

## Resources Handout

### Including LGBTQ voices

1. **Talk:** Tyson Seburn on “Our Materials Oxymoron and the Inclusion of LGBTQIA Narratives” – April 2019  
**Link:** <https://www.youtube.com/watch?v=zhEJDjmL4Wg>
2. Summary and resources from Canadian ELT Twitter Chat (#CdnELTChat) – April 2019  
**Topic:** Trans Canada: Making LGBTQ+ Materials Accessible to Clients and Instructors  
**Link:** <https://bctea.wordpress.com/2019/05/03/april-30-cdneltchat-trans-canada-making-lgbtq-materials-accessible/>
3. **Some practitioners/scholars of note:**
  - Joshua Paiz (<https://eap.columbian.gwu.edu/joshua-paiz>)
  - Cynthia Nelson (<https://sydney.academia.edu/CynthiaNelson>)

### Multilingualism in TESOL

4. **Talk:** Lourdes Ortega on “Multilingual Understandings of English Competence and Success” – October 2018  
**Link:** <https://www.youtube.com/watch?v=9UriXvnJ2rs>

Description from the conference page ([sites.google.com/newschool.edu/mces-conference/home](https://sites.google.com/newschool.edu/mces-conference/home)):

People learn English all over the world, and second-language English students are by definition people on their way to becoming bilinguals or multilinguals. Yet all too often their English is construed as deficient and their multilingual prowess is erased. In this talk, I reflect on what it means to be a successful, communicatively competent speaker of English, in light of the multilingualism of second-language English speakers and the special status of English, with its contested global, international, and lingua franca affordances. I will argue that we cannot understand English competence or learning success, in academic or other contexts, unless we understand English-in-multilingualism and open up our language pedagogies to the psycholinguistic and social realities of multilinguals.

We will need to help our students cultivate an awareness of both world Englishes and unequal Englishes (Tupas, 2015). We will also want to include strategies that help them recognize, disrupt, and productively exploit to their advantage the experiences of being positioned by others as a novice, a foreigner, an outside member, or a nonnative speaker. In sum, our pedagogies must show that being competent in English is about being able to negotiate desirable identities with the aid of rich multilingual repertoires, where language always offers identity choices and communication always harbors power struggles.

5. Guides on translanguaging in the classroom from the CUNY-New York State Initiative on Emergent Bilinguals - <https://www.cuny-nysieb.org/>
6. Ofelia Garcia (2017) on translanguaging in the adult immigrant classroom <https://www.degruyter.com/downloadpdf/books/9783110477498/9783110477498-005/9783110477498-005.pdf>

### Culturally relevant texts, often depicting multilingual / diverse English speakers

- [wespeaknyc.cityofnewyork.us/episodes](https://wespeaknyc.cityofnewyork.us/episodes)
- [www.dialectsarchive.com/dialects-accent](http://www.dialectsarchive.com/dialects-accent)
- [defineamerican.com](http://defineamerican.com)
- [www.wordheard.org/sort](http://www.wordheard.org/sort) or [www.ello.org](http://www.ello.org)
- [myenglishvoice.com/lesson](http://myenglishvoice.com/lesson)
- [www.ted.com](http://www.ted.com)
- [www.pri.org](http://www.pri.org)
- [www.nobelprize.org/prizes/lists/all-nobel-peace-prizes](http://www.nobelprize.org/prizes/lists/all-nobel-peace-prizes)
- [elfpron.wordpress.com/](http://elfpron.wordpress.com/) - ideas for teaching English as a Lingua Franca
- [www.leslla.org/digital-libraries](http://www.leslla.org/digital-libraries) - written texts
- [changeagent.nelrc.org/](http://changeagent.nelrc.org/) - written texts (requires subscription)
- <https://www.cuny-nysieb.org/project/culturally-relevant-books-and-resources/> - lists of K-12 texts