

Nuevos horizontes para un español más inclusivo: un recurso educativo abierto para acompañar pedagogías lingüísticas expansivas

III Congreso Nacional de Enseñanza de Español de Australia
Nuevos horizontes en la didáctica del español: innovación y diversidad
Adelaide University, 2-3 May 2026

Dr Adriana Diaz, The University of Queensland
Dr Riccardo Amorati, The University of Melbourne
Dr Elena Pirovano, The University of Melbourne

Me gustaría empezar reconociendo que hoy nos encontramos en tierras que han sido, son y siempre serán territorio de pueblos indígenas, en este caso, del pueblo Kurna.

Quiero honrar y respetar las tierras ancestrales y sagradas de las comunidades originarias que han habitado, cuidado y protegido estos espacios durante milenios.

También reconozco las tierras de otros pueblos originarios en toda Australia con las que mantenemos vínculos de trabajo, así como a sus ancestros, culturas y patrimonios.



Audio Library: Acknowledgement of Country in your language

Ranked top 100 worldwide and #7 in Australia, UTS offers industry-led degrees in Sydney's tech precinct with a strong focus on career-ready skills.

uts.edu.au

<https://www.uts.edu.au/about/uts-vision/initiatives/multicultural-womens-network/acknowledging-country-in-our-mother-languages/audio-library-acknowledgement-of-country-in-your-language>

SCAN ME



6411 9861



¿Qué te genera curiosidad sobre este tema? y/o ¿qué te gustaría comprender mejor al final de la sesión?

Introduce una palabra 25

Puedes enviar varias respuestas

Empecemos por la terminología

Gender-just / gender-fair language

Gender-conscious language

Gender-neutral language

Gender-expansive language

Gender-inclusive language

Self-representative language

Otros términos:

lenguaje paritario

lenguaje no discriminatorio

lenguaje anti-sexista

lenguaje sensible al género

lenguaje no binario directo/indirecto...

¿Qué lugar
ocupa dentro del
currículo
australiano?

SPANISH

```
graph TD; SPANISH[SPANISH] --- COMM[Communicating meaning in Spanish]; SPANISH --- UNDER[Understanding language and culture];
```

Communicating meaning in Spanish

- ✓ Interacting in Spanish
- ✓ Mediating meaning in and between languages
- ✓ Creating text in Spanish

Understanding language and culture

- ✓ Understanding systems of language
- ✓ Understanding the interrelationship of language and culture

Content description in focus

Download CSV

Download DOCX

Content description

Understanding Language and Culture > Understanding the interrelationship of language and culture

Students learn to

identify connections between personal identity, language and aspects of culture

VC2L.S4U04

ELABORATIONS

Curriculum F-10 Sequence - Victorian Curriculum F-10

This may involve students:

- viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to
- identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Spanish
- becoming aware of the variety of ways in which people can be addressed, including the use of non-gendered expressions, for example, *Hola, clase; Soy una persona curiosa...*
- creating a 'language portrait' of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
- using terms such as identity, behaviour, celebrations and beliefs to talk about language and culture, for example, responding to prompts such as 'What does it mean when ...?'; 'Why do you think people do ... when ...?'; 'Do you have similar responses or behaviours?'
- expressing reactions to ways of communicating or behaving in Spanish that feel familiar, unfamiliar, enjoyable or challenging, for example, gestures such as a handshake, a kiss on the cheek (or both cheeks), and identifying similarities and differences with their own culture(s)
- observing interactions by watching videos or films showing interactions between Spanish speakers, reflecting on how they communicate with family and friends, and with people less close to them, noticing differences in language use, tone and forms of politeness, for example, with young children or with unfamiliar adults
- learning that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and giving examples of how this occurs in Spanish-speaking communities, using both English and some key Spanish vocabulary to discuss their understanding
- understanding that language carries information about the people who use it, and that common expressions and conventions often reflect cultural values, such as the explicit expression of affection reflected in the use of diminutives (e.g. *primita, mamá, papito, hermanito*), and the importance of cultural beliefs reflected in the use of names with religious associations (e.g. *Rosario, Mercedes, Pilar*), and then making connections to similar naming conventions in the languages and cultures represented in the class
- finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, *cambiar de look; usar un outfit; ir al super*

Content description in focus

Download CSV

Download DOCX

Content description

Understanding Language and Culture > Understanding the interrelationship of language and culture

Students learn to:

recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication

VC2LS6U04

Curriculum F-10 Sequence - Victorian Curriculum F-10

ELABORATIONS

This may involve students:

- exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language
- understanding that there are Indigenous languages spoken in addition to Spanish in Spanish-speaking communities, that these languages remain an important part of peoples' culture, identity and heritage, and that these languages influence Spanish words (e.g. *wawa, pachamama, papa, poncha, tomate, jaguar, charki, quinoa, chocolate, maiz, cancha, llama*), and then identifying words in Australian English that come from Aboriginal and/or Torres Strait Islander languages (e.g. koala, billabong)
- fostering a sense of community in the class by creating a personal or class slogan, motto or crest to reflect aspects of their identity, for example, translating English phrases to Spanish, such as *Vamos equipa., Somos la clase ABC, Amigos/as para siempre, ¡Si se puede!*
- becoming aware of cultural stereotypes that can lead to generalisations and misconceptions, for example, the association of language with the nationality of peoples of Latin America (e.g. assuming Mexican people speak 'Mexican') or the negative stereotypes spread through television series
- reflecting on, in Spanish or English, how language and culture are expressed through Aboriginal and Torres Strait Islander Peoples' songs, dance or artworks, and considering similarities and differences with an aspect of the cultural expressions of Spanish-speaking people or communities
- sharing their reactions to cultural elements in authentic materials from different Spanish-speaking communities, for example, gestures or forms of politeness, cactus as a food, traditional ceremonies such as *pago a la tierra*, or the festival *La Tomatina*
- identifying aspects such as traditions, values and practices that may reflect collective identities of individuals from different Spanish-speaking nations and recognising how Spanish is widespread in the world, investigating modern influences on the Spanish language, such as pop culture, digital and social media, migration and travel, and how they have changed and impacted ways of communicating, for example, the emergence of new words, such as *tuitear, email, correo electrónico, chatear, textear, bloguear, rapear, rapero, un selfie and las redes*
- reflecting on culturally appropriate ways of offering praise, recognition, gratitude and encouragement, or declining requests or invitations, for example, creating a role-play using culturally appropriate language such as *Lo siento, desafortunadamente no puedo*
- discussing traditional methods that Spanish speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dance, songs, artworks, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom
- identifying the visible and invisible elements that contribute to identity that may be important across all cultures (e.g. family routines, community practices, religious events, customs and traditions, clothing, cuisine and music) through films, books, videos, photographs or information exchange with Spanish-speaking communities

Content description in focus

Download CSV

Download DOCX

Content description

Understanding Language and Culture > Understanding the interrelationship of language and culture

Students learn to

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values

VC2LSU04

Curriculum F-10 Sequence - Victorian Curriculum F-10

ELABORATIONS

This may involve students:

- creating language-and-culture portraits by using a variety of colours to represent the language(s) and culture(s) they identify with in a portrait or silhouette, and discussing how language forms part of one's identity and how it is used to describe our identity
- understanding that Spanish is a living language that continues to change, for example, the increasingly accepted use of gender-neutral and gender-inclusive language, how some generic non-gendered forms of address such as *Buenos días, clase* are used, or how the pronoun *elle* is used by some people who identify as non-binary in some Spanish-speaking countries and communities
- identifying levels of formality in spoken and written texts and considering what these reveal about social relationships and processes, such as reflecting status, authority, respect or intimacy, for example, *Perdone que le interrumpa, Presidenta, ¿Podría...?, Disculpe, ¿podría decirme...?, Eres el amor de mi vida...*
- comparing elements of communication, for example, body language and use of personal space and silence in different cultural contexts, and exchanges such as physical greetings, proximity when interacting and the use of 'sorry' in English compared with Spanish and/or other languages
- reflecting on, in Spanish or English, how Aboriginal and Torres Strait Islander Peoples have strong connections to language and Country or Place, and how these can be compared with language variations across Spanish-speaking countries and regions
- recognising that many Spanish-speaking countries have co-official languages and how this is an important aspect of identity, for example, *guarani* in Paraguay, *catolán/valenciano, gallego* and *vasco/euskera* in Spain, and *quiché/k'iche'* in Guatemala
- noticing that many words, including names of places, animals or natural elements in many Latin American countries are Indigenous names, such as 'Guatemala' deriving from *Cuauhtēmallān* (place of trees) in Nahuatl or 'alpaca' from *allpaca* in Aymara, and noticing that some names of places and animals in Australia also reflect the Aboriginal and/or Torres Strait Islander names, for example, the place name 'Nagambie' is derived from the Taungurung (Daung wurrung) word *nogamby*, meaning 'lagoon'
- researching the nature of the distribution of Spanish speakers across the world, including countries such as the United States and the Philippines, where the Spanish language and cultures have an important presence, including the history of colonisation and the recent waves of immigration; watching a film or listening to songs that reflect such stories; and then writing a review of the film or song(s)
- examining language variation in relation to vocabulary and grammatical forms in Spanish-speaking communities around the world compared with Spanish spoken in Spain, for example, 'strawberries' are *fresas* in Spain and *frutillas* in Argentina, 'bus' is *colectivo* in Venezuela, *ómnibus* in Peru, *camión* in Mexico and *guagua* in Cuba; and the use of the pronoun *vos* in Central America, Argentina, Uruguay and Paraguay
- writing a blog post or discussing the value of the influence of the Spanish language and culture(s) in Australia or other parts of the world, including food, film, fashion, music and dance, on the English language and other cultures (e.g. *churros, tortilla, pupusas, tapas, salsa, flamenco*), for example, writing about Chilean bakeries in Melbourne, the increase in taco shops or the growing fame of Latin artists in the English-speaking world

Content description in focus

Download CSV

Download DOCX

Content description

Understanding Language and Culture > Understanding the interrelationship of language and culture

Students learn to:

reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating

VC2LS10U04

Curriculum F-10 Sequence - Victorian Curriculum F-10

ELABORATIONS

This may involve students:

- discussing the topic of personal and group identity, and understanding that language is part of identity as well as a medium to express it
- analysing and discussing the interconnected nature of the linguistic and cultural diversity of Spanish-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
- listening to and/or reading examples of an Acknowledgement of Country in Spanish, and creating their own version that names the local Country for a Spanish-speaking audience
- discussing and understanding that Spanish is a living language that continues to change, for example, the increasingly accepted use of gender-neutral and gender-inclusive language, and the way that some texts use the symbol @ or x, such as *tod@s* or *todxs*, as a gender-inclusive alternative, or the preference for the pronoun *elle* by some people who identify as non-binary
- sharing reflections of their experiences of learning Spanish and about different reactions to aspects of the language and culture, for example *Tengo problemas pronunciando la doble r, es difícil para mí...*; *Me gustaría poder hablar más rápidamente en español*
- recognising differences in the nature and function of some elements of communication in Spanish compared with English and/or other languages, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, and greater levels of directness in exchanges such as making requests using direct imperatives
- reading, listening to or viewing a range of texts to understand how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, *los refugiados / frente a los ilegales*; the use of jargon or *jergas* (e.g. *currar*, *laburar*, *estar al loro*, *ir de marcha*, *mala onda*, *tipo*, *chava*, *pibe*) to include or exclude, and the inclusive language of political speeches (e.g. *los ciudadanos y ciudadanas...*)
- researching Spanish-speaking countries where there are co-official languages, for example *guaraní* in Paraguay, *catalán/valenciano*, *gallego* and *vasco/euskera* in Spain, and *quiché/k'iche'* in Guatemala, and investigating the history and challenges surrounding relationships between languages
- examining the meaning of proverbs (e.g. *Lo cortés no quita lo valiente*; *El hábito no hace al monje*) and idioms (e.g. *Me puse las botas*; *No pidas peras al alma*), and how they reflect historical cultural views and attitudes
- comparing texts created for different audiences in different Spanish-speaking regions and countries, noticing how language reflects the priorities, beliefs and values of specific communities (e.g. election campaigns, environmental concerns), and then exploring how word choices such as the selection of particular nouns and adjectives can indicate attitudes and values, for example, *Ese joven no sirve para nada* / *Es un joven valiente*; *Ellos son ilegales* / *Ellos son refugiados*

Thread: Language change and diversity

Year 7	Year 8	Year 9	Year 10
<p>Notice that Spanish is a diverse global language that is constantly changing and developing.</p> <p>Students:</p> <ul style="list-style-type: none"> notice that Spanish is an important world language with a number of varieties and dialects, and is spoken with various accents across the Spanish-speaking world notice the influence of Spanish on languages including English, by identifying loan words such as, <i>patio, tango, taco, chocolate, tomato, guacamole</i> and <i>siesta</i> notice that Spanish has been influenced by other languages by collecting examples of Spanish word borrowings, such as, <i>fútbol, shopping, básquetbol, canguro, chófer, pizza, chau</i> consider reasons why languages change, that some are constantly growing and expanding, while others are disappearing or are being preserved. 	<p>Notice that Spanish is a diverse global language, and like all languages, it is constantly evolving.</p> <p>Students:</p> <ul style="list-style-type: none"> notice that Spanish is spoken in a variety of forms in different communities around the world and explore the immense diversity of vocabulary across Spanish-speaking countries, such as, <i>jumpers, sweater, jersey, windcheater: suéter, jersey, chompa, or manejar, conducir : to drive</i>, while also recognising that the same is true for English recognise that regions and countries of the Spanish-speaking world are culturally and linguistically diverse, for example, by studying a variety of Spanish-speaking countries in order to know what they have in common but also how they differ recognise that many Spanish speakers also speak one or more regional and/or local languages, for example, Catalan or Basque and that there are differences between standard varieties of Spanish as well as varying degrees of language blending and influence, for example, Spanglish. 	<p>Recognise that there are varied influences on contemporary Spanish language and that languages continue to evolve over time.</p> <p>Students:</p> <ul style="list-style-type: none"> recognise that languages and cultures are always changing due to contact with other languages, cultures and historical events, for example, cultural practices and language have changed as a result of pandemics, <i>la zona distancia</i>, and languages are evolving due to new needs, ideas, globalisation and developments in communications and technology such as, <i>ser instagrammable, el hashtag, tuitear, bloguear, el teletrabajo, las videollamadas</i> understand that languages are always changing to reflect the culture of the time, for example, by identifying examples of slang popular amongst their peers and amongst Spanish young people and comparing to language used by previous generations recognise that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala and understand that the status and power of those languages reflect personal, social and political histories. 	<p>Understand varied influences on contemporary Spanish language and know that languages are diverse and continue to evolve over time.</p> <p>Students:</p> <ul style="list-style-type: none"> describe how Spanish language reflects historical and socio-political influences, with borrowings from numerous sources, for example, words of Arabic origin, <i>alcachofa, álgebra, hola, ajalá, alé</i>, terms derived from classical Latin and Greek, such as, <i>continente, vegetación, biología, mecánica</i> and words from indigenous languages such as, words of Náhuatl origin, <i>aguacate, chocolate, cacao, chile, chicle</i> and <i>guacamole</i> examine contemporary changes to language that reflect changing perspectives and cultural norms, for example, the use of inclusive and gender neutral language amongst Spanish-speaking young people, such as, <i>elle, chiques, person@s, latinx</i>, and in doing so consider the power of language to influence and reflect culture examine the concept that Spanish language and Spanish-speaking cultures have social, political, historical and cultural influence, not only in countries where Spanish is an official language but also in countries such as the United States or the Philippines consider why some world languages continually grow and expand, while some have been lost, are in decline, or are currently in the process of being revived, for example, regional dialects around the world, and some Aboriginal and Torres Strait Islander languages.
<p>Key concepts: globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> How does etymology help us to understand a language? How do languages spread around the world? Why do some languages have dialects or variations? 		<p>Key concepts: globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> How and why do languages influence each other? Why is it important to maintain or revive languages? How and why has Spanish language evolved and changed over time? 	

En el aula, cada palabra y cada forma gramatical no solo describe el mundo: también va trazando los contornos de quién puede habitarlo con mayor facilidad... y de quién tiene que buscar otros caminos para nombrarse y reconocerse.

Why does this matter?



<https://www.latrobe.edu.au/arcshs/work/lgbtiq-health/writing-themselves-in-4>



<https://www.lgbtiqhealth.org.au/rainbow-realities>

The report synthesizes data from six large surveys, totalling more than 20,000 responses.

The data show that LGBTQA+ youth (including gender-diverse and non-binary students) face heightened vulnerability to mental-health challenges and social marginalisation, in part due to stigma, discrimination, and lack of inclusive environments.

The Australian Educational Researcher (2024) 51:2049–2068
<https://doi.org/10.1007/s13384-023-00679-9>



Supporting the inclusion of gender and sexuality diversity in schools: Auditing Australian education departmental policies

Jacqueline Ullman¹ · Kate Manlik² · Tania Ferfolja¹

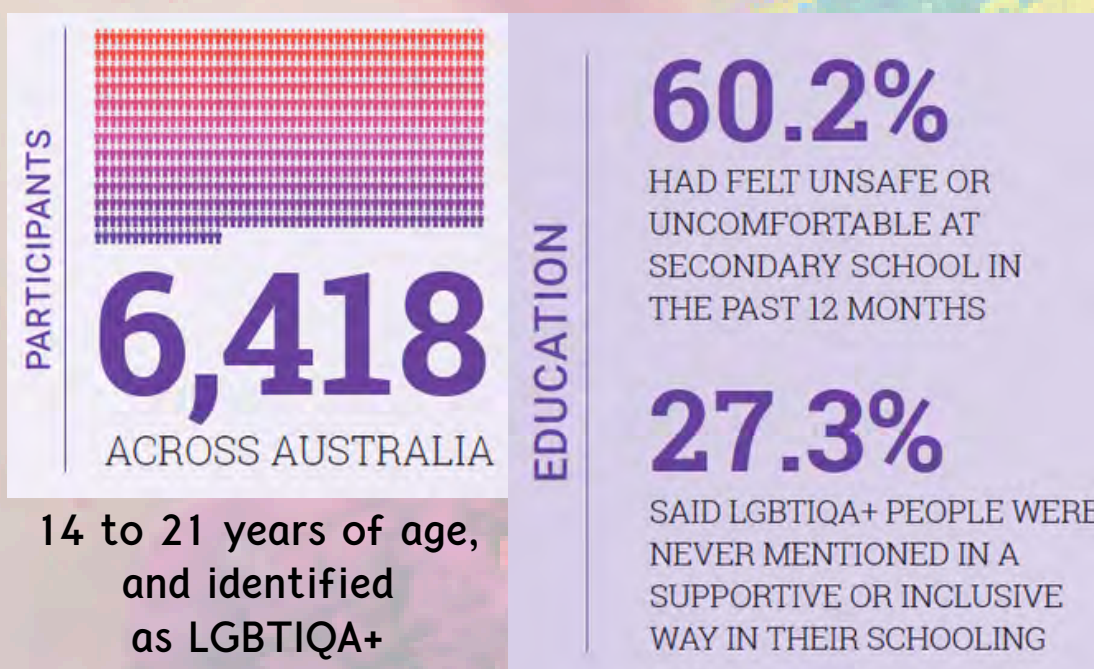
Received: 4 September 2023 / Accepted: 13 November 2023 / Published online: 11 January 2024
© The Author(s) 2024

Abstract

While school policies are not a panacea, gender and sexuality diversity-inclusive policies have the potential to relieve educators' concerns about what they are 'allowed' to engage with in respect to GSD inclusivity and to guide their proactive efforts to support gender and sexuality diverse (GSD) students. Unfortunately, policies enabling educators' proactive, positive support for GSD students are far from systematised in schools across Australia's eight states and territories. This paper presents an audit of publicly available policy guidance for educators in Australia's government schools, analysing these against an original evaluative set of best-practice criteria developed from research recommendations from the field of GSD-inclusivity in K-12 schools. Analyses for each state/territory are provided. Results from this audit highlight the unevenness in articulated policy support available to Australian educators and illustrate the criticality of developing Australian federal policy mandates with respect to GSD inclusivity and professional development for educators, including both articulated expectations for the creation/maintenance of a safe and affirming environment as well as pragmatic support for how to create school cultural change.

Keywords Gender and sexuality diversity · Education policy · School policy guidance · Australia · Inclusivity

Ullman, J., Manlik, K., & Ferfolja, T. (2024). Supporting the inclusion of gender and sexuality diversity in schools: Auditing Australian education departmental policies. *The Australian Educational Researcher*, 51(5), 2049–2068.



En este contexto, las prácticas de lenguaje de género expansivo no constituyen una

«moda» o «tendencia»;

forman parte de un **giro pedagógico** que permite reconocer y apoyar la diversidad de identidades presentes en el aula, así como atender a los **cambios lingüísticos** que actualmente experimentan las lenguas con género gramatical.

¿Por qué "gender-expansive" (género amplio/expansivo)?

- abre y amplía posibilidades
- se nutre de la creatividad del estudiantado
- ofrece opciones flexibles
- acoge el cambio lingüístico
- dialoga con la investigación
- invita a la exploración

Nuestra postura: El lenguaje de género amplio/expansivo hace referencia a las formas creativas y cambiantes mediante las cuales las personas expresan el género más allá del binario.

En nuestra pedagogía, abre posibilidades para (re)configurar las aulas de lenguas como espacios donde todo el estudiantado se sienta reconocido, bienvenido y capaz de participar de manera respetuosa.



Dr Adriana Díaz
The University of
Queensland

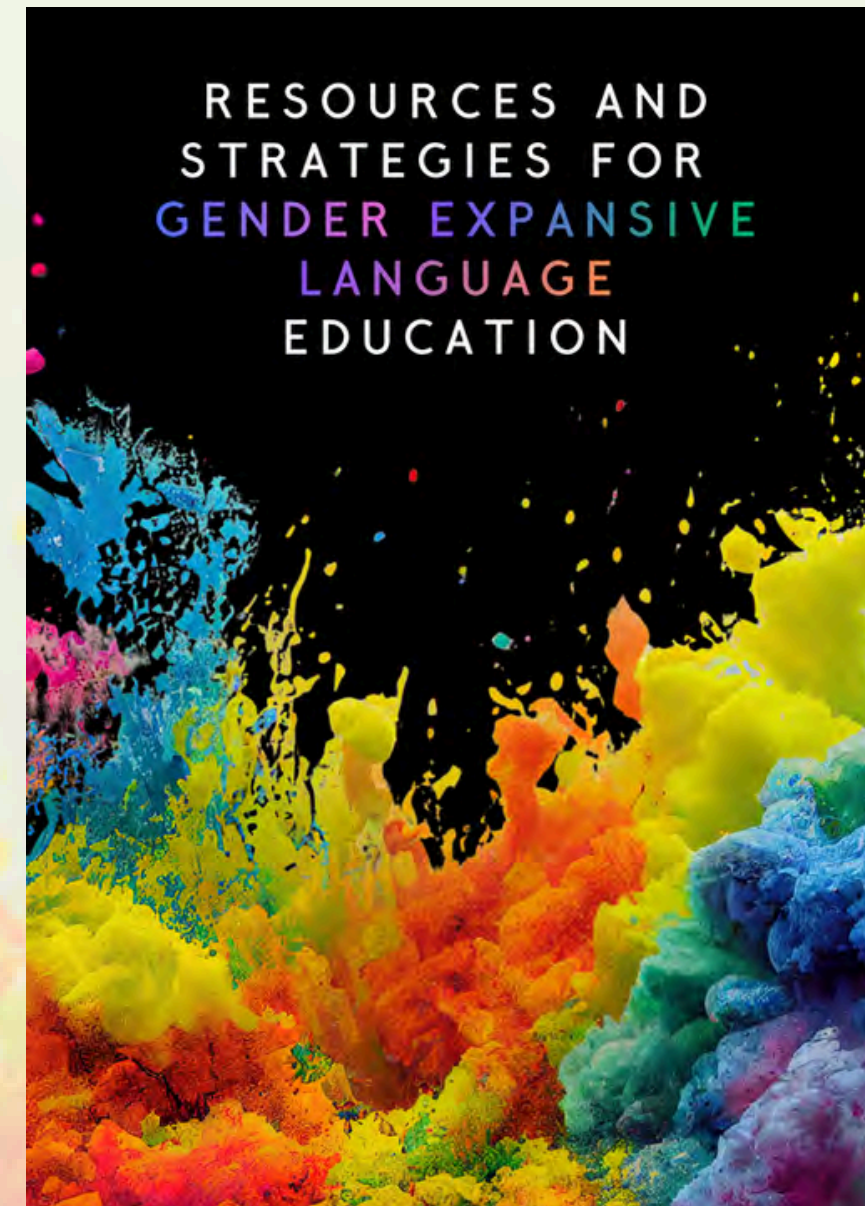


Dr Riccardo Amorati
The University of
Melbourne



Dr Elena Pirovano
The University of
Melbourne

"Open Educational Resource" (OER) Openness + Expansiveness: A Pedagogy of Possibility



We chose an OER because it allows for:

- **Access:** free and accessible across abilities, devices, and educational contexts.
- **Evolution:** a living resource that grows as language and pedagogy evolve.
- **Flexibility:** adaptable to diverse (classrooms) contexts, levels, and teaching styles.
- **Interactivity:** multimodal, clickable, and engaging.
- **Constellation of possibilities:** supports agentic, context-responsive choices.
- **Anti-perfection:** supporting experimentation, reflection, and learning-in-progress.
- **Community:** co-created, responsive, and open to contribution.

Three sections

1

I. Grounded beginnings

Our entangled practices of writing, teaching, and (un)learning

Our social and education policy context

Our school curricular context

Indigenous languages and gender

Our rationale for this OER: Why Gender-Expansive Language Matters for Language Teachers (and Learners)

Our terminology

Cultivating queer literacy



2

II. (Grammatical) Gender on shifting linguistic grounds

How languages relate to (grammatical) gender

The bias of (in)visibility

Between classification and identity

Circling outward: Expanding horizons of gendered language

The Gender-Expansive Teacher Toolkit: Principles

The Gender-Expansive Teacher Toolkit: Linguistic strategies

Grammar revision: Making gender (in)visible

Grammar revision: Neutralising gender

Visibilisation strategies - Visibility to women

Visibilisation strategies - Visibility to non-binary identities

Resistance



3

III. Staying with the questions

How and when should I introduce gender-expansive strategies?

How do I currently greet students, and what does that reveal?

How can I avoid misgendering?

How can I explain grammatical gender differently?

How can I make my teaching material richer in gender identities?

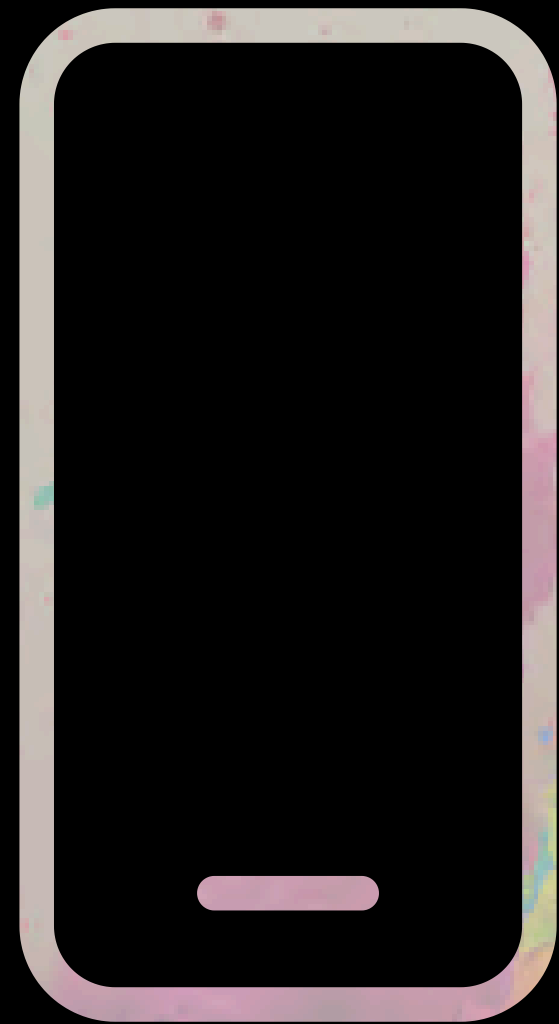
How can I advocate for gender-expansive language and deal with resistance?

How can I assess the acquisition of grammatical gender to reflect expansive-gender language pedagogies?

How can grammatical gender be assessed in self-referential (high-stakes) tasks while supporting gender-diverse learners' agency?

How do we prepare learners to make safe and context-aware language choices when gender-expansive practices are received differently across speech communities?





**SCAN
ME!**



<https://uq.pressbooks.pub/gender-expansive-language-education/>

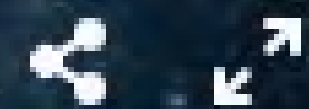
Liberatory Space of Possibilities

Visibilisation Strategies

Expansive & Creative Forces

Neutralisation Strategies

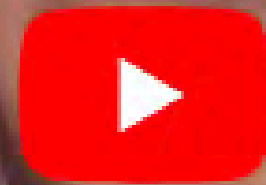
Masculine Generic





Testimonios de estudiantes acerca del lenguaje inclusivo y sus implicaciones

Generación Dos Punto Cero



¿Consideras que es una herramienta útil para promover la igualdad?
¿O piensas que tiene más inconvenientes que beneficios?

Watch on  YouTube

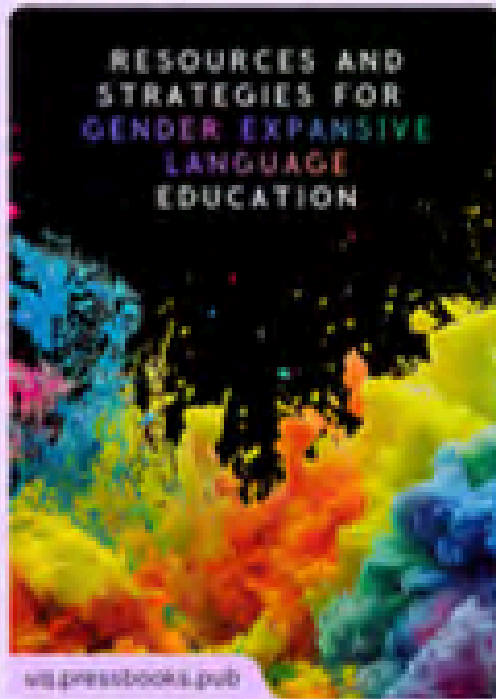
<https://www.youtube.com/watch?v=5ln2wQknhoY>

Nuevos horizontes para un español más inclusivo: un recurso educativo abierto para acompañar pedagogías lingüísticas expansivas

III Congreso Nacional de Enseñanza de Español de Australia 2026

Adriana Díaz /teacher/ 18 minutos ago

Scenario 1



ug.pressbooks.pub

How can grammatical gender be assessed in self-referential (high-stakes) tasks while supporting gender-diverse learners' agency? - Resources and Strategies for Gender Expansive Language Education

I'm preparing my students for official exams and I want to make sure that they can demonstrate their understanding of grammar but also give them opportunities to explore and express their gender identities, binary and non-binary.

How can I support them?

You may want to consult: <https://ug.pressbooks.pub/gender-expansive-language-education/chapter/assessment/>

Add comment

Adriana Díaz /teacher/ 18 minutos ago

Scenario 2

I heard about the option of using the -e ending (neomorpheme) and elle(s) (neopronouns) to make non-binary identities visible.

However, I'm not sure how to use them consistently. How can I start exploring their use?

How could I incorporate them in my classes?

You can find some information here: <https://ug.pressbooks.pub/gender-expansive-language-education/chapter/visibilisation-strategies-visibility-to-non-binary-identities/>

Add comment

Adriana Díaz /teacher/ 18 minutos ago

Scenario 3


We are talking about families and a student asked me how to say 'parents' in Spanish. How can I deal with this?

Some references can be found here: <https://ug.pressbooks.pub/gender-expansive-language-education/chapter/grammar-revision-making-gender-invisible/>

Add comment

Adriana Díaz /teacher/ 18 minutos ago

Scenario 4



I am becoming more aware of how I address my students and give instructions in class. I want my language to be more inclusive of diverse gender identities, particularly when speaking to groups.

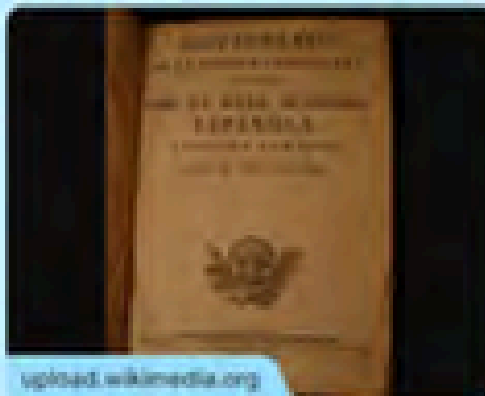
What options should I consider in addressing a group of mix gendered students?

You may want to consult: https://ug.pressbooks.pub/gender-expansive-language-education/chapter/greeting_student/

Add comment

Adriana Díaz /teacher/ 18 minutos ago

Scenario 5



upload.wikimedia.org

Dicc. RAE 1780

A colleague in my language department has questioned my use of gender-expansive language practices, arguing that such forms are not recognised by institutions like the RAE and are not widely used by speakers across the Spanish-speaking world.

How can I advocate for gender expansive language practices in my teaching?

For some discussion, check out: <https://ug.pressbooks.pub/gender-expansive-language-education/chapter/resistance/>

Add comment



<https://padlet.com/uniqld/nuevos-horizontes-para-un-espanol-mas-inclusivo-un-recurso-e-9e1pume3brs449p6>

Resistance and advocacy

What do you think about these critiques against gender-expansive language?

How can we respond to them?

Read the following statements (loosely based on Knisely, 2022, Proactively planning for resistance):

 “It is made up.”

 “I don’t believe in it.”

 “It’s not grammatical for me.”

 “But [language authority] doesn’t approve.”

 “It’s too hard!”

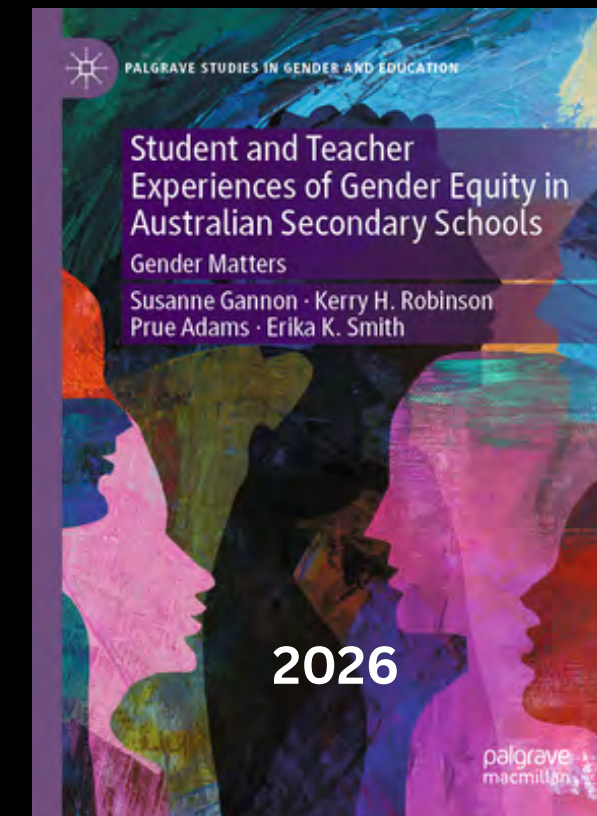
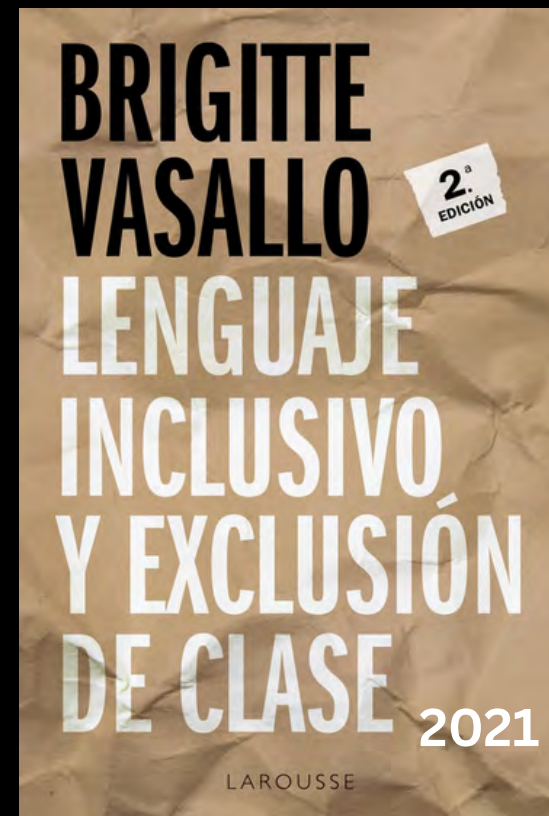
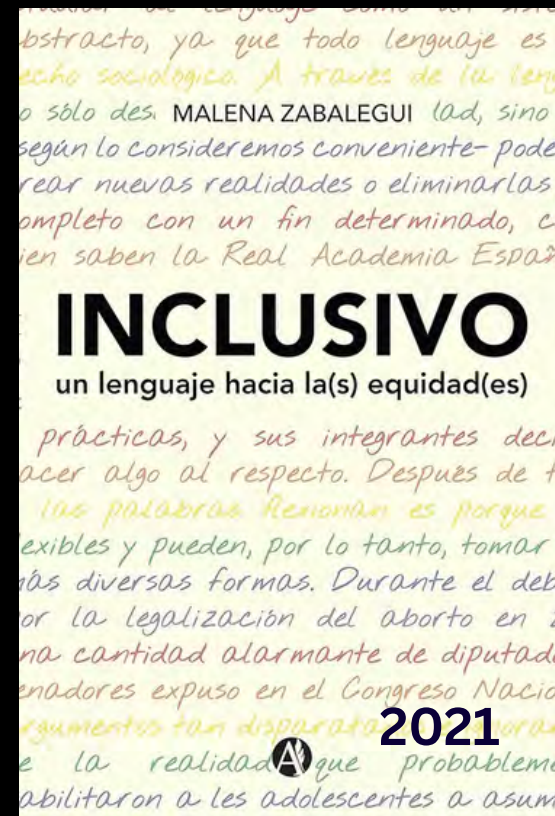
 “This has nothing to do with language studies!”

*¿Y el lunes
qué?*



Selected Bibliography

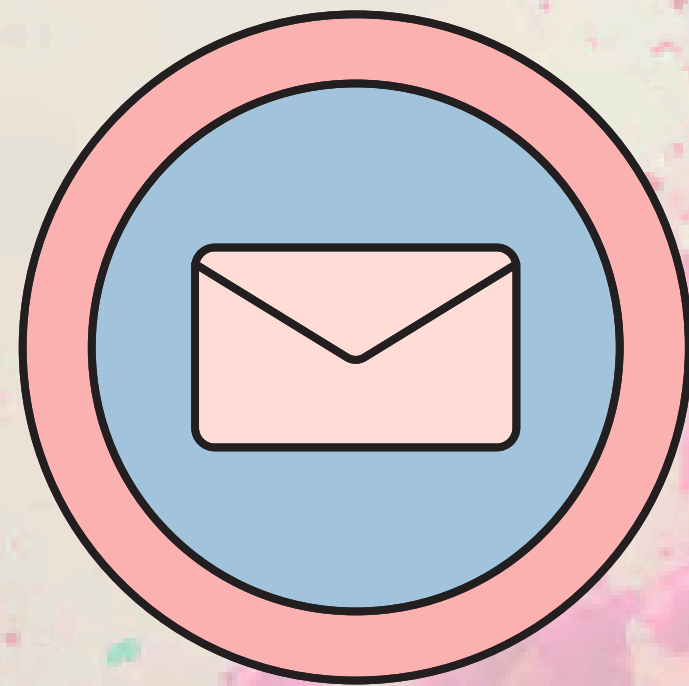
- Amorati, R. (2026). Strategies, challenges and opportunities for gender-expansive pedagogies in the beginner language classroom, *Studi di Glottodidattica* 10(2), 67–81.
- Amorati, R., & Pirovano, E. (2024). Opening linguistic spaces in the gendered language classroom: The gender-just teacher toolkit. *Ricerche di Pedagogia e Didattica. Journal of Theories and Research in Education*, 19(2), 181–196.
- Diaz, A. R., Mejía, G., & Villamizar, A. G. (2022). Gender neutral and non-binary language practices in the Spanish language classroom: Tensions between disciplinary and societal changes. *L2 Journal: An Open Access Refereed Journal for World Language Educators*, 14(3).
- Marino, J. L., Werner-Seidler, A., Maston, K., Lin, A., Perry, Y., Bista, S., ... & Skinner, S. R. (2024). Sexuality and gender diversity among adolescents in Australia, 2019–2021. *JAMA network open*, 7(10), e2444187–e2444187.
- Muelas-Gil, M. (2025). Non-sexist, Gender-Inclusive, and Gender-Neutral Language in Spanish: Sociolinguistic Evolution and Current Challenges. In F. Pfalzgraf (Ed.) *Gender-neutral, Gender-fair, Gender-inclusive*. Palgrave Studies in Language, Gender and Sexuality. Palgrave Macmillan
- Pirovano, E., & Amorati, R. (2025). Empowering voices: A guide to gender-expansive language education. *Babel*, 59(3). 12 – 24. https://afmlta.asn.au/babel/#flipbook-df_20339/13/
- Ullman, J., Manlik, K., & Ferfolja, T. (2024). Supporting the inclusion of gender and sexuality diversity in schools: Auditing Australian education departmental policies. *The Australian Educational Researcher*, 51(5), 2049–2068.



An abstract background featuring vibrant, swirling ink splashes in shades of cyan, yellow, pink, purple, and blue against a dark, charcoal grey backdrop. The ink forms delicate, ethereal patterns that resemble smoke or liquid in motion.

Terima kasih

Thank you!



Sigamos en contacto...

a.diaz@uq.edu.au

riccardo.amorati@unimelb.edu.au

elena.pirovano@unimelb.edu.au

