

Stirring up the hornet's nest? : LGBT inclusivity in our language learning classrooms

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**International
House**
Milan



➤ Potential queer moments?

Tell us a little bit about yourself.

Describe your family tree to your partner.

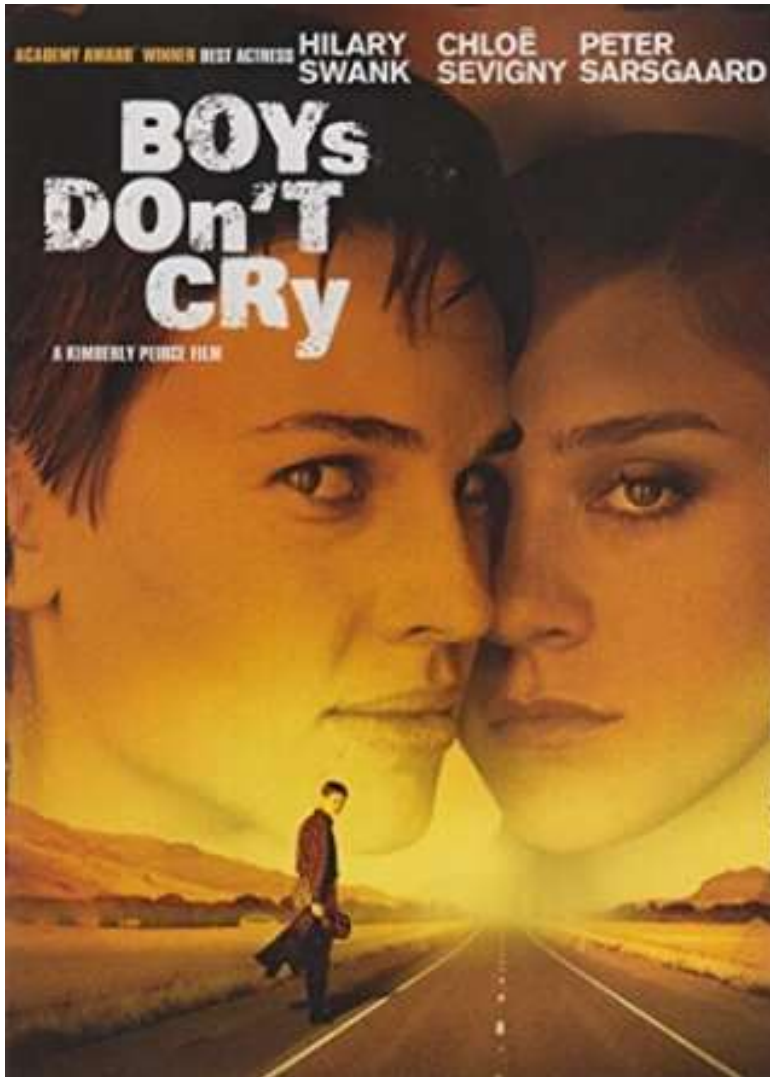
Who is your ideal girlfriend/boyfriend?

Let's role-play speed dating.

What did you do this weekend?

Match the famous couples.

Have you seen any good films lately?



<http://www.amazon.com/Boys-Dont-Cry-Hilary-Swank/dp/B00003CWN3>

**Lucy
China**



<http://www.reveal.co.uk/showbiz-celeb-gossip/news/a665554/eddie-redmayne-is-transformed-for-the-danish-girl-poster.html>

**Innokenty
Russia**




- Queer learners “are frequently evaluating their comments to avoid accidental disclosure of their sexual identity”

Francisco, 2012. 77

- Classrooms lack “the necessary space for [queer] students to speak honestly as themselves, an affordance increasingly seen as crucial in the development of second language proficiency”

Moore. 2014. 1




➤ Teachers are “eager to integrate lesbian/gay themes into their classes, yet at the same time some ***expressed concerns and hesitations*** about doing so.”

Nelson. 2009. 208


➤ “Positive attitudes [from teachers] seemed to be caused by the belief that students would find such topics interesting and ***on the condition that they are part of the course-book.***”

Evripidou and Cavusoglu. 2015. 70



› “Gayness is about as omitted as anything can be”

Thornbury. 1999. 16



Have a look through the selection of queer-themed EFL teaching materials in the room and, bearing in mind they are designed for general English adult classes, consider their suitability for your learners in terms of:

- Learner level
- Learner reaction
- Learning aims
- Potential / Need for adaptation

You may wish to consider the materials in terms of **content, format, proposed procedure and methodology.**

Fact or Fiction?

Homosexuality is unnatural and should not be encouraged.

Everyone is potentially bisexual.

Homosexuality is not accepted by many religions so it must be wrong.

Homosexuality is common and has existed throughout history.

Gays are a tiny minority with too much power already.

It is ridiculous to regard gays as a threat (danger) to young people.

Homosexuals are a dangerous influence and can 'corrupt' others.

It is impossible to 'persuade' someone to become gay.

Homosexuals do not deserve the same rights as heterosexuals.

Gays need protective laws and a stronger political lobby.

Homosexuals are already accepted and need no special protection.

Despite their sexual orientation, gays are the same as anyone else.

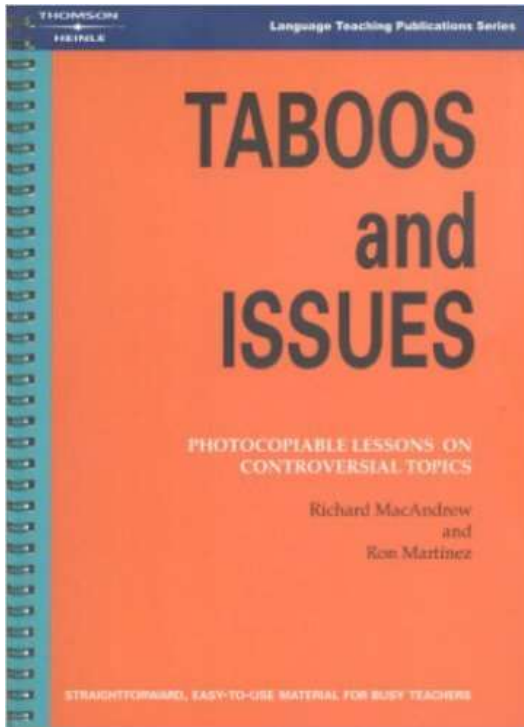
So many actors, artists, writers and fashion designers are gay that without them, society would be far poorer.

ACTIVITIES

A In pairs, discuss which of the 'black and white' statements you agree with in *Fact or Fiction?*. Which points are just prejudice and which have some truth?

B Debate the following issue: 'Homosexuals should have equal rights and privileges in all aspects of our society.'

Look at *Speaking Strategies* for advice on how to set up a debate.



Gays and Jobs


Does it matter that a doctor, teacher, or the Prime Minister is gay?

Changing Sex

Transsexuals – would you feel uncomfortable if you sat next to a transsexual?

Gay Families

Two dads and no mum. What is a normal family these days?



› “Discussing controversial issues will help students use skills in negotiation, agreeing, disagreeing, explaining an opinion, and justifying, etc.”

Tekin. 2011. 84



› “There are more important things...
problems... for government to think...
maybe worry... about.”

Orelia
(Spain)



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**GAY ALEXANDER ANGERS GREEKS -
THE ARTICLE** (23 November, 2005)

**BRITISH AID TO BE LINKED TO GAY
RIGHTS** (31 October, 2011)



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GAY RIGHTS FOR PENGUINS

(15 Feb, 2005)

WARM UPS

CHAT: Talk in pairs or groups about penguins / animal rights / gay rights / gay penguin rights / zoos / same-sex relationships / endangered species...

Change topic / partner frequently to energize the class.



› “It is important **not** to set up tasks that ask students to evaluate or judge lesbian/gay people – that is, whether ‘they’ are moral, normal or natural”

Nelson. 2009. 213



› **Sally:** The gay chapter is very *gay as other*

› **Dicky:** If normalisation is the goal

Cliff: [Then you're not addressing it]

Dicky: Then this isn't addressing it. It's not normalising it, it's othering it. Or *the otherness becomes the discussion.*



Family

› “Discussions about teachers’ and students’ families [...] inevitably convey information about the sexual preferences of the speaker or their family members”

de Vincenti et al. 2007. 61

- a. Look at the two family trees.
Number the people in relation to Richard.



- 1 aunt /aunt/
- 2 brother /brʌðə/
- 3 cousin /kaʊn/
- 4 daughter /dɔːtə/
- 5 father /fɑːðə/
- 6 grandfather /grænfaʊðə/
- 7 grandmother /grænmʌðə/
- 8 mother /mʌðə/
- 9 nephew /nefjuː/
- 10 niece /niːs/
- 11 sister /sɪstə/
- 12 son /sʌn/
- 13 uncle /ʌŋkl/
- 14 wife /waɪf/

- b. Complete 1–3 with *children*, *grandparents*, *parents*.

- 1 my father and my mother = my _____ /'peərənts/
- 2 my grandfather and my grandmother = my _____ /grænpeərənts/
- 3 my son and my daughter = my _____ /'tʃɪldrən/

- c. 32 Listen and check your answers to a and b.

More family words

My wife's mother = my **mother-in-law**; My sister's husband = my **brother-in-law**, etc.
My mother's second husband = my **stepfather**
My father's daughter from another wife = my **stepsister**

- d. Cover the words. In pairs, ask and answer.


More family words

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2 Look again at the family tree. Put the words in the boxes in three groups. Then check in **V2.4** p124.

1  male *father/dad*

2  female *mother/mum*

3  male and female *parents*

Curso A1.1, Tema 2, sesión 3, Actividad 1

■ Drag the text to the right picture.



Matrimonios
con hijos

Parejas de hecho

Personas solas

Familias
monoparentales


Hogares con
tres generaciones

Familias
homoparentales



from Aurelio Caballero, Aston University

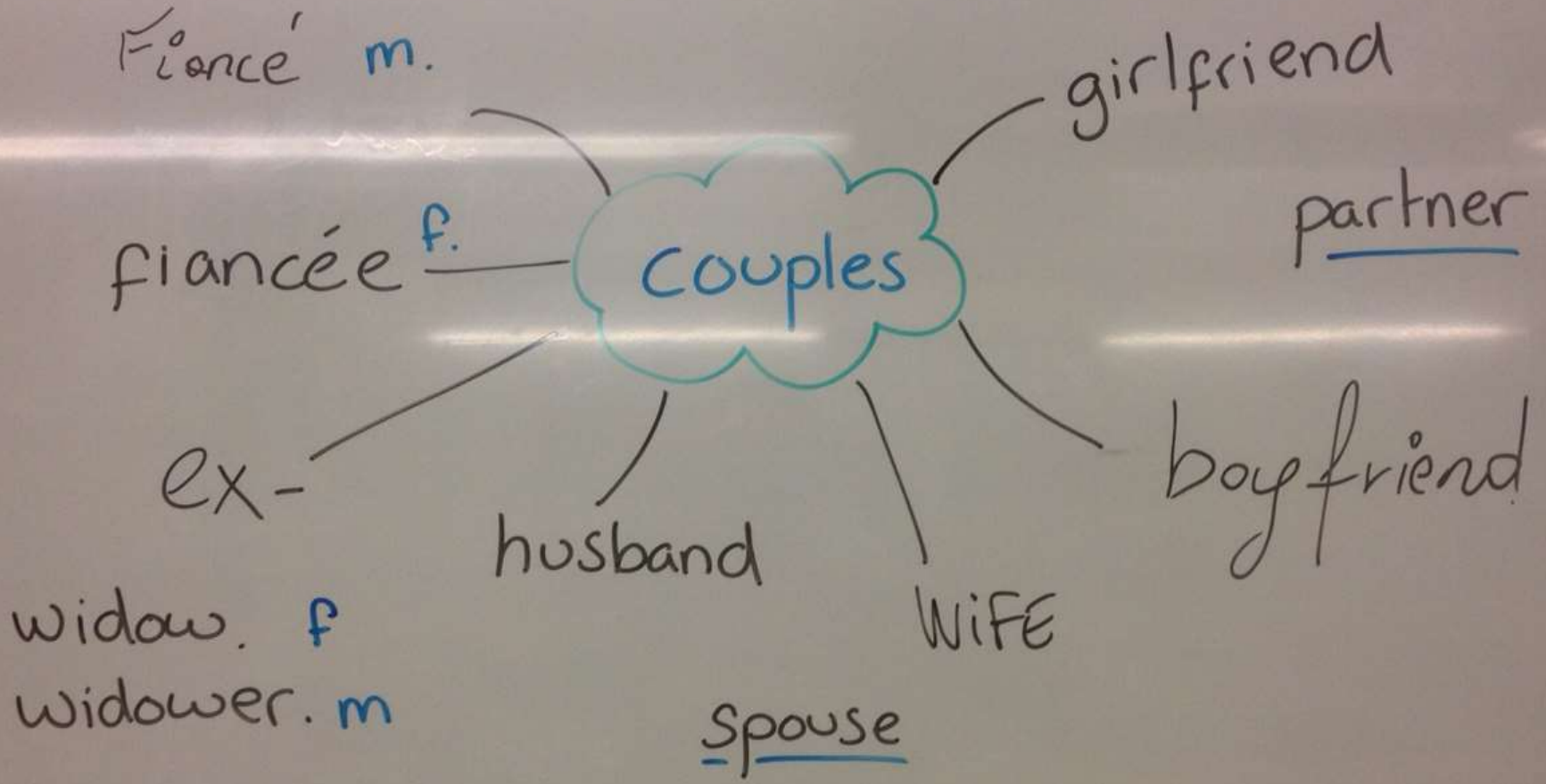
<http://www.ave.cvc.cervantes.es/materials/>


- 
- “the potential for exploring issues about sexual identities needs to be recognised from the beginner levels.”

de Vincenti et al. 2007. 61

- We can encourage our learners to have a more empathic approach to LGBTI characters

**Merse & König. 2015.
QueeringESOL**





➤ “This weekend I got up late because I was tired. Saturday after lunch my partner and I went to supermarket to bought foods and then I received a present, a scarf for the winter. In the evening I cooked some toast, we saw Harry Potter and then we went to bad.”

**Veronica
Pre-Int
(Italy)**

1 Wer mit wem?

1 Berühmte Paare

01-2

a) Sehen Sie sich die Bilder an. Wer liebt wen? Vermuten und begründen Sie. Die Redemittel helfen.

Gleich und Gleich gesellt sich gern?

c) Hören Sie noch einmal und ergänzen Sie die Tabelle.

Paar	Beruf/Profession	Zusatzinformationen
Clara u. Robert Schumann	Planistin/Komponistin u. Komponist	Clara – auf 100-DM-Scheinen

3 Und bei Ihnen? Gibt es in Ihrem Land „berühmte Liebespaare“? Berichten Sie im Kurs.

nen Sie

Beziehungen sprechen
 onen im Raum darstellen, Eindrücke
 reiben, kommentieren
 Kritik schreiben
 tivpaare auf -los und -voll, indirekte Rede,
 ben im Mittelfeld
 und kurze Vokale

ieke Ich nicht so!

Ögensätze ziehen sich an!

Schriften den Textabschnitten zu.

stätigt die
 die be-
 inem ähn-
 er stärker
 e Frage, ob
 ch auf sie
 e, antwor-
 ss sie das
 Ihr Mann
 , schlanke
 p.
 Fakten, so
 these wi-
 h wir am
 leichtsper-
 ziehend,
 bel Män-
 interkief-
 Nase sei-
 es jedoch
 gesetzten
 eines Kinn
 stellt sich
 wir gezielt



Die Dipl.-Psychologin Dr. Theresa Ahrens forscht seit 1994 auf dem Gebiet der Paarbeziehungen.

nach jemandem suchen sollten,
 der uns ähnlich sieht. Ahrens sieht
 das ganz pragmatisch: „Das ist gar
 nicht nötig. Viel wichtiger sind die
 inneren Werte.“ Da aber seien
 ihrer Meinung nach Ähnlichkeiten
 von Vorteil. Gleiche Interessen und
 Hobbys, Einstellungen, Werte,
 auch Übereinstimmungen in Her-
 kunft, Kultur, Religiosität, Bildung
 und Lebensstil seien schon güns-
 tig. Dann hält's meistens länger.
 Text: Tatjana Patzig

igen an und korrigieren Sie die falschen.
 ngen und Lebensstil oft sehr ähnlich.
 er sind, umso stärker ziehen sie sich an.
 rson attraktiv machen.
 en, der einem selbst ähnlich sieht.

Trifft die Ähnlichkeits-Hypothese zu?

2

Lives and loves

- Past Simple & Past Continuous
- Describing people
- /ʃ/
- used to
- Relationship verbs
- Chatting up

Ideal partners



Speaking

- Look at the photos. What do you consider attractive or beautiful?
EXAMPLE: I like tall people. I like blonde hair.
- Which famous people do you think are attractive? Why?
- What is more important to you: appearance or personality? Why?

Vocabulary

Describing people

- Look at these dialogues. Which one refers to appearance? Which one refers to personality?
1 'What's he like?' 'He's really friendly.'
2 'What does she look like?' 'She's tall.'
- Put the adjectives into the correct category: personality (P) or appearance (A).
EXAMPLE: bald - A easy-going - P

haired	blonde	dark	easy-going	good-looking
grey-haired	kind	outgoing	sensible	sensitive
short	slim	sociable	tanned	trendy

Note: A sensible person uses a lot of common sense. A sensitive person feels things very intensely.

Lives and loves 2

Speaking & Listening

- Look at the photos. In pairs, describe each person. What do they look like? What are they like, do you think?
EXAMPLE: 'a' has got blonde hair. She looks sporty.
- Each person in photos a-d is linked with a person in the photos below. Who's with who? Guess their relationship.
EXAMPLE: Sophie - d. I think they're brother and sister.
- Listen and check your answers. Match the names below with people a-d.
Carrie Matthew James Pete
- Listen again. Match adjectives from Vocabulary exercise 2 with people a-d.
EXAMPLE: Matthew - sensible, tanned.
- Why does each partner like the other? Give one reason.
EXAMPLE: Sophie likes Matthew because she can talk to him.



The Real Thing: -ish

- Listen to Luke and Sophie again.
- Look at the examples and answer the questions.
1 He's **shortish** ...
Is Pete very short or quite short?
2 He's **fortyish** now.
What does -ish mean here?
- Translate the examples above into your language. -ish is added to adjectives to show that something is similar but not exactly the same as the adjective.
- Complete the sentences with these words.


fiftyish	eightish	shortish
straightish	reddish	

 - I knew he was embarrassed because he went a _____ colour.
 - Let's meet after work - is _____ OK with you?
 - He's older than he looks. He must be _____.
 - He's _____ with blonde hair and blue eyes.
 - He's attractive - dark, _____ hair and lovely dark eyes.
- Listen and check.

Pronunciation

/ʃ/

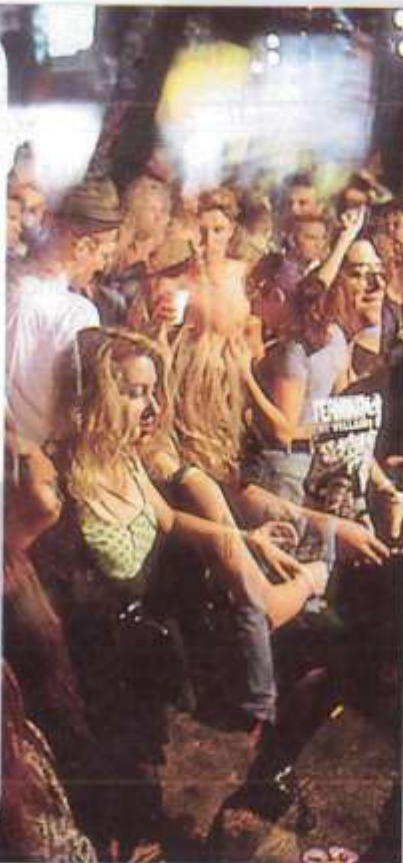
- How do you say this word?
British /brɪtɪʃ/
- Listen and check. Write down the other words you hear.
EXAMPLE: sugar
- Tick the words with the /ʃ/ sound.
EXAMPLE: sugar ✓
- Listen and repeat the sentences.
 - Trish is flirty but she looks fortyish.
 - I've finished washing the dishes.
 - I wish you'd stop being so childish.
 - The beach is full of rubbish.



Petra: 'It ¹ _____ one night at our local nightclub. I was dancing, and suddenly I ² _____ the feeling that someone was watching me. I looked around and saw a boy on the other side of the room staring at me. I ³ _____ to be brave and walked over to him. Hans was very shy but we had a drink and started talking. We just clicked and we quickly became friends.'




Petra, 19 and Hans, 20 (Germany)



Simon, 42 and Ricardo, 46 (Argentina)



Ricardo: 'It was New Year's Eve and I ⁴ _____ some people around to my house to celebrate. I planned a quiet party but my friends brought other friends and by twelve o'clock there were lots of people. I was making some drinks in the kitchen when I noticed this guy on his own. He didn't seem to know anybody, so I ⁵ _____ over to him and ⁶ _____ myself. He said, "So you're not Antonio, then?!" He was at the wrong party – he had made a mistake with the address! I asked him to stay and we got on really well ... and now we're together.'



Petra: 'It ¹ _____ one night at our local nightclub. I was dancing, and suddenly I ² _____ the feeling that someone was watching me. I looked around and saw a boy on the other side of the room staring at me. I ³ _____ to be brave and walked over to him. Hans was very shy but we had a drink and started talking. We just clicked and we quickly became friends.'




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- 
- “It might be productive for teachers to focus on **questions of discourse** rather than the personal belief system of individual students”

Nelson. 2009. 212



I'm feeling sad

miserable

depressed

down (in the dumps)

blue

upset



Idiomatic language

Я голубой (I am blue) = I am gay

The many meanings of blue (and not one of the homosexual)

- blue cheese
- to feel blue
- a bluebottle
- to have blue blood
- the boys in blue
- a blue on blue incident = friendly fire



Is this language ambiguous? If so, how?

- a) Have you met my **partner**, Steve?
- b) I'm going out with some **girlfriends** this weekend.
- c) Has he got a **boyfriend**?
- d) I don't think he was being **straight** with me.
- e) That's so **gay**!



1 (of people, especially men) sexually attracted to people of the same sex

→ SYNONYM **homosexual**

- *gay men*
- *I didn't know he was gay.*
- *Is she gay?*
- *He is openly gay.*

→ OPPOSITE **straight**

3 [not before noun] (*slang, disapproving, offensive*) (used especially by young people) boring and not fashionable or attractive

- *She didn't like the ringtone—said it was gay.*
- *That is so gay!*
- *He likes skiing but thinks snowboarding is gay.*

4 (**gayer, gayest**) (*old-fashioned*) happy and full of fun

- *gay laughter*
- *She felt lighthearted and gay.*

5 (*old-fashioned*) brightly coloured

- *The garden was gay with red geraniums.*

→ SEE ALSO **gaiety, gaily**



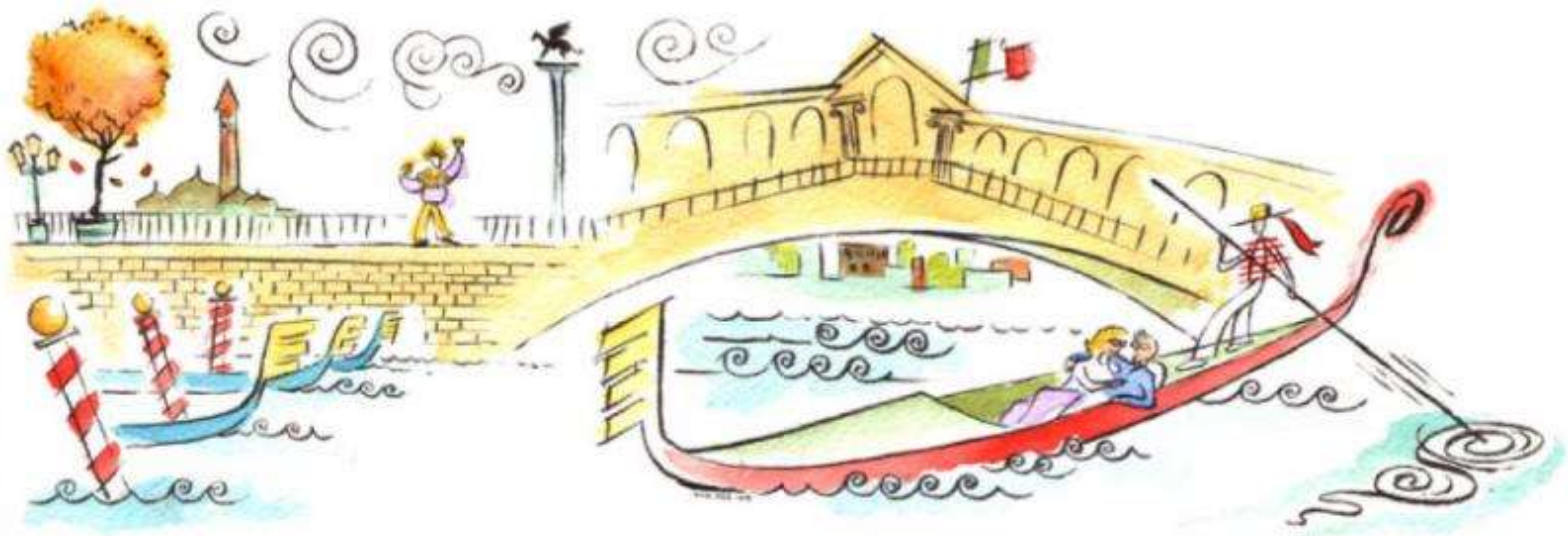
A typical love story



- fall in love (with)
- propose (to)
- have / adopt kids
- move in (together)
- start dating
- get married (to)
- get engaged (to)
- argue, row, fight (with)
- grow apart (from)
- cheat (on)
- have an affair (with)
- break up / split up (with)
- get divorced (from)

What did you get up to this weekend?

- Where did I go?
- What did I do?
- Did I have a good time?





This weekend my partner and I visited Venice. We both loved it.

We stayed in a tiny hotel in Mestre and travelled to Venice by bus.

I really enjoyed walking around the city, but it was very crowded. We had some absolutely delicious seafood. I also tried Campari and Aperol. I hated both, but he quite liked Campari.

We returned to Milan late on Sunday night.



This weekend my partner and I **visited** Venice. We both **loved** it.

We **stayed** in a tiny hotel in Mestre and **travelled** to Venice by bus.

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You and me (in my Pocket) – Milow

I wish you were a little slower

Not just slow but paralyzed

Then I could plug you into a socket

So you could never run away

I really wish that you were smaller

Not just small but really really short

So I could put you in my pocket

And carry you around all day

<http://www.milow.com/song/you-and-me-my-pocket>



What's your reaction?

Imagine you were the subject of Milow's song. Write a response to him, expressing how you feel and why.





Response to a love song


Hi Milow,

THANK YOU, FOR HAVING WRITTEN THIS SONG. I DON'T WANT TO BREAK YOUR HEART, BUT FOR ME ~~IT~~ IS TOO MUCH... I THINK IS TOO STRONG, IT SEEMS AN OBSESSION.

I WANT TO TELL YOU ALL THE TRUTH, I'M IN LOVE WITH A GIRL, AND I'M ~~ALREADY~~ ^{HAPPY WITH} HER. IF YOU WANT MY HAPPINESS, I THINK YOU'LL UNDERSTAND.

MATTEO,

Matteo
Intermediate
(Italy)




Response to a love song

Hi Milow,

Thank you for have written this song. I don't want break your heart, but for me is too much. I think is too strong, it seems an obsession.

I want to say you all the true, I'm in love with a girl, and I'm really happy with her. If you want my happiness, I think you'll understand.

**Matteo
Intermediate
(Italy)**




Response to a love song

Dear Milow,

I am really embarrassed because I love women, not man. So unfortunately I can not get your love. But I deeply appreciate your kindness and respect for me so far. This song is fantastic, lovely and funny. I think it would be better to be friends.

**Alex
Pre-Advanced
(South Korea)**

- 
- Integrating queer materials is important in all EFL classrooms, at all levels
 - We should be thinking in terms of integration and normalisation, not isolation, confrontation and/or othering
 - We should treat words like *partner*, *girlfriend*, *queer* and *gay* as we would other lexical items, i.e. in context
 - EFL might be slipping behind some other languages in this area

Questions and Discussion

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Thank You

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