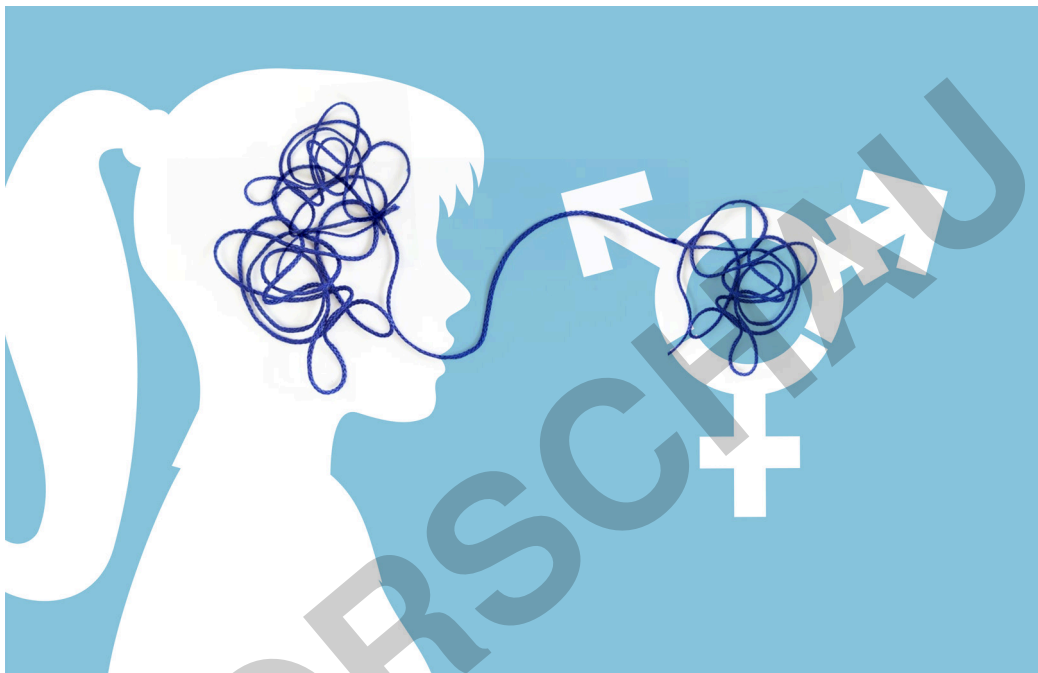


B.VII.31

Case studies – Applying your skills to find solutions

How to use gender-inclusive language – Geschlechterneutrale Sprache im Englischen erarbeiten

Andrea Sach



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Businessman, stewardess oder chairman – wie wir sprechen, beeinflusst, wie wir denken. Das Thema „Gendern“ wird in unserer Gesellschaft kontrovers diskutiert. Die englische Sprache unterscheidet sich aufgrund fehlender geschlechtsbezogener Artikel von der deutschen. In dieser Unterrichtseinheit befassen sich die Lernenden mit der Art und Weise, wie fehlende Genderneutralität erkannt und eine faire Sprache hergestellt werden kann. Sie greift Beispiele geschlechtsspezifischer Sprache im Englischen auf, fördert den Diskurs darüber und sensibilisiert für das Thema.

KOMPETENZPROFIL

Niveau:	B1/B2, Differenzierungsmaterial für A2
Dauer:	7 Unterrichtsstunden inkl. Test/LEK
Kompetenzen:	1. Wortschatz: geschlechtsneutrale Formulierungen und Wortschatz verwenden; 2. Rezeptive Kompetenzen: einen Text und Videos verstehen; 3. Produktive Kompetenzen: über eigene Erfahrungen und Meinungen sprechen und schreiben
Thematische Bereiche:	<i>vocabulary, society, gender, gender equality, language</i>



netzwerk
lernen

zur Vollversion

Auf einen Blick

1./2. Stunde

Thema: Introduction to the topic

M 1 **Gender stereotypes: How do you feel about it? – Watching a video** / Ein Video anschauen und als Einstieg Stereotypen erkennen und einordnen, Wortschatz zum Thema Stereotype festigen (EA), anhand von Bildern Stereotype erkennen und benennen (PA, PL)

M 2 **Discuss gender stereotypes – Share your experiences** / Eigene Erfahrungen und die der anderen Lernenden sammeln und diskutieren, weitere Stereotype zusammentragen und diskutieren (EA, PA, PL), gender-spezifischen Wortschatz aktivieren (EA, PA)

M 3 **Discovering stereotypes – Gender-specific adjectives?** / Über gender-spezifische Adjektive sprechen und die Problematik diskutieren (GA)

Benötigt:

- Beamer/Whiteboard oder Dokumentenkamera zur Ergebnissicherung von M 1 und ggf. zur Vergrößerung der Bilder.
- Abspielmöglichkeit für das Video in M 1.
- Digitale Version oder Ausdruck von M 1.

3.–5. Stunde

Thema: Learning gender-neutral vocabulary

M 4 **What is gender-neutral language – Find out why and how we (should) use it** / Informationen anhand eines Textes erarbeiten (EA) und Fragen zum Text beantworten (EA/GA), Schlussfolgerung ziehen (EA)

M 5 **Gender-specific expressions in everyday life – How to visualise them** / Geschlechtsspezifische Alltagssprache in neutrale Sprache umwandeln (EA, PA, PL)

M 6 **Gender-neutral language in professional life – How to achieve it** / Geschlechtsneutrale Wortwahl bezüglich Jobbezeichnungen kennenlernen und einüben (PA)

Benötigt:

- Beamer/Whiteboard oder Dokumentenkamera zur Ergebnissicherung von M 4, M 5.
- Digitale Version oder Ausdruck von M 4, M 6.



6./7. Stunde

Thema: Digging deeper into gender language

M 7 **English third-person pronouns – Is there a way out of it? /** Aus einem YouTube-Video Informationen herausarbeiten (EA/PA/PL), das Gelernte im eigenen Social-Media-Account anwenden (EA, PA)

M 8 **LEK: Vocabulary and sentences – Check what you have learnt /** Gender-gerechtes Vokabular aktivieren und anwenden (EA)

Benötigt:

- Abspielmöglichkeit für das Video in M 8.
- Internetzugang und eigene Smartphones, um auf Social-Media-Profil zuzugreifen.
- Beamer/Whiteboard oder Dokumentenkamera zur Ergebnissicherung von M 8 und M 9.

Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1. Stunde: Introduction to the topic M 1
 2./3. Stunde: Learning gender-neutral vocabulary M 4–M 6

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

ZM1_Vocabularylist Vokabelliste zur gesamten Einheit
 ZM2_Portfolio Ich-kann-Portfolio zur Selbstevaluation



M 1



Gender stereotypes: How do you feel about it? – Watching a video

Unfortunately, every now and then everybody is confronted with stereotypes. Which stereotypes are there?

Tasks

1. Watch the YouTube video in class. You may watch it twice: <https://raabe.click/stereotypes>
2. In the video, there are four gender stereotypes that are common in our society. Tick the ones that are mentioned in the video (there are two too many).

Stereotype	Presented in the video (✓)
a) Women like to take care of their appearance, for men this is not important.	
b) Men must not cry – emotion and sensitivity are not connected to “being a man”.	
c) Doctors are supposed to be male, nurses are supposed to be female.	
d) Women are not good at sports – really good athletes are usually male.	
e) Women cry all the time, especially when they have a bad grade at school.	
f) Men and boys are expected to be better at science and maths than women or girls. (This also implies that girls are not as good as boys.)	

3. There are a number of stereotypical words connected to being a man or a woman. Can you match these German terms with the English ones in the list?

athletisch – auf das Aussehen achten – gefühlvoll – gut aussehend – sensibel –
technisch begabt – vernünftig

a) athletic	
b) emotional	
c) handsome	
d) sensible	
e) sensitive	
f) (to) take care of one's appearance	
g) technically gifted	

4. Look at the pictures and describe in short how they relate to gender stereotypes.



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a)



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b)



<https://study.com/academy/lesson/gender-identity-and-roles-in-early-adulthood.html>

c)



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d)

5. Compare in class.

M 4



What is gender-neutral language? – Find out why and how we (should) use it

There are ways to use gender-neutral language which does not exclude or discriminate.

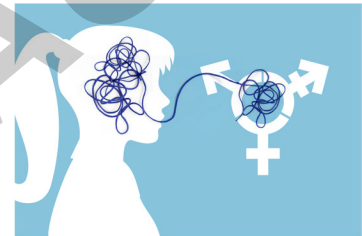
Tasks

1. Read the text about gender-neutral language. You can also read the text in pairs.

Every day, we make thousands of decisions, including what to wear and eat and how to handle little problems or unexpected moments that pop up. The way we speak introduces more of those choices. But, unlike many of the other decisions we make, the way we use language can significantly affect those around us. Language can make people feel respected, or it can make them feel excluded, and it's all in the way we choose to use it. That's where gender-neutral language comes into play. Here's what you should know about it, and how to work it into your daily life. [...]

What is gender-neutral language?

Gender-neutral language is simply a way of talking about people without assuming their gender. For example, it's referring to someone you don't know as "they" rather than using the pronoun "he" or "she," or addressing a group as "everyone" rather than saying, "Hey, guys." Luckily, the English language is relatively gender-neutral in many respects. For instance, many nouns (think: "writer," "president," or "acrobat") are gender-neutral. However, that doesn't mean that gendered language is uncommon. In fact, gendered language has been a part of our lexicon for a long time. (The United States' Declaration of Independence even proclaims that "all men are created equal.") So you may not realize when you're using gendered language, even as it shapes how you see the world. Using gender-neutral language is an important habit because it demonstrates respect for people of all backgrounds, genders, and beliefs, and it includes everyone in the conversation. [...] One of the common areas where gendered language may appear is in an office or a workspace. For example, a professional email used to start with a form of address, like "Mr." or "Mrs./Ms.". However, if you don't know the recipient's preferred pronouns, the one you select may not align with their gender identity. So when in doubt, choose a gender-neutral alternative, like "Mx.," or – better still – use the person's full name without a title. If you're not familiar with the person you're addressing, you can address their profession or group without noting their gender, such as "Dear Professor," "Dear Members of the Board".



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Gender-neutral alternatives to gendered words

While many English words are naturally gender-neutral, some still carry gendered connotations. [...] Masculine structures are often taken as the "default form" of expression, meaning that we tend to automatically (in our minds) assign male gender roles to neutral nouns like "footballer" or "surgeon" or "army officer"