methods

- Incorporate stages within lessons that promote inclusive pedagogies?
- Plan individual tasks/lessons that incorporate inclusive pedagogies?
- Apply inclusive pedagogies to the existing syllabus?
- Revise the syllabus completely?

An Example

- ESOL class in a Scottish college
- 22 learners in the class
- Adult intermediate (B1) learners
- About 70% female
- Very diverse cultural and linguistic backgrounds
- Long-term residents in the UK
- Course outcomes:
 - Scottish ESOL qualifications
 - Employability skills
 - Social integration

HIDDEN TALENT

LISTENING

- Look at the photos of different martial arts on these pages and discuss the questions.
 - What do you know about the martial arts in the photos?
 - Why do you think people do martial arts?
 - What abilities / qualities do you think you need? (e.g. strength, good balance, patience, etc.)
 - Do you know anyone who does a martial art? Are they any good?
 - What sports did you do at school? Did you like them? Why? / Why not?
- ▶ 21 Listen to a conversation between Rika and her colleague Ian, who is working in Japan for an international company. Answer the questions.
 - What is the surprising information Ian finds out?
 - Why is he so surprised?
 - Why is Rika annoyed?
- ▶ 21 Work in pairs. Decide if these sentences about the conversation are true (T) or false (F). Can you remember what Ian and Rika actually said? Listen again and check your ideas.
 - Rika gives someone her autograph.
 - Rika won the Judo tournament she entered.
 - You need to be tall to do judo.
 - Rika started doing judo when she was a child.
 - Her teachers at school persuaded her to start doing it.
 - Rika boasts about how good she is.
 - She practises two or three times a week.
 - Rika was once national champion.
- Work in groups and discuss the questions.
 - Do you understand why Rika doesn't talk about her talent at work?
 - Do you know anyone who has an unusual hobby or 'hidden' talent? What is it?
 - Do you think learning a martial art is the best way to deal with bullying? Why? / Why not? What else could be done?

- Do you know anyone who is very competitive or a bad loser? Give examples.
- Have you ever taken part in a competition? What kind? When? Use some of the phrases below to talk about how well you did.
 - I came first / second / 357th / last, etc.
 - I lost in the first round / the second round, etc.
 - I got to the quarter final / semi-final / final, etc.
 - I did it in three hours ten minutes / under an hour, etc.

VOCABULARY Injuries and problems

- Complete the sentences with these words.

injury	pulled	injured	unfit
confidence	broke	banged	stiff

- I fell off my bike and _____ my head. Luckily, I was wearing a helmet.
 - I was playing football and _____ my leg. It was in plaster for six weeks.
 - I didn't really warm up before we started playing and so I _____ a muscle in my leg.
 - I'm so _____! I went running with a friend, but I had to stop after ten minutes.
 - We did a twenty-mile walk yesterday, so my legs are really _____ this morning.
 - I _____ my back skating. I tried to stand up and I slipped and fell backwards.
 - He beat me 6-0, 6-0. I lost a lot of _____ after that and it took a while to recover.
 - I got a really bad knee _____ a few years ago and it's never really recovered properly.
- Work in groups. Rank the problems from Exercise 5 from 1 (= most serious) to 8 (= least serious). Explain your decisions.
 - Choose three problems from Exercise 5 that you have experienced. Then work in pairs and tell your partner what happened.

GRAMMAR

Present perfect continuous and past simple for duration

We can use both the present perfect continuous and the past simple to talk about the duration (how long something lasts) of an activity or situation.

- Look at these extracts from the conversation. Then work in pairs and answer the questions below.

I: So how long **have you been doing** judo, then? (present perfect continuous)

R: Ever **since** I was a kid.

I: Really? How long **were you out of action**?

R: Well, I **didn't do** anything **for** a couple of months. (past simple)

I: How long **have I known** you now? Six years? (present perfect simple)

- Does Rika still do judo?
- Is Rika still out of action?
- Does Ian still know Rika?
- Why don't we say: How long have I been knowing you now?
- What's the difference between *for* and *since*?

- Check your ideas on page 170 and do Exercise 1.

- ▶ 22 Respond to these comments by writing a *How long ...?* question using the verb in brackets. Then listen and check your answers.

- It's the first accident he's ever had. He's actually a very good driver. (drive)
- I can't meet tonight. I have my kickboxing class. (do)
- I used to be quite good at basketball before I gave up. (play)
- He only started playing again after the injury two months ago. (be injured)
- I need to stop. I think I've pulled a muscle. (warm up)
- My parents are having a party for their wedding anniversary on Saturday. (be married)
- Her Arabic is pretty good already. (learn)
- At last! You're here. I was beginning to worry. (wait)

PRONUNCIATION

- ▶ 22 Listen again to the questions from Exercise 9. Notice the contractions and weak forms of *have*, *has*, *been*, *did*, *you*, etc. when we speak fast. Practise saying the questions as quickly as you can.

- Work in pairs. Have eight conversations starting with the comments and questions from Exercise 9. Continue each conversation for as long as you can.

A: It's the first accident he's ever had. He's actually a very good driver.

B: I'm sure. How long has he been driving?

A: About five or six years.

B: Right. So how did the accident happen?

A: This car didn't stop at the lights and crashed into him.

B: Oh dear.

- For further practice, see Exercise 2 on page 171.

SPEAKING

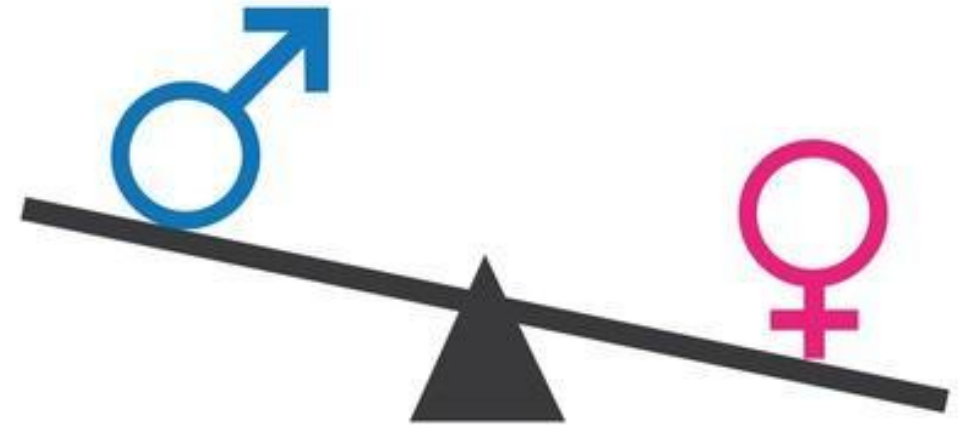
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- Who is the fittest person?
- Who has run the longest distance?
- Who has given up a hobby or sport?
- Who plays a musical instrument well?
- Who has got to this level of English the quickest?
- Who has done the last homework the teacher gave you?
- Who has been on the longest journey?
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Possible takeaways from this:

- Sport is more for men than it is for women
- Male sports are (or should be) better resourced than female sports
- It isn't socially acceptable for women to practise sports (especially martial arts)
- It's unseemly for women to talk up their achievements



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Attitudes towards gender in the UK

'We want a society where children and adults are not limited in their choices, opportunities or success by expectations and perceptions about gender.'

(UK Government 2019: p.10).



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 - I was playing plaster for _____.
 - I didn't real so I _____.
 - I'm so _____ had to stop.
 - We did a tv really _____.
 - I _____ slipped and _____.
 - He beat me that and it!
 - I got a real and it's not _____.
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REJECTED

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An Inclusive Approach: Alternative Images



Image source:
<https://www.muscleandfitness.com/athletes-celebrities/news/10-wwf-women-wrestlers-who-could-kick-your-ass/>



Image source:
<https://www.si.com/wrestling/2019/12/31/best-women-wrestlers-of-the-year-2019>



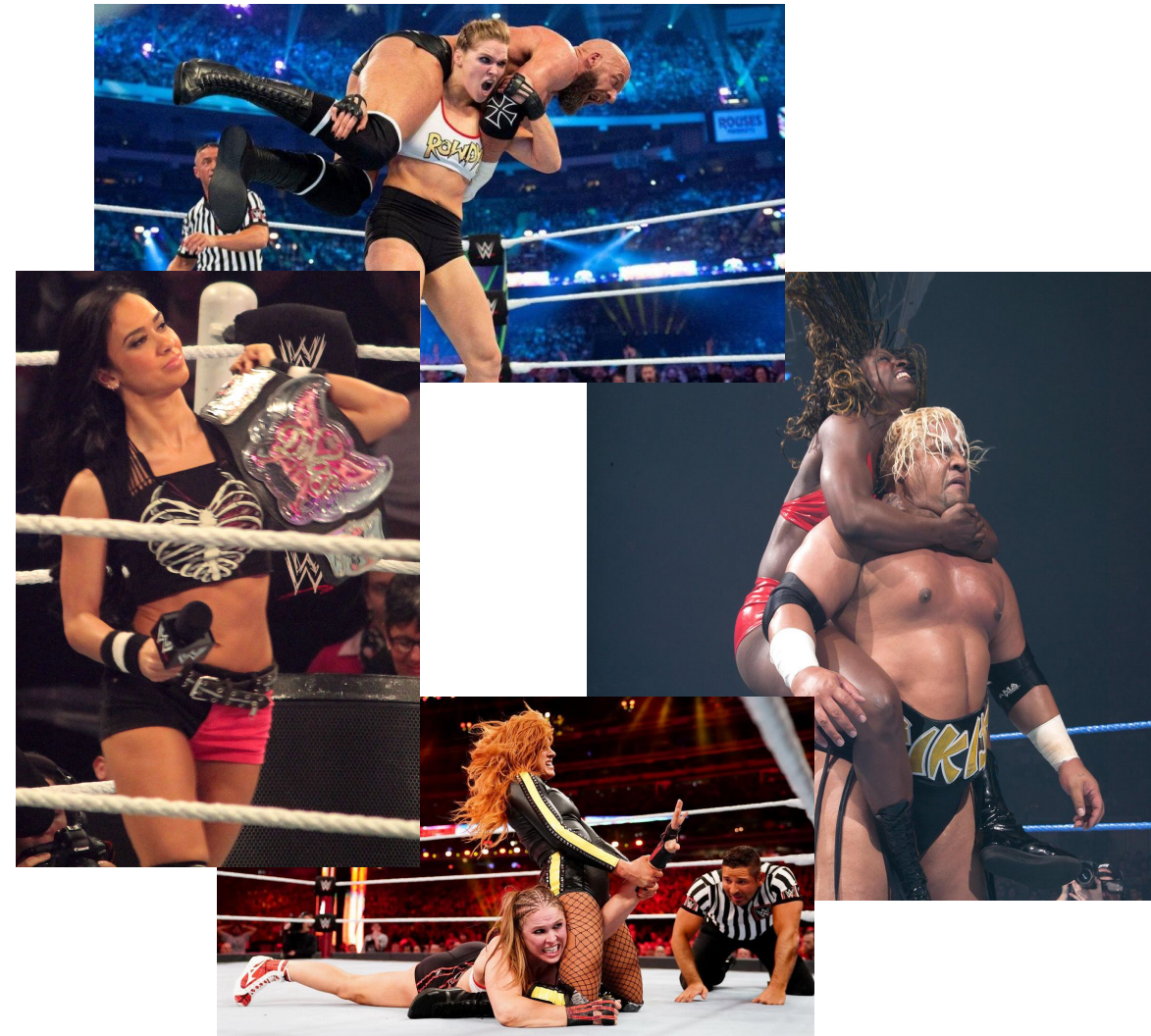
Image source:
https://en.wikipedia.org/wiki/List_of_WWE_Divas_Champions



Image source: [African-American women of the ring: photos | WWE](#)

An Inclusive Approach: Alternative Lead-in Questions

1. What do you know about this sport?
2. This sport is becoming increasingly popular among women. Why do you think this is?
3. What do you think life is like for a female professional wrestler?
4. What qualities do you think women must have to become successful wrestlers?



An Inclusive Approach: Alternative Text and Questions



Profile of a female wrestler

Available from:

<https://www.youtube.com/watch?v=fdwcnx78Tvl>

Watch the video and make notes on the following:

1. Reasons why Mercedes started wrestling
2. Mercedes' early experiences as a wrestler
3. The pay gap between male and female wrestlers
4. How female wrestling has changed over the years
5. Mercedes' life outside of wrestling
6. Her future plans

An Inclusive Approach: Alternative Post-Listening Questions

1. Mercedes grew up in Connecticut, USA, but her family is originally from Puerto Rico. How might this have influenced her life decisions?
2. Why do you think there is a pay gap between male and female wrestlers? Is this the same in other jobs?
3. In financial terms, who do you think benefits most from the wrestling “industry”?
4. In her early career, Mercedes had to compete against men. Do you think wrestling should be integrated (men and women together) or segregated (men and women competing separately)? Why? What about other sports?
5. Some people say that this kind of wrestling is more like theatre than sport. Do you agree? Is this a problem?

An Inclusive Approach: Language Focus

Look at the 3 sentences from the video:

1. I have been wrestling for 18 and a half years.
2. When I was young I was bullied really heavily.
3. I've seen so many female wrestlers leave this business.

Which of these sentences describes:

- a. A completed action that took place at a specific time in the past?
- b. An ongoing activity that started in the past and continues to the present?
- c. A completed action that took place in the past but continues to happen in the present?

An Inclusive Approach: Follow-Up Tasks

1. Choose a sport you are interested in and research any differences in the ways it treats men and women.
2. Make a list of action points for sports organisations to improve equality of opportunity within their sport.
3. Create a campaign poster to promote equal pay across all sports.
4. Go online and find out more about equal pay legislation in the UK.
5. Research your own profession to find out how well or badly it promotes equality of opportunity.

In the next lesson, you will present your findings to the rest of the class.

Discussion

- How problematic would the original, published materials be in your context?
- To what extent is Steve's alternative lesson appropriate for your context?
- The lesson is mostly concerned with the inclusion of women in sport. Would it be better if it focused on a different aspect of inclusion instead?
- How might you replace the original materials to allow you to apply inclusive pedagogies and address social justice issues in your context?



Discussion

- What social justice issues can lead to exclusion or discrimination in contexts you are familiar with?
- How do these issues intersect in ways that are particularly harmful to some individuals?
- To what extent does the current curriculum address these issues?
- How can English language teachers apply inclusive pedagogies in these contexts?



Task for this afternoon

1. Working in small groups, select a social justice issue that causes discrimination and/or social exclusion in a context of your choice.
2. Consider how intersectionality can lead to this issue affecting different individuals in different ways.
3. Using the lesson plan template provided, design a lesson that addresses this issue, using inclusive pedagogies.

Task for this afternoon

- **Context:** Level? Age? Needs/goals? Interests?
- **Materials:** Design a lesson using authentic materials? Create materials from scratch?
- **Tasks:** Lead-in? Task itself? Follow-up task? Language/skills focus? Stages and sequencing?

References

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