



Universidad
Zaragoza

Trabajo Fin de Máster

En Profesorado de E.S.O., F.P. y Enseñanzas de
Idiomas, Artísticas y Deportivas

Especialidad de Lengua Extranjera: Inglés

Somewhere over the Classroom: How to Introduce LGBT+ Visibility on Second Language Teaching Materials

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2017-2018

ABSTRACT

The communicative competence, stated by the LOMCE curriculum as one of the main points to develop during secondary education, understands languages as more than tools for transaction, considering them as a necessary means to reach understanding among people. This implication sets the basis to affirm that language learning is key so as to improve social cohesion, particularly busting stereotypes and sharing feelings and experiences with others. Taking this idea into account, the present “Trabajo de Fin de Máster” researches on how introducing aspects related to the LGBT+ community in the EFL classroom in secondary education may help students to discuss, write, listen to and read about gender identity and thus fight the fear that leads to homophobic and transphobic aggressions, including physical and verbal abuse, or rejection within the school environment as it was stated by a survey to both teachers and students. With the aim to fight this form of bullying, several lessons are proposed, together with a reflection on those that could be implemented on a real school context during my teaching in placement, followed by a commentary on how students reacted to them and on how their own reflection also affected the manner in which they perceived the LGBT+ collective.

RESUMEN

La competencia comunicativa, establecida por el currículum de la LOMCE como uno de los principales puntos a desarrollar durante la educación secundaria, comprende el lenguaje como algo más que una herramienta de transacción, considerándolo un vehículo necesario para permitir el entendimiento entre las personas. Esta implicación sienta las bases para considerar que el aprendizaje de una lengua es básico para mejorar la cohesión social: desmintiendo estereotipos y compartiendo sensaciones y experiencias con los demás. Teniendo en cuenta esta idea, el presente Trabajo de Fin de Máster investiga cómo el hecho de introducir aspectos relacionados con el colectivo LGBT+ puede ayudar a los estudiantes a debatir, escribir, escuchar y leer sobre temas relacionados con la identidad de género teniendo como meta combatir los miedos que llevan a la homofobia y la transfobia, incluyendo agresiones físicas y verbales, así como rechazo en el entorno escolar tal y como describieron las encuestas realizadas a profesores y alumnos. Así pues, con la intención de luchar contra este tipo de acoso, este trabajo presenta una serie de lecciones, así como una reflexión acerca de aquellas que pudieron ser implementadas durante la parte práctica del máster, junto con un comentario sobre las reacciones de los estudiantes a las mismas, que muestra cómo su propia reflexión también cambió su manera de percibir el colectivo LGBT+.

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1. INTRODUCTION

Picture a random secondary school around the metropolitan area of Zaragoza, in which one of the students, being part of the commission for ‘living together’, wants to present an exhibition including some LGBT+ activists in the same manner as it is often done with other collectives namely, feminist activists. However, the very next day, the exhibition had already been removed. One of the teachers, asking for clarification was told that it was not aesthetic. It must have not been, indeed, if it disturbed two white walls. Or maybe, there were unspoken reasons for that to happen.

Recent reports such as those carried out in the United Kingdom by the British Council (2010) or in Spain by Pichardo *et al.* (2014), warn that homophobia and transphobia are still one of the main motives for discrimination in European education centres, being considered by UNESCO as a ‘universal problem’ (2013:11). According to the data collected by the INJUVE in 2011, three in four people aging from 15 to 29 has witnessed verbal homophobic harassment and a 6,4% has directly seen violent physical reactions such as beatings. It is only a 20% of these people who show explicit rejection to the aspects related to sexual diversity, however it is often common that those students who accept it do not stand against violent situations by fear of being stigmatised themselves. According to Pichardo *et al.*’s research in 2014, this time addressed to teachers, 32,8% of them agreed that they heard homophobic or transphobic insults often and 55,2% had heard them sometimes. Also, more than a half (65%) had noticed rejection towards students who seem gay or who perform activities that do not match the traditional gender roles (Pichardo *et al.*, 2014). Thus, as stated by these data, invisibilisation and isolation are considered as the main forms of homophobic – or LGBTphobic – bullying, which makes it quite difficult for teachers and staff to notice and to react accordingly, unless being conscious of its implications, and for that, they first need formation.

The results gathered from this research match those with which the UK’s association for LGBT rights Stonewall came up in 2017: they found out that 40% of the LGBT population in the UK were likely to suffer anxiety and depression, compared to the 25% of the general population (2017). The data (from both countries) is worrying and it has led to different organisations in the English-speaking country to develop programmes in order to fight homophobia at schools. That is the case of the charity

Diversity Role Models, whose members have been carrying out workshops in British secondary schools since 2015 in order to tackle homophobic language as a first step. According to their own data, if 40% of students recognised using homophobic language, the willingness to say words with negative connotations towards this collective would have decreased to 15% after the workshops (BBC Three, 2017). These workshops would not have been permitted thirty years ago, due to the passing of Section 28 of the Local Government Act (1988), whereby homosexuality could not be ‘promoted’ and matters of sexual diversity could not be discussed with the students, which caused confusion among teachers. This law was repealed in 2000 by the Scottish Parliament and in 2003 in the rest of the United Kingdom (Pichardo *et al.*, 2014). Not only these dates are very recent but also, according to the results showed by the surveys, there is still work to be done. Actually, this pattern of laws changing, before the social transformation takes place, will be parallel in Spain, whose case will be examined more in detail in the following section.

Therefore, this dissertation will start with a brief introduction of the current legislation concerning the rights of LGBT people in Spain (at State and regional level) and how it has been implemented in the scholar curriculum. Furthermore, since the legislation and its effective social interpretation do not always go hand in hand, as it has been seen above, this Master dissertation started with a preliminary survey launched to teachers currently working at state schools from the city of Zaragoza. The aim of this survey was to gather their comments and experiences concerning the situation of LGBT+ teenagers and its relation to the materials used in the EFL classroom (appendix II). The case study based fundamentally on this survey was to make up an action plan out of the deficiencies observed.

After analysing the current situation regarding the treatment of LGBT+ related issues in secondary education –as exposed by both legislation and personal experiences of teachers and students in the classroom– I designed the action plan mentioned above, namely a teaching proposal (or unit of interest) consisting of five independent lessons, suitable for the subject of English as a Second Language for 4th of ESO, and dealing with LGBT+ people or themes. Regardless of their initial level, these lessons may be adapted to previous courses or even to Bachillerato courses. Although these lessons share a common topic, they are flexible to be taught at different points in the course or sequenced one after the other. In any case, they all share the main aim of providing information and

positive role models related to the LGBT+ collective besides opening spaces for dialogue and reflection over the past and the present, while students learn English following the guidelines of the communicative approach.

This kind of activities aimed at using language so as to break taboos and open debates are suitable for young students regardless of their identification as LGBT+ or not. They address their social and civic and the linguistic competences and help them to think critically about the language, skills that are essential in the society in which they live. This dissertation defends the idea that adequate classes prevent closets, as the data gathered from different proposals (Diversity Role Models, Just Like Us, School's Out or Stonewall), and by the implementation of these lessons (explained in section 5) prove.

Conscious that some terms referred to throughout this work are very recent or not too well acknowledged, a glossary has been included to ease understanding and further information in appendix I.

2. THEORETICAL FRAMEWORK

2.1. Educative and legal framework of the LGBT+ community in Spain

The educative legislation in Spain has not been alien to the current situation which LGBT+ teenagers face. This is obvious according to the data gathered in the previous section and to how our legal system is aware of the necessity to stand against discrimination on the basis of sexual orientation or gender identity. The Constitution itself shows on its Section 14 the principle of equality and non-discrimination, considering that everybody should be treated fairly independently from any personal or social circumstances. This is also related to Section 27, this time directly addressed to education, a system which, the Constitution recalls, shall grant 'the complete development of human personality in the respect of the democratic principles related to living together and to the fundamental rights and liberties.'

These principles, as gathered in the Constitution, have been the basis for the creation of the education laws which are in force at the present day. Thus, the LOMCE established in 2013 its principles considering, in its first section, that the education system should guarantee equity and a total personal development. It also rejects discrimination during the selection processes (Section 84.3) and considers any act of bullying or rejection derived explicitly from sexual orientation or gender identity (besides other personal circumstances such as race or religion) as a serious fault to be condemned (Sections 78 and 124.2).

As for cross-curricular elements, the law aims at the development of the values that lead to effective equality among men and women, as well as the prevention against gender-based violence. Once again, it insists on the respect of the values inherent in the principle of equal treatment and of no discrimination for any personal or social conditions. It also claims to the rejection of sexist contents and behaviours as well as the stereotypes that lead to discrimination (Ley Orgánica de 9 de diciembre 2013). More concretely, Section 23 of the LOMCE establishes as one of the main aims of the Secondary Education ‘knowing and accepting the functions of one’s own body besides that of the others, respecting the differences [...] knowing and appreciating the human dimension of sexuality and all of its diversity’(Ley Orgánica de 9 de diciembre 2013). This last claim being the bases for opening the talk about gender identity and sexual orientation.

2.2. Educative and legal framework of the LGBT+ community in Aragon

At a regional level, the Aragonese curriculum states, on its methodological recommendations for the ESO stage, that contents should adjust to the student: ‘to get over inequality, embracing diversity and inclusion [...] [and] taking into account the emotional component during the learning process’ (Orden 26 de mayo 2016). This implies that, according to the curriculum, personal feelings of the students should be a priority in their school environment. Moreover, these contents should be adjusted to the new social necessities, aiming students to ‘participate in social issues, working cooperatively and creating individual and collective worth’ (Orden de 26 de mayo).

Although the Aragonese legislation does not present an official plan or protocol to deal with the prevention and detection of homophobic or transphobic bullying, there have been advancements regarding the recognition of trans students in schools. Among the instructions for the academic year 2017-18 provided by the secretary of the MECD for the Aragonese secondary education centres, there is a section (6.4) which compiles a series of orientations regarding the situation of trans students. These orientations are based on the Resolución de 20 de Octubre de 2016 and make reference to the name the student decides to use and to the communication between families and centres in order to create an affective climate and prevent any form of violence against them.

Moreover, last November (2017), the draft bill for a future ‘Ley de Igualdad y protección integral contra la discriminación por razón de orientación sexual e identidad de género en la Comunidad Autónoma de Aragón’ was passed. It intends to regulate measures and procedures so as to assure real and effective equality for the members of the LGBT+ collective, including protection against hate crimes also in the education context (Section 17), compiling instances of bullying towards students, families, and staff in general.

2.3. LGBT+ in high school education: class materials and the diversity context

Although the legislation states explicitly in its objectives the fight against discrimination for sexual orientation or gender identity, the cases of bullying, as presented in the previous section, are still a problem to be faced in the education system since, as Mariana Aylwin considers, if respect is to be promoted ‘rather than a legal change what it is really required is a cultural and social change’ (2000:79). Therefore, for that to happen there is an issue in discussion: and that is, the representation of the LGBT+ collective in classroom materials. The acknowledgement of sexual diversity is stated as cross-curricular content in the education laws, as it has been detailed above, yet there is still a very low representation of LGBT+ issues on textbooks and class activities. Actually, second language materials, often deal with topics such as the family, personal relationships, describing oneself, or their thematic thread or activities is guided by one or several characters; however, they very seldom present characters who identify as LGBT+, and neither they provide texts or dialogues which may be related to sexual orientation or gender identity, as it will be shown in the case study (section 3).

It is true that textbooks usually offer teachers quality materials in order to develop the four skills and to fit all the contents as required by the curriculum. In addition, they are time-saving and a support for the students' revision as they include charts and grammar explanations. Nevertheless, there are frequent claims which criticize these textbooks as a promotion of a very concrete manner of living as the norm and do not feature instances of diversity in the wider sense of the word (Littlejohn, 1997; Rovetto and Simelio, 2012; Gray, 2013; Bartolomé, 2017). Not only are these issues invisible for publishers – or at least for the main publishing houses– but that the situations presented on textbooks, although they try to respond to present day situations, are sometimes victim of prejudicial and stereotypical constructions derived from the classic hegemonic thoughts which are not willing to be contested, maybe due to economic reasons (Littlejohn, 1992). This would imply that some English materials would not be easily accepted in traditional contexts whose hidden curriculum ideology does not present favourable attitudes regarding sexual diversity and which are often biased by prejudice and disinformation (Littlejohn, 1997). Here are some unfortunate examples that relate to relationships:

Exercise 5, page 115 (photocopiable materials):

2. A: I'm tired of long hair.

B: You _____ (cut) it. You'll look good with short hair!

A: But my boyfriend _____ (not like) it.

Exercise 6, page 11:

3. My brother and I got along well until he started dating his girlfriend. (since)

(Grant, E; Edwards, K., 2014)

Exercise 9, page 70:

[...]

Jez - He **used to be/is** better than me but now I'm better

Greg - Why? What **happened/ has it happen** to him?

Jez- He stopped **practise/ practising** and his game got worse.

Greg- Why?

Jez- He spends all his time with his girlfriend. If he hadn't met her, he **wouldn't have stopped/ has stopped** training.

(Howarth, P., Reilly, P. & Morris, D.,2016)

Taking that situation into account, other authors, such as Gray, have written about the discussion of topics relevant to LGBT+ teenagers and to the representation of gender in books. In *Critical Perspectives on Language Teaching Materials* (Gray, 2013) he defends, recalling Tekin's words (2011 in Gray 2013: 84) the idea that the so-called controversial issues should not be avoided as they provide students with 'the opportunity to develop their skills regarding negotiation, agreeing, explaining, justifying or expressing their own opinion'. He also takes into account the 2012's results of the OECD report which conclude that:

'[T]he highest-performing education systems are those that combine equity and quality. Equity in education is achieved when personal or social circumstances, such as gender, ethnic origin or family background, do not hinder achieving educational potential (fairness) and all individuals reach at least a basic minimum level of skills' (OECD 2012: 3).

These claims are an agent towards the paradigm shift that has been developing during the previous decades and which considers that learning – essentially language learning– should not take place in isolated contexts, but benefit from its implications in the world and on how the world shapes its use (Richards, 2006).

Whether including LGBT+ characters on textbooks would be beneficial for students would depend, in any case, on the treatment teachers give to them in a last instance. In the same work, for instance, John Gray quotes Sunderland, who states that ‘the most non-sexist textbook can become sexist in the hands of a teacher with sexist attitudes’ (1994 in Gray, 2013: 64). That could be translated to the sexual diversity context as well, considering visibility, and its consequent bust of stereotypes, as the first step towards normalization and thus, towards fighting prejudices.

Nonetheless, the fight for visibility and representation takes time since the traditional ideas of male, female – or about being a man or a woman– are understood as constructions whose foundations are historic, economic, social and psychical (Salas Guzmán and Salas Guzmán, 2016). It is essential then, to reflect on how these roles are constructed and how much they fit the actual reality of nowadays world. As, Rovetto and Simelio (2012) argue, social imaginaries transform in a much slower manner than the realities which gave them origin, since the *status quo* has been historically reinforced by the media and the education system. This is especially relevant in the case of gender and sexuality, and opens the debate towards the necessity to develop students’ critical thinking and to create spaces that ensure tolerance and reflection on social issues. If the society in which students live is overtly getting more and more diverse every day, their education should take into account the new sociocultural context and profit from these differences in favour of a more complex concept of learning and personal development (Bartolomé, 2017).

This idea leads to the fact that, although the school may be an agent for the reproduction of social bias, there is another current which considers it as a transformative force (Venegas, 2013), and whose first step would be the promotion of visibility and the renegotiation of identities. In fact, promoting an inclusive education system is key if the intention is to give everyone (children or adults) the value of being taken into consideration in their reference groups, being those family, work or school (Echeita, 2013). Hence, for that to happen, schools and teachers have been adopting, during the last years, different methodologies and groupings which do not only aim students to work on their own, but also to cooperate with each other so as to learn, both the content and how to solve problems, taking into account the opinions of their peers. Instances of that are cooperative learning methods, project-based learning, community service learning, or the inclusion of role models in the classroom (for instance, the presence and support in the

classroom of parents from ethnic minorities). The goal for these methods consists in erasing social exclusion derived from disinformation and prejudicial attitudes (Murillo, 2010). They would be particularly beneficial in the case of gender identity or sexual orientation, usually silenced by cultural taboos.

In relation to this idea, educator and philosopher Paulo Freire stated these notions of equality and inclusiveness as the bases for his methodology, which understood education as a means for human beings to be able to reflect about the world they live in and to transform their society, being education itself inherent to the notion of human society (Freire, 1969): ‘No one ‘exists’ if bans the others’ existence’ (1969: 15). Freire considered that words could transform the world and that communication was necessary if social change was expected. He argued that human existence, for it to be truly human shall not be silent or fake, but willing to transform the world in which it is spoken (Freire, 1970). Translated to the context of this essay, it could be argued that not addressing sexual diversity does not help to its normalization, since narrowness in education does not prepare students for their life in the outside world but keeps education as a watertight compartment that does not match reality.

2.4. LGBT+ in the EFL secondary classroom

Nonetheless, learning a second language may turn into a perfect space to learn how to express personal feelings besides meanings (Halliday, 1975) and to understand them as part of the linguistic competence. Actually, as House points out, one of the main aims of teaching English (and any other tongue) as a foreign language is to appreciate these languages as ‘a means of communication’ which should ‘foster understanding with people from different cultures and linguistic backgrounds, and to discourage any form of discrimination or stereotyping’ (2011: 71). In addition, and related to this, there is the vision that implementing a whole-language education would provide students with a ‘vision of an equitable, democratic, diverse society’, according to Carole Edelsky (1993, in Brown 2007:54).

These authors, together with others such as B. Kumaravadivelu claim that language fulfils a more complex function than a mere symbolic system to share information, but that these systems are directly related to ideology and should be considered as a tool to reflect on our thinking in order to expand our minds in projects addressed to overcome social biases (2006). These notions are taken into account by other authors such as Dick Allwright (2000, in Kumaravadivelu, 2006), who considers that during the Postmethod Era, in which second language teaching is currently placed, teachers should understand both the language and the classroom as something social. According to this, if the quality of life in the classroom improves and students are at ease with each other, communication will foster and the more the communication takes place, the better the acquisition of the language will be (Allwright, 2000 in Kumaravadivelu 2006). This view considers the class as a whole in ultimate terms, but it also presents the students as individuals, since the fact of being open about oneself, besides helping to construct their own personal traits as it is required by the legislation, also enhances self-confidence and intrinsic motivation (Dörnyei, 1994). This focus on the students' motivation is essential to the whole process of learning and may have been lowered in the past by the abuse and recrimination of stereotypes at those students who did not conform to traditional gender rules (Salas Guzmán and Salas Guzmán, 2016).

2.4.1. LGBT+ and the communicative approach in EFL

As a consequence of all the features mentioned above: social diversity, the focus on the learners' needs and motivations, or the ability to understand communication in its pragmatic sense beyond the language's grammar rules; the basis of this proposal is set in accordance with the main principles of Communicative Language Teaching.

Communicative Language Teaching (CLT) started to be implemented during the 1980s and became popular during the 1990s (Richards and Rodgers, 2001). This approach does not follow the guidelines of a concrete model of authority and therefore, may be interpreted in different manners as long as these lead to its main aim: the development of communicative competence (Richards 2006). This term, 'communicative competence', was coined by Dell Hymes in 1972 and makes reference to the understanding of language, not merely as a linguistic system, but also as a tool to communicate, which would require as well sociolinguistic and pragmatic knowledge to be effective in the different situations students may encounter in daily life (Hymes in Richards and Rodgers, 2001). Taking this

notion into account, the Common European Framework of Reference for Languages (Council of Europe), considered in 2001 that this competence should be one of the seven key competences around which learning should be built, as it has been stated in the Aragonese curriculum (Orden 26 de mayo 2016).

The CLT approach constitutes a paradigm shift regarding language learning since it challenges the traditional methods which considered instruction to be teacher-centred and grammatical accuracy as its ultimate goal, avoiding any chance of error by means of the automatization of practice (Howatt in Mitchell and Myles, 2004). This CLT paradigm shift comprises eight major changes (Jacobs and Farrell in Richards, 2006), among which it is essential to highlight the development of the learners' autonomy, towards a more learner-centred teaching system in which contents adjust to the needs of the diverse students rather than these needing to adapt to a sequenced and fixed set of contents (Nunan, 1989).

These major changes also reflect the social processes that communication requires, defending that the activities should be focused on interaction. For this interaction to be effective, the debate sets on the prevalence of fluency rather than accuracy, considering that the automatization previous models praised, needs to be rethought since practice, unless meaningful, does not grant the understanding of the rules (Skehan in Richards, 2006; Lightbown, 2000). Actually, as Pienemann states, in the case a learner feels unable to master a structure: 'it is probable that he will begin to avoid the structure in order not to become frustrated' (1989:73). This does not mean, however, that CLT promotes fluency in detriment of accuracy, but that attention should be driven to both (Brown, 2007), as a very inaccurate message would not fulfil either the purpose of communication in real life interaction, which is the ultimate goal of CLT (Brown, 2002).

The activities proposed in this dissertation will be based on these major changes, given that the basic principles of this CLT approach recognise the diversity among the learners' needs and motivations, besides connecting language with the world beyond the classroom (Richards, 2006). Consequently, the content of these lessons, related to the visibilization of the LGBT+ collective, will be related to its form, as the sociolinguistic premises of CLT aim, not only at learning a foreign tongue, but also at reflecting about how language uses vary according to ideology, and on how these uses of language mediate our reality (Sapir, 1949; Whorf, 1956). By doing so, the purpose is to connect the linguistic, sociolinguistic and pragmatic dimensions of the communicative

competence so as to promote another key competence: the social and civic (Orden 26 de mayo 2016). In fact, nothing is better in order to break a taboo than the learning of a new language.

Therefore, following the previous notions, the next proposal intends to show possibilities for teachers to include the visibilization of the LGBT+ collective in English lessons in order to create a class environment which improves the motivation of the students who feel LGBT+ by showing them models and the chance to discuss them in a communicative context. Also, the unit of work, based on a centre of interest (namely LGBT+), is aimed at encouraging all the students to fight discrimination inside and outside of the classroom. These lessons, as it was stated above, follow a communicative approach, understanding sociolinguistics as particularly efficient when dealing with social issues.

3. CASE STUDY AND NEEDS ANALYSIS

Acknowledging that very often the legal framework does not entirely correspond to its real life applications, a survey was carried out in an attempt to present a deeper understanding not only of the legal, but also of the social context surrounding the perceptions towards the LGBT+ collective in secondary education. This survey was divided into three main parts, which will be explained more in detail below, and led space to add further comments and experiences. It is available on appendix II. The questionnaire was sent in Spanish as a means to promote the collaboration of as many teachers as possible, regardless of the subject that was taught.

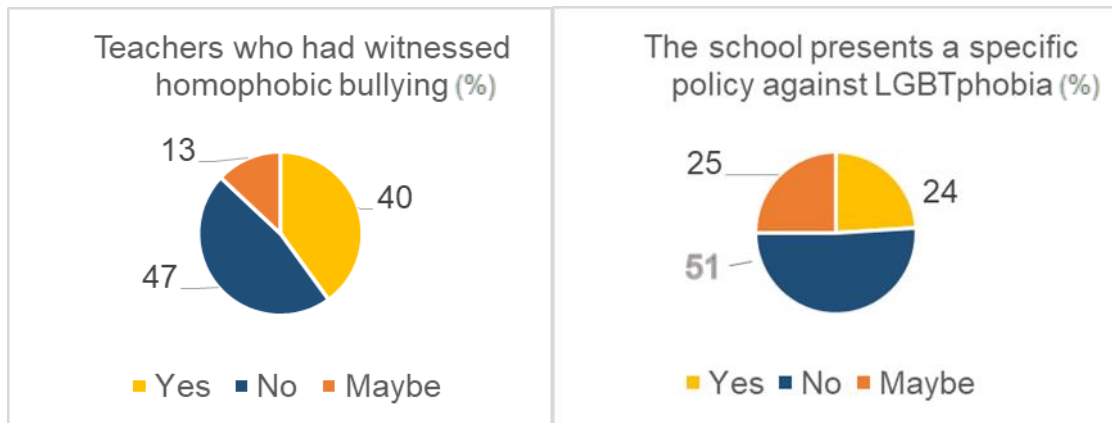
Yet, the previously-proposed survey may not claim external validity due to the low rate of responses received. After three calls made to thirty different state schools, based in the city of Zaragoza –the sample was quite concrete for research purposes –only 47 teachers replied, and any of the actual schools replied to the original email in any of the three calls (a list with the centres to which the survey was launched is available on appendix III). Actually, even though the survey was completely anonymous, not many people were willing to collaborate. The main guess, however, is that teachers did not collaborate because of lack of time or not too much interest in replying to yet another questionnaire, rather than reluctance to this topic. Yet, this fact serves as a means to illustrate one of the main points of this dissertation, namely that silence is a burden in the fight for LGBT+ rights.

3.1. Survey results

This survey was divided into three parts: the first one, related to the centres in which teachers were currently working; the second one, to their own feelings and experiences, and a third one, related to their impressions towards the second language teaching materials. The 47 teachers who replied to the survey showed, in the three sections, quite polarized general results, which will be detailed in the following lines. The compilation of all the results can be found on appendix IV.

3.1.1 First section

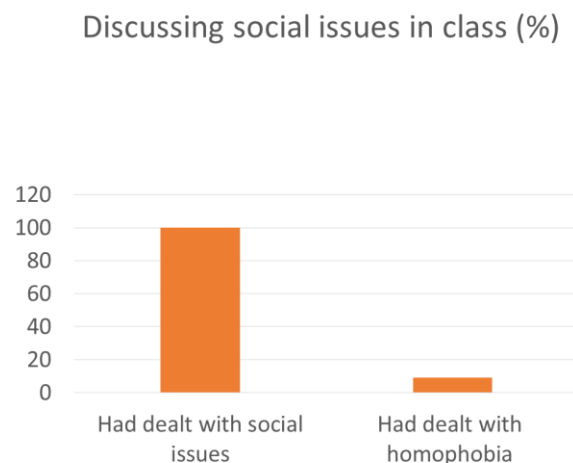
Regarding the first part: the school context, 40% of teachers agreed that they had witnessed homophobic bullying, to which an extra 13, 3% is to be added because they were unsure on how to label it. Among the same school centres, 51, 1% agreed they did not present specific policies against homophobic or transphobic bullying, adding 24, 4% who was unsure about having them. The first conclusion that can be reached attending to this data is the fact that, since the results match the two categories, the same proportion of schools that do not tackle homophobic bullying, actually suffer it (see Figure 1 and Figure 2). In addition, teachers were asked about carrying out some activities on specific days such as the 30th of January, Day of Peace and Non-Violence, 17th of May, Day Against LGBTQphobia, or during June as Pride month (for more dates related to the visibility of the LGBT+ collective check appendix XIV). Among the 47 replies, 26 said they did not prepare any activities, 4 of them were unsure and the rest, 17, said either that they prepared something specific every year (sometimes carried out by associations such as Chysallis, Magenta or student unions), or that they had done some work in order to address specific cases (trans students starting their transition or instances of bullying). An example of the type of activities carried out in one of these sessions (in this case of my placement school) is available on appendix XV.



(Figure 1. Proportion of teachers who had witnessed homophobic bullying (%) and Figure 2. Proportion of schools that address LGBTphobia explicitly on their policies (%))

3.1.2. Second section

As regards the second section: teachers' experiences, 61, 7% agreed on never having been formed on the LGBT subject and 70, 2% were keen on receiving more information (against 12, 8% who did not want to). Yet, nearly half of the respondents (46, 8%) felt ready to deal with a case of homophobic bullying and claimed not to feel uncomfortable talking to their students about the subject, although 14, 9% of them did not feel comfortable; besides 8, 5% who felt unsure. Despite the disagreement, a rotund 100% showed there was a need to deal with social issues, in spite of these issues not being explicitly part of their subject (although gender and sexual orientation are part of cross-curricular contents, as shown on section 2 of this essay) and only 9% had dealt with the topic in class.



(Figure 3. Discussion of social issues in class)

Once the results of this section have been gathered, the next step was to research on which resources were available in the area for teachers to complete their formation on the subject or to find materials which may be applied in class. Although some teachers stated that they had been formed in the issue by the CIFE (Centro de Innovación y Formación Educativa), no courses appeared on the web and the email contact did not provide any further information either. In any case, some trade unions have been working with LGBTQI formation throughout specific courses and activities since 2004, being two courses at the moment in process to be certified by the Education Ministry. This is the case with CCOO, whose members have also implemented some materials related to educational intervention against hatred (see appendix XVI). In the case of CGT, they have run for the first time this year some conferences and activities so as to introduce teachers to features related to gender identity and sexual orientation in the educational context. Other unions, such as ANPE or STEA, however, not presenting specific formation addressed to LGBT+ issues, often propose materials or courses which deal with feminism or violence against women, therefore including gender issues and fight against hatred in their policies as well. Other sources of information towards the LGBT+ collective can be found contacting associations such as those which appear on appendix XVI. In fact, all of these trade unions were keen on replying to any requests through their contact addresses stated in their webpages.

3.1.3. Third section

Concerning the third part of this survey: the reactions towards teaching materials, more than half of the informants (65,7%) considered that English textbooks did not feature instances of sexual diversity and nearly a quarter (22,9%) had never thought about it. Asking teachers if they had ever addressed LGBT+ issues on the English classroom, only 9,4% stated they had, and the resultant 90,6% agreed they had not. The materials used by this percentage of teachers who had addressed the topic in class came from the internet, from associations (such as the ones mentioned in the previous section) or, in some cases from the work of other colleagues.

In relation to the next question: ‘how do you think your students or they families would react to the topic? (Or how did they react in the case LGBT+ topics had already been discussed in class?)’ – Although the responses were not always consistent, the great majority of the respondents thought the reaction of the students would be positive, which matches the results shown by Pichardo-Galán *et al.* (2014) in which teachers agreed that 79,4% of students were open to the topic. However, in some cases, they qualified them as negative (at least by some of them) and others labelled them as ‘normal’. Yet, not the same were their thoughts about the families’ reactions, which in many cases were assumed to consider it negative or taboo. This leads to the assumption that young students would be more open to the discussion of LGBT+ issues in the class than their older relatives. However, the levels of cases of bullying and discrimination for reasons of gender identity or sexuality still feature worrying levels and an urgent necessity to be addressed such as it was shown by the FELGBT study from 2014 based on Pichardo-Galán *et al.*’s research (see section 1: introduction).

4. PROPOSAL

This proposal intends to develop the communicative competence in English throughout a series of 5 lessons whose activities follow the basic premises of Communicative Language Teaching: learner-centred activities, meaningful practice, integration of the four skills and a connection with the world beyond the classroom (Jacobs and Farrell in Richards, 2006). These lessons, as it will be explained more in detail below, aim at developing the communicative competence in its linguistic, and especially its sociolinguistic and pragmatic dimensions, along with the social and civic besides the learning to learn competence. The purpose is that students learn to use English by reflecting about it for social purposes, in this case: the visibilization of the LGBT+ collective and raising awareness on the problems an LGBT+ teenager may suffer at school. The following sections will explain the curricular justification, contents, objectives and evaluation which will frame these lessons.

4.1. Curricular justification

The lessons follow the guidelines stipulated by the Aragonese curriculum in terms of contents, objectives, evaluation and competences, as it will explained step by step in the following paragraphs. Yet, the main aim of these lessons, as a whole, is to address some of the cross-curricular contents that have been stated for the ESO stage by the current education law, LOMCE, and that are relevant to this learning unit on a centre of interest.

The main issue addressed by this proposal is stated on Section 23, namely ‘knowing and appreciating the human dimension of sexuality and all its diversity’, directly related to the principle of equal treatment and of no discrimination for any personal or social conditions that appears on Section 1 (Ley Orgánica de 9 de diciembre). These contents will be connected as well to the promotion of effective equality among men and women, the prevention against gender-based violence, and the rejection of sexist contents and behaviours as well as the stereotypes that lead to discrimination, in this case, particularly, those addressed to gender identity and sexual orientation (Ley Orgánica de 9 de diciembre).

4.2. Contents

These lessons, as framed within the Aragonese curriculum, will develop the different key competences, which are specified in each of their correspondent templates on appendices VIII to XII, being the communicative competence present in all of them, as well as the social and civic and the learning to learn ones (Orden 26 de mayo 2016). These three key competences are directly related since the lessons, as a whole, promote the use of English as a vehicular language in order to deal with social issues and at the same time, social issues serve as a pretext to understand how language affects reality as well.

Moreover, the lessons take into account the development of the four skills: listening, speaking, reading and writing, as it is established in the curriculum (Orden 26 de mayo 2016). The contents that develop these four skills are divided into four different blocks: two related to oral skills (receptive and productive) and the other two, to written skills. Therefore, block 1 consists in their understanding of oral texts, which will be addressed through listening activities; and subsequently, block 2, which addresses the production of oral texts, will be mainly developed by the use of English in context during the class, but also in concrete activities such as presentations or role plays. Regarding written skills (receptive and productive), block 3 addresses their understanding of written texts, which will be key for some of the lessons, taking a reflective approach on reading and on searching information, and, finally, block 4, which aims at students’ production of written texts, will be present in activities such as sharing student views in a handwritten or digital form (Orden 26 de mayo 2016).

These blocks aim at the global understanding of the contents, in this case referred to 4th of ESO, but which, in a rather flexible fashion, may be adapted to the level of previous or further courses (some guidelines are included in the different templates available on appendices VIII to XII). The purpose of these lessons is, thus, to integrate the four skills as recommended by CLT guidelines, taking into account that in real life communication, they do not take place in an isolated manner, but often, combined or altogether (Richards, 2006).

4.3. Objectives

This proposal has as its main objectives those stated by the LOMCE curriculum (Real Decreto de 26 de diciembre de 2014). Essentially, they all share four of them:

Obj.IN.2. Expressing themselves orally and exchanging messages in an autonomous and comprehensible manner, about general topics or about those of their interest in different situations that result from concrete tasks.

Obj.IN.5. Using their knowledge about the language and its linguistic features in order to understand oral and written texts, speaking and writing accurately and reflecting about the manner in which the second language works in communicative situations.

Obj.IN.6. Developing strategies of autonomy besides cooperative learning throughout class work, individual and team work, using any means available (especially ICTs), self and peer assessment so as to improve the learning and acquisition of the second language.

Obj.IN.7. Appreciating the use of the second language as a means to access information and acknowledging its importance as a tool for communication and understanding among people from different cultures so as to develop an intercultural conscience without prejudices or stereotypes.

4.4 Learning outcomes

These five lessons, since they are all part of a centre of interest (the visibilisation of members of the LGBT+ collective), share a series of objectives which are listed below and which have been formulated according to the action verbs recommended by the revision of Bloom's Taxonomy (Anderson and Krathwohl, 2001).

The lessons share the following aims:

- To promote the use of L2 to discuss social issues, particularly on gender identity.
- To propose open debates and erase the taboos, particularly on gender identity.
- To raise awareness on the necessity to support the LGBT+ collective and bust stereotypes.
- To promote fairer language towards LGBT+ people.
- To give voice to people historically silenced by the mainstream.
- To show positive LGBT+ icons and role models who may influence both LGBT and non LGBT students and raise their motivation and self-esteem.

Therefore and to fulfil the objectives above, at the end of these lessons, students will have acquired a number of learning outcomes:

- To use English as a vehicular language in order to give advice.
- To summarise oral texts about someone's personal problems.
- To distinguish the meaning of the syllables in LGBT+ and explain what they stand for.
- To identify the language which may be discriminatory or derogatory towards LGBT+ people.
- To discuss the myths and stereotypes that surround the LGBT+ collective and reject the bases of such prejudices.
- To compare present and past situations using English as a vehicular language.
- To argue critically on the ideas expressed on written or spoken documents.
- To defend their own opinion both in written and spoken form.
- To adapt their language to polite and formal contexts.
- To create a collaborative campaign against homophobia and transphobia taking into account the views and opinions of their peers.

4.5. The lessons

These five lessons build a centre of interest that deals with the LGBT+ community and its representation in the world of music, in history and in activism. The lessons show the problems and difficulties people who identifies as LGBT+ may suffer in order for students to identify them. Once they have reflected about these discriminatory issues and about the impact the use of language has on identity, the last lesson proposes the creation of a campaign by the students themselves which allows them to fight the cases of homophobia or transphobia that may take place within their school environment.

All the lessons follow the guidelines of Communicative Language Teaching and integrate the four skills. Their activities aim at reaching the learning outcomes stated above. Furthermore, they develop, among others, the communicative competence, by making them share their feelings and argument their opinions; the social and civic competence, showing them the struggles the LGBT community has to face nowadays; besides the learning to learn competence, aiming them to think critically about the language and to adapt it to the context and purposes of different situations.

Below there is a brief explanation of the main activities towards which these lessons are centred. More detailed information about them is available on appendices XVIII to XII:

LESSON 1: Queer Eurovision

Students will be introduced to the different concepts that the acronym ‘LGBT’ compiles by exemplifying them with the videos of the performances of different Eurovision artists and reflect on the contest as a platform for visibility. They will be given an artist each so as to complete a chart and gather some information by asking other groups in order to complete all the gaps in their chart. They will have to finally present their candidates and vote (appendix VIII).

LESSON 2: The Secret Diaries

Students will read and decode the story of Anne Lister, a wealthy English heir who, in the 19th century, wrote her love stories with other women in code for her sexual orientation not to be revealed. Afterwards, students will need to discuss about how much things have changed nowadays and on the importance of speaking and being sure of oneself despite social conventions (appendix IX).

LESSON 3: Lesbians and Gays Support the Miners

Students will be introduced in the world of UK's activism through different activities based on the event of the miners' strike on the 1980s and on how the mining groups were helped by other organisations such as the 'LGSM' (Lesbians and Gays Support the Miners). Students will need to discuss how much things have changed and which are the different treatments given to each one of these collectives. Finally, students will present their views in a role play in which they will speak as if they were one of the persons who were involved in the event (appendix X).

LESSON 4: Olly Alexander's advice box

Students will listen to Olly Alexander's testimony narrated in two fragments from BBC Three's Documentary: *Growing Up Gay* (2017). They will need to answer to some questions provided and try to give advice to the messages of other people who are suffering from some of the situations Olly proposes in the video. Students will take these lessons out of a paper box in a similar manner as it appears on the video (appendix XI).

LESSON 5: The campaign

Once the students are aware of which are the main problems the LGBT+ collective faces, they will be asked to put themselves in the place of a teenager who is being bullied due to their sexual orientation or gender identity. They will have to promote a campaign to prevent these cases of homophobia or transphobia in their school by creating, step by step, a video, a voice message or radio jingle, and a poster, which would be shared with their colleagues (appendix XII).

4.6. Evaluation

Taking into account that these lessons are flexible to be taught together, as a revision, or during different stages of the course, the evaluation here proposed will be summative. The main aim of these lessons is directly related to the social and civic competence. However, since sensitive topics, based on identity, such as the one discussed here, are not easy to evaluate without being judgmental or biased, the evaluation will focus on the performance of the students in the different activities following the criteria which correspond to each skill according to the Aragonese curriculum (Orden de 26 de mayo). Those aspects which deal with reflection, the understanding of terms or the use of

homophobic language, will be gathered by means of a questionnaire such as the one referred to on section 3 of this essay, which can be found on appendix V. In this case, the questionnaire will be adapted to find out how the initial perceptions of the students have been challenged by the lessons. This would be a means for the teacher to assure whether the lessons have been successful and reached the group, or if variations should be introduced for future years, taking into account, as well, the bias of political correctness.

The evaluation of these sessions is mainly based on rubrics. These rubrics have been adapted from Combas (2013) and they assess the spoken and written activities, along with the final product resulting from lesson 5: the campaign (they are available on appendix XIII). The reason to use this tool is that it, being more open than classic accuracy-only criteria, allows to assess students on their fluency and other aspects related to their performances, aiming to develop their critical and creative thinking. The development of these high-order thinking skills is also present in the curriculum, on its Section 12: 'General methodological principles' (Orden 26 de mayo 2016) and they are part of the methodological challenges brought up by the development of Communicative Language Teaching (Jacobs and Farrell, 2003 in Richards, 2006). The use of this tool matches the principles of CLT, which state that there should be a balance between fluency and accuracy in order to assure real communication in real-life situations (Brown 2002; Richards, 2006).

In the same manner, in order to assess the students' daily participation, the teacher will fulfil a checklist (appendix XIII) considering Kagan's four main points of cooperative learning: positive interdependence, individual accountability, equal participation and simultaneous interaction (Kagan and High, 2002). The checklist will show whether students have worked together and individually, and if they have been respectful and encouraging to the other team members so as to complete the tasks effectively and maintain a good class environment. Furthermore, students will have to gather all of their activities, or the worksheets provided in each of the lessons, as a portfolio (which is intended not only for these lessons, but also for the whole course), in order for the teacher to compare it with his or her checklists and provide the students with a fair mark based on both the impressions and the actual work supplied by the students.

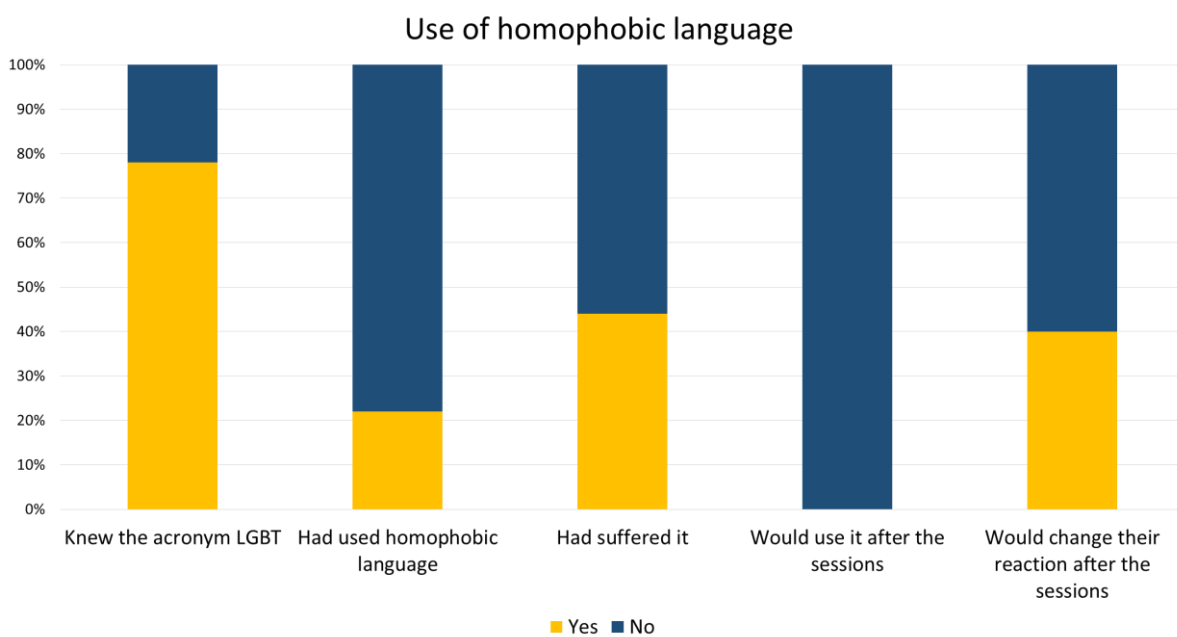
5. IMPLEMENTATION AND RESULTS

During the period of teaching in placement (Practicum II and III), three of the lessons were implemented in the class of 4th of ESO E of the IES Tiempos Modernos (Zaragoza). Some of them featured certain variations in order to adjust to the context and time constraints. These lessons were number 1: 'Queer Eurovision', 4: 'Olly Alexander's Advice Box' and 5: 'The Campaign'. In this case, lesson number 4 was divided into two sessions (since students needed to carry out other exercises as well) and the campaign consisted only on its written form and was used as a follow-up of the last activity in lesson 4 (appendices XI and XII).

After the implementation of the last session, students replied to a second questionnaire (appendix V), whose questions were based on those they had answered before coursing the sessions (appendix VI). The aim of these questionnaires was to ensure that the students had understood the concepts and to check whether the lessons had challenged their general perceptions of the LGBT+ collective and their own use of homophobic and transphobic language (from now on referred only to as 'homophobic language'). The intention of these questionnaires was for the teacher to interpret the success of the lessons in order to propose changes or variations in the future.

This second questionnaire showed that the total of the students were able to identify the meanings that composed the acronym LGBT and that they were able to point out more diverse figures of the LGBT+ world, among them, some which had appeared in the sessions such as Freddie Mercury, Sam Smith or Conchita Wurst, among others. However, although during the lessons women who identify as lesbian or bisexual had appeared in the same (or almost the same) proportion as men, these were still seldom named and none of the instances seen in class was present in the questionnaires. Another difference is that students were more explicit when talking about the people they knew who identified as LGBT: even if the question was the same in the previous questionnaire, the responses of this second one featured more instances of people around them (friends, family friends, etc.) and the students included, beside them, their corresponding terms (gay, bisexual, lesbian). Reasons for this increase in the length of response and in its precision could be either that since the students were more aware of the topic, they felt freer to write, or that they may have talked about it outside of the classroom and recalled more information.

Regarding the use of homophobic language, after the sessions, the total of the class agreed they were not willing to use it anymore. Although these results may be biased due to political correctness, it is a first step that shows that students, who were probably unconscious of the connotations of some terms, have reflected about the language. In the same line, some of the students stated that they believed their reaction would be different if homophobic language was used against them. This last data coincides in the same proportion with those who agreed on having suffered that kind of treatment themselves in the previous questionnaire.



(Figure 4. Use of homophobic language before and after the sessions)

In fact, the reaction of all of the students was positive in every case, even if there were some who had claimed, in the previous questionnaire, not to know the meaning of the acronym LGBT and to frequently use homophobic language. They appreciated being informed about the topic of sexual diversity and showed interest and even surprise: for instance, they did not know that oppositely to identifying as ‘transgender’, the people who agreed with their gender of birth also had a term to describe them: ‘cisgender’, as they had never thought about that. They were surprised as well by the fact that some of the trans women who appeared during the sessions ‘did not seem to have ever been men’ and neither were they excessive, since they often reduced the idea of transgender people only to the visual world of drag performances, unconscious that it involves different

expressions of identity and gender understanding. Moreover, as they had been asked in the first questionnaire about manners in which they considered sexual diversity should be approached to in class, they were given a list of resources featuring LGBT+ cultural products such as films, books, series or artists in case they wanted further information or that they knew someone to whom recommend them. Students were happy to receive the list and agreed on appreciating recommendations, especially of series, as they all loved watching them.

Another of the aspects that was successful concerning the lessons is that students, although shy at the beginning, started to feel confident to express their views in English in relation to topics which were different to the ones they were used to (i.e. ‘What you do in your free time?’, ‘Do you use technology?’ or ‘Are you environmentally friendly?’). During these lessons, students discussed their perceptions of sexuality or reflected on mental health issues such as anxiety, depression or low self-esteem due to negative perceptions of one’s own body. They commented, during the last session, that they would have liked to change for a while the contents and the methodology of the traditional textbook, which they found ‘a bit monotonous’.

These last comments stated by the students justify that implementing features of Communicative Language Teaching in the classroom helps to enhance the students’ motivation, in this case, making materials more attractive by connecting the contents with the world beyond the class and approaching them to their interests (Dörnyei, 1994; Richards, 2006). Some instances of that are lessons such as the one based on Eurovision, the exercises that dealt with problems that affect them, and the fact of sharing their work with the rest of their environment. In the same line, giving opportunities to deal with social issues helped students to develop a more complex language than the one they may have used in the classical decontextualised sentences that feature traditional grammar syllabuses, which are focused mainly on accuracy and do not encourage risk-taking (Lightbown, 2000; Brown, 2002).

6. CONCLUSIONS

In conclusion, after having analysed the data provided by the research and the results of the implementation, there are certain points that could be highlighted:

In the first place, results among teachers showed that the society is still polarized in their thoughts about LGBT+ rights. It is incontestable that cases of bullying and other forms of discrimination among young students on the bases of sexual orientation or gender identity are to be addressed. However, although some centres were willing to speak about this collective, other centres seemed to be still reluctant to do so. In any case, the general reaction has been positive, the problem resides mainly on lack of information due to the taboo and lack of formation for teachers to know how to detect these cases of discrimination and to mediate on them effectively. For that to happen, several LGBT+ associations and trade unions are offering more and more opportunities either related to courses or to activities and materials to implement in schools. When these activities and materials will be openly included in textbooks is harder to guess in view of the lack of participation of editors in this piece of work.

Another aspect to consider is that students seem to be more open to speak about sexual diversity than their older relatives. The reactions of the students during the implementation were positive as well, matching what teachers mostly replied on the survey, who considered it may be more of a taboo for their families than for themselves. Actually, students in general argued to know someone who identified as LGBT+ although their referents on famous people were few, especially in the case of women, which leads to the need to reflect on the necessity of working with female models regarding diversity.

Furthermore, the fact of including these LGBT+ models in the classroom approached the contents of the English lessons to the real world of the students, attending once again to the gap between textbook representation and daily life, one of the basic premises of Communicative Language Teaching. In the same line, this work upholds what Liz Prince narrates in her story *Tomboy* by using the metaphor of the sponge (appendix XVIII):

‘Children form strong opinions easily. They soak up information from their parents, school, and the media and repeat it back to the world. So when you don’t look or act what everyone has been told is the norm, you get proverbially barfed on a lot’ (Prince, 2014:74-76).

That is the main reason why these lessons tried to encourage students to think critically, especially on their use of homophobic language and on the importance language in general has in society, which is also part of the communicative competence.

The conclusion of this work is that students, being aware of the situation LGBT+ people are confronted with, decided to look beyond the traditional stereotypes and avoid homophobic or transphobic language. It did not imply that they went silent. On the contrary, these students were able to argue by using the English language and to think critically about reality and their reflection, or lack of reflection, on materials. The intention was to make them feel confident, regardless of their gender identity or sexual orientation, but having in mind how influential the classroom environment may be for someone who does not conform to the norm as well as for someone who may be questioning it. Therefore, this dissertation concludes that a good class environment is beneficial for communication, which is essential for second language learning, but also that classes, being a reflection of society, are a good space to work in order to construct a more equal and respectful social environment for all.

7. LIMITATIONS AND FURTHER RESEARCH

After concluding this research, there are some aspects worth commenting on. In the first place, although the survey was launched to teachers from 30 different schools, only 47 replied in the end, and three calls were needed for that. The sample is too small to generalise the results, although they demonstrate a low interest in the topic, at least at first glance. However, there are other possible factors that have affected the small rate of response. For example, the teachers may not have opened an email from an unknown address or they may be tired of replying to questionnaires. In the case of the publishing houses, they probably did not reply since they had nothing else to add for the moment.

Also, the context needs to be taken into account in order to put the results in perspective. First of all, topics related to identity are easily biased, so, even if the survey and the questionnaire were anonymous, the results of the students' second questionnaire may have been such due to political correctness ('I have been told not to use homophobic language so I'll say I won't use it in the future'). However, according to the comments, students seemed very convinced. Yet, these lessons were not successful in introducing representation of female LGBT+ icons, since examples of them were seldom named in the second student questionnaire.

Regarding future research paths, it would be interesting to analyse the variations in the responses from different contexts, featuring rural and urban areas from different parts of the Aragonese territory or within the different neighbourhoods of the capital. Another interesting issue would be to compare the reactions of the students according to their age and on a longitudinal survey to check whether perceptions have been modified over time by the implementation and discussion of these contents.

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9. APPENDICES

APPENDIX I: Glossary of terms

In order to classify the different terms which are found throughout this work – or which are related to the terms mentioned – it is important to understand the difference between three main categories:

1. **BIOLOGICAL GENDER:** the gender which is assigned to any person at birth according to their body. In the majority of cases it is feminine or masculine, however this implies choices for those people who are born intersexual.

This notion should not be mistaken by the following two terms whose definition has been borrowed from the Yogyakarta Principles. These principles compile the international human rights law in relation to gender identity and sexual orientation. They were signed in 2006, and extended in 2017 so as to include other identities, by the members of the International Service for Human Rights. According to them:

2. **GENDER IDENTITY:** ‘each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms’. (2006:6) It is important to understand that gender identity is not necessary related to gender roles, considering them as more of a social construct: a girl who plays with cars or a boy who plays with dolls may perfectly agree with their biological gender and gender identity.

3. **SEXUAL ORIENTATION:** ‘each person’s capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender’ (2006:6). This may imply a continuum which may not be constant in time, neither present the same levels of attraction from one side to the other.

Here, there are some **general terms** to comment on:

ALLY: person who identifies as straight and cisgender but who is engaged in the fight for LGBT+ rights.

QUEER: umbrella term referred to any integrant of the LGBT+ collective or to anyone who does not agree with any more specific label regarding their gender identity, sexual orientation or both.

LGBT+: acronym which is used to refer to any person who does not feel heterosexual or cisgender. The main letters refer to the labels: lesbian, gay, bisexual and transgender and the symbol '+' to any other identity which is not included into them such as intersexual or asexual. Since sexual diversity is quite a complex matter and labels have changed with time or included further identities it is often normal to find the term written as: LGBT, LGTB+, LGBTAQI, and others.

SEXUAL DIVERSITY: umbrella term to refer to all the variations and combinations of the previous categories.

The terms that define **rejection** to any of these categories can be summed up as follows:

HOMOPHOBIA: hate and rejection towards same sex attraction.

LGBTPHOBIA: umbrella term which refers to any form of hate and discrimination against people who identify as LGBT+.

TRANSPHOBIA: hate and rejection towards gender disconformity.

Some **specific terms** related to the three categories:

1. BIOLOGICAL GENDER

FEMALE: person whose sex characteristics and reproductive organs are female.

INTERSEXUAL: person who is born with sex characteristics which do not fit the classic definitions of the binary male- female. These variations may be physical, related to chromosomes or to hormones and may be visible since birth or not until puberty.

MALE: person whose sex characteristics and reproductive organs are male.

2. GENDER IDENTITY

CISGENDER: person who agrees with their gender of birth.

CROSS DRESSING: dressing with clothes or presenting an appearance often related to a gender that does not match the one assigned at birth.

DRAG: personifying oneself with traits which are an exaggeration of the typical features of femininity (*drag queens*) or masculinity (*drag kings*), often related to artistic performances.

GENDER FLUID: person whose gender identity changes throughout time in a continuum from feminine to masculine or the other way round.

GENDER NEUTRAL: person who does not identify with any gender, either always or in a concrete period of time.

TRANSGENDER: person who does not agree with the gender they were assigned at birth. The name the label receives is related to the gender of transition, that is, someone born a woman but who feels like a man would be a trans-man, and in the same manner, someone born a man but who feels like a woman would be a trans-woman.

TRANSSEXUAL: transgender person who has undergone treatment or surgery in order for their biological gender to agree their gender identity. Not all transgender people feel uncomfortable with their bodies. Therefore, transgender is considered a more general term.

3. SEXUAL ORIENTATION

ASEXUAL: person who does not feel sexual attraction to any gender.

BISEXUAL: person who is attracted by both masculine and feminine genders in equal or different proportion.

GAY: man who is attracted by other men. The term, however, may be used indistinctly to refer to homosexual women as well.

HETEROSEXUAL (STRAIGHT): person who is attracted by someone from a different gender.

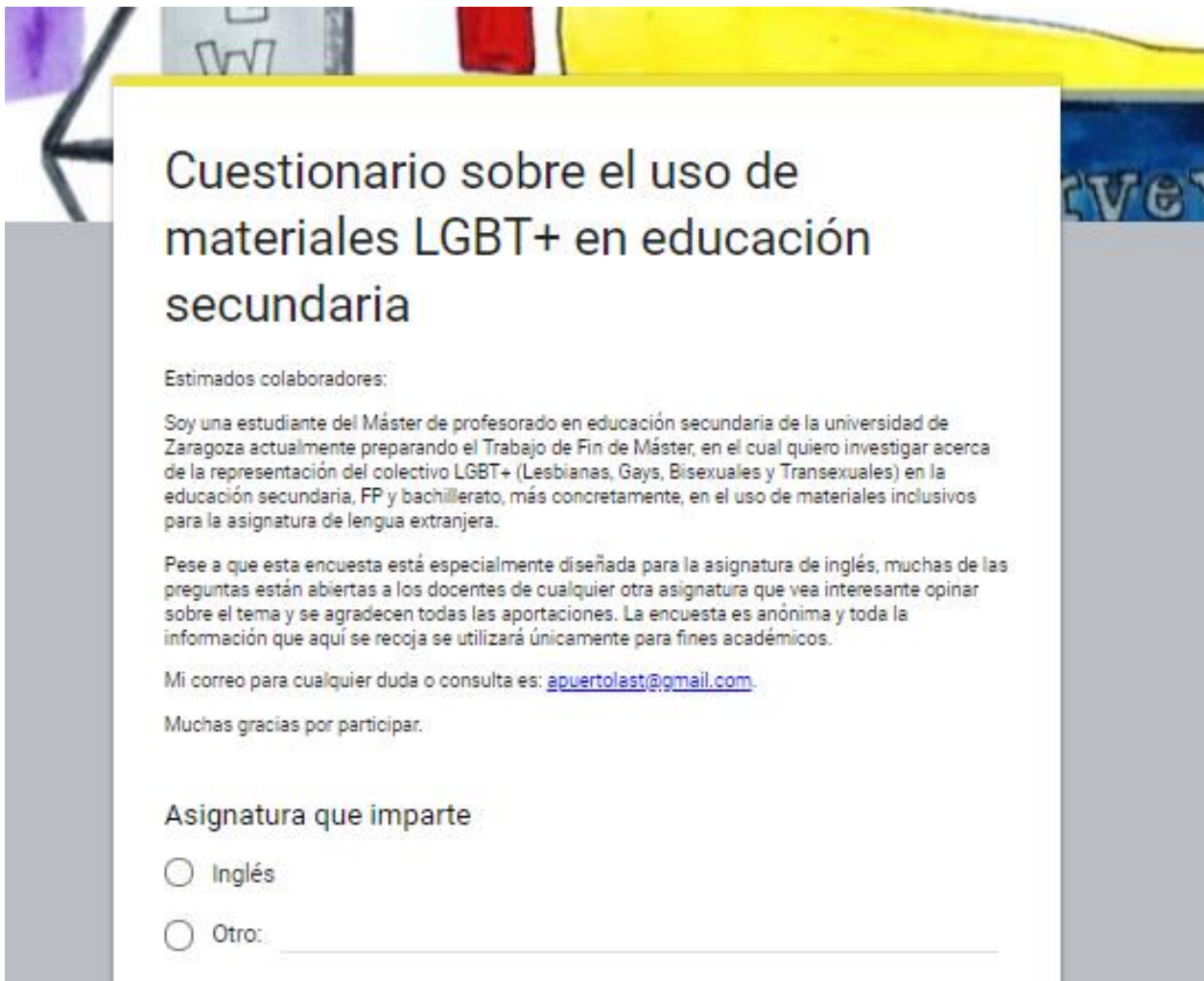
HOMOSEXUAL: person who is attracted by someone of their same gender.

LESBIAN: woman who is attracted by other women

PANSEXUAL: person who feels attracted to other people regardless of their gender.

Since this is a very sensitive topic as it relates directly to identity, it is essential to remember that it is each person who chooses the label they want to be identified with and not the other way round. This is the reason why the categories are quite open and there is often discussion about their more concrete meaning. However, this work wants to present some of these identities so as to make the terms clearer to the reader.

APPENDIX II: Teacher survey



Cuestionario sobre el uso de materiales LGBT+ en educación secundaria

Estimados colaboradores:

Soy una estudiante del Máster de profesorado en educación secundaria de la universidad de Zaragoza actualmente preparando el Trabajo de Fin de Máster, en el cual quiero investigar acerca de la representación del colectivo LGBT+ (Lesbianas, Gays, Bisexuales y Transexuales) en la educación secundaria, FP y bachillerato, más concretamente, en el uso de materiales inclusivos para la asignatura de lengua extranjera.

Pese a que esta encuesta está especialmente diseñada para la asignatura de inglés, muchas de las preguntas están abiertas a los docentes de cualquier otra asignatura que vea interesante opinar sobre el tema y se agradecen todas las aportaciones. La encuesta es anónima y toda la información que aquí se recoja se utilizará únicamente para fines académicos.

Mi correo para cualquier duda o consulta es: apuertolast@gmail.com.

Muchas gracias por participar.

Asignatura que imparte

Inglés

Otro: _____

1. Contexto de centro

¿Ha sido testigo/ consciente de algún tipo de agresión o discriminación hacia alumnos, compañeros o sí mismo por motivos de género u orientación sexual? *

- Sí
- No
- Tal vez

¿Cuenta su centro con una política que aborde explícitamente el acoso por motivos de género u orientación sexual? *

- Sí
- No
- Tal vez

¿Prepara su IES algún tipo de actividad en días señalados para trabajar la tolerancia hacia el colectivo LGTBI+? *

Tu respuesta _____

2. Experiencia personal

¿Ha recibido alguna vez formación relacionada con el colectivo LGBTI+? *

- Sí
- No
- Tal vez

Si es así, ¿fue en el centro o fuera del mismo?

Tu respuesta _____

¿Se sentiría suficientemente preparado para tratar una situación de acoso por motivos de género u orientación sexual? *

- Sí
- No
- Nunca me lo había planteado

¿Cree que sentiría incomodidad a la hora de tratar temas relacionados con el género o la orientación sexual con sus alumnos? *

- Sí
- No
- Nunca me lo había planteado

¿Le gustaría disponer de más información relacionada con el colectivo LGBTI+? *

- Sí
- No
- Nunca me lo había planteado

¿Considera importante tratar temas sociales en el aula pese a que estos no estén especificados en el temario? *

- Sí
- No
- Nunca me lo había planteado

3. Materiales

(Entendiendo materiales como libros de texto, ejercicios, fotocopias, películas, audios, etc.)

¿Considera que los materiales con los que se imparte la asignatura de inglés incluyen ejemplos diversidad sexual?

- Sí
- No
- Nunca me lo había planteado

¿Alguna vez ha tratado la diversidad sexual a través de la asignatura de inglés?

- Sí
- No

Si es así, ¿cuál fue la fuente de la que obtuvo los materiales?:

- Los elaboró el centro/ un compañero
- Eran ejemplos del libro de texto
- De asociaciones
- Desde el ayuntamiento
- De internet
- Otro: _____

¿Podría compartir aquí el nombre de alguna de las páginas o fuentes?

Tu respuesta _____

¿Cómo cree que sería la reacción de los alumnos/ las familias si se abordase el tema de la diversidad sexual en la asignatura de inglés? (O cómo fue, en el caso de haberlo hecho) *

Tu respuesta _____

¿Apoyó el equipo directivo su decisión?

- Sí
- No
- No lo supo

Señale su nivel de acuerdo con respecto a las siguientes afirmaciones:

	Totalmente en desacuerdo	En desacuerdo	Nunca me lo había planteado	De acuerdo	Totalmente de acuerdo
Los materiales de lengua extranjera deberían incluir diversos tipos de relaciones y estilos de vida además de los convencionales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los materiales deberían incluir representación de personas LGBT+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las situaciones sociales o familiares que se plantean en los libros de texto de inglés están, a menudo, desactualizadas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los temas LGBT+ deberían tratarse únicamente con alumnos adultos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los temas LGBT+ deberían tratarse solo si se da la situación en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sería beneficioso para los alumnos en general contar con materiales que representasen personas del colectivo LGBT+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sería beneficioso para los alumnos LGBT+ contar con este tipo de materiales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No hay necesidad de abordar los temas de diversidad sexual de forma explícita a través de la asignatura de inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los materiales relacionados con la diversidad sexual pueden ayudar a abordar contenidos transversales como la tolerancia o la igualdad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar este tipo de materiales podría entrar en conflicto con mis propias creencias.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comentarios y experiencias

Puede añadir en este espacio cualquier comentario o experiencia así como matizar cualquier respuesta.

ATRÁS

SIGUIENTE

¡Muchas gracias!

ATRÁS

ENVIAR

Nunca envíes contraseñas a través de Formularios de Google.

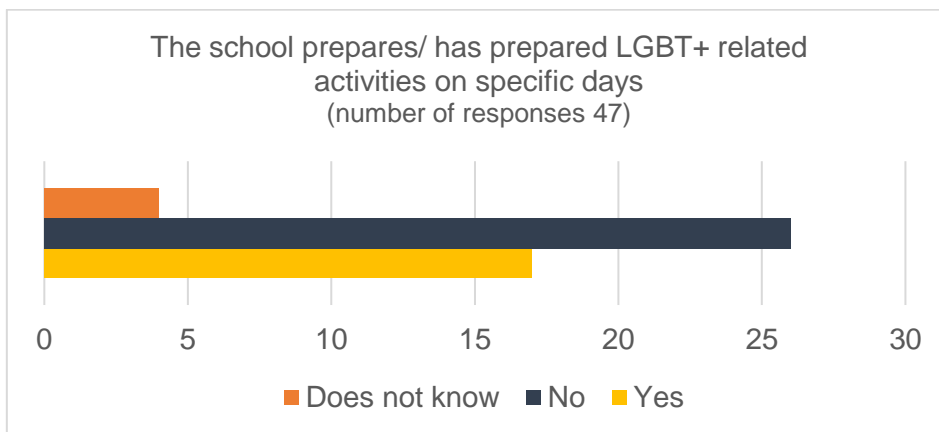
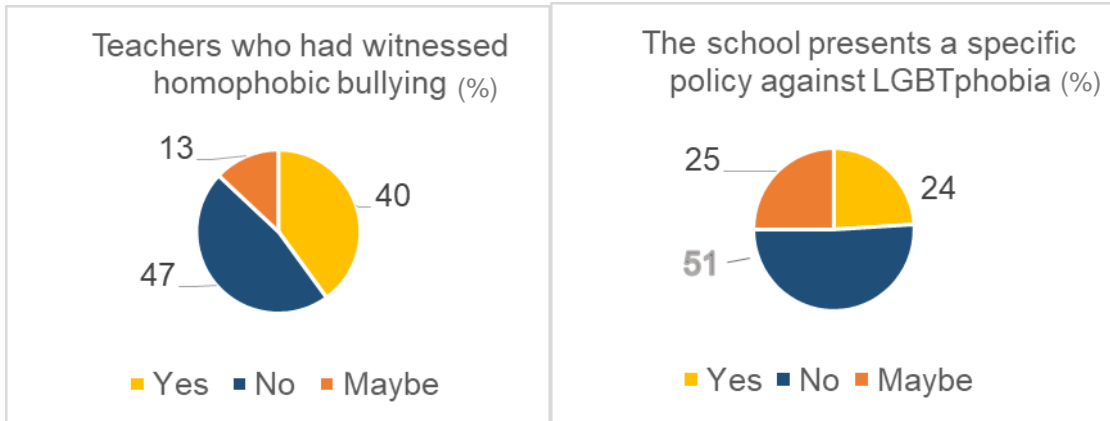
APPENDIX III: Schools that participated in the survey (from: <https://www.centroseducativosaragon.es>)

Nombre Centro	domicilio	codpostal	localidad	provincia	telefono	web	email
ANDALÁN	Cl. París, 1	50003	Zaragoza	Zaragoza	976 28 19 43	http://iesandza.educa.aragon.es	iesandzaragoza@educa.aragon.es
AVEMPACE	Cl. Islas Canarias, 5	50015	Zaragoza	Zaragoza	976 51 86 66	http://www.avempace.com	iesavempace@educa.aragon.es
CORONA DE ARAGÓN	Cl. Corona De Aragón, 35	50009	Zaragoza	Zaragoza	976 46 70 00	www.iescorona.es	iescorzaragoza@educa.aragon.es
EL PORTILLO	Cl. Juan Xxiii, 3	50010	Zaragoza	Zaragoza	976 33 64 33	http://iesporza.educa.aragon.es	iesporzaragoza@educa.aragon.es
ELAIOS	Andador Pilar Cuartero Molinero, 3	50018	Zaragoza	Zaragoza	976 52 75 00	https://ieselaios.catedu.es/	ieselazaragoza@educa.aragon.es
FÉLIX DE AZARA	CL. RAMIRO DE ARAGÓN, 15	50017	Zaragoza	Zaragoza	976 34 76 90	http://iesfazza.educa.aragon.es	iesfazzaragoza@educa.aragon.es
FRANCISCO GRANDE COVIÁN	Cl. Tomás Higuera, 60	50002	Zaragoza	Zaragoza	976 42 23 08	https://grandecovian.es	iesfgczaragoza@educa.aragon.es
GOYA	Avda. Goya, 45	50006	Zaragoza	Zaragoza	976 35 82 22	http://www.catedu.es/iesgoya	iesgoyzaragoza@educa.aragon.es
ÍTACA	Avda de los Estudiantes, 1	50058	Zaragoza	Zaragoza	976 57 24 26	www.e-itaca.es	iesitazaragoza@educa.aragon.es
JERÓNIMO ZURITA	Avda. Juan Carlos I, 11	50009	Zaragoza	Zaragoza	976 35 33 61	www.ieszurita.com	iesjerzaragoza@educa.aragon.es
JOSÉ MANUEL BLECUA	Cl. Cuarta Avenida, 13	50007	Zaragoza	Zaragoza	976 25 86 20	www.iesblecua.com	iesjmbzaragoza@educa.aragon.es
LA AZUCARERA	CL. Matilde Sangüesa, 53	50015	Zaragoza	Zaragoza	976525380	www.iesazucarera.es	iesazuzaragoza@educa.aragon.es
LUIS BUÑUEL	CL. Sierra Vicor, 20	50003	Zaragoza	Zaragoza	976 44 00 28	http://ieslbuza.educa.aragon.es	ieslbuzaragoza@educa.aragon.es
MEDINA ALBAIDA	Cl. José Luis Pomarón, 4	50008	Zaragoza	Zaragoza	976 49 19 00	www.iesmedinaalbaida.es	iesmalzaragoza@educa.aragon.es
MIGUEL CATALÁN	P.º Isabel La Católica, 3	50009	Zaragoza	Zaragoza	976 40 20 04	www.ies-mcatalan.com	iesmcazaragoza@educa.aragon.es
MIGUEL DE MOLINOS	Cl. Gabriel García Márquez, 20	50018	Zaragoza	Zaragoza	976 73 21 25	http://iesmimos.educa.aragon.es	iesmimoszaragoza@educa.aragon.es
MIGUEL SERVET	Pº RUISEÑORES, 49-51	50006	Zaragoza	Zaragoza	976 25 93 83	http://www.iesmiguelervet.es	iesmsezaragoza@educa.aragon.es
MIRALBUENO	Cl. Vistabella, 8	50011	Zaragoza	Zaragoza	976 33 04 50	iesmiralbueno.com	iesmirzaragoza@educa.aragon.es
PABLO GARGALLO	Cami. Miraflores, 13	50007	Zaragoza	Zaragoza	976 38 50 12	http://www.iespablogargallo.org/	iespagazaragoza@educa.aragon.es
PABLO SERRANO	CL. BATALLA DE LEPANTO, 30	50002	Zaragoza	Zaragoza	976 49 10 15	http://iespseza.educa.aragon.es	iespsezaragoza@educa.aragon.es
PARQUE GOYA	CL. Eugenio Lucas s/n	50018	Zaragoza	Zaragoza	976 506628	iesparquegoya.es	iesparquegoya@educa.aragon.es
PEDRO DE LUNA	Cl. Universidad, 2	50001	Zaragoza	Zaragoza	976 29 02 49	http://iespluza.educa.aragon.es	iespluzaragoza@educa.aragon.es
PILAR LORENGAR	Cl. Miguel Asso, 5	50014	Zaragoza	Zaragoza	976 47 59 66	http://www.iespilarlorenzar.es	iesplozaragoza@educa.aragon.es
RAMÓN PIGNATELLI	Cl. Jarque De Moncayo, 17	50012	Zaragoza	Zaragoza	976 33 38 78	www.iespignatelli.es	iespignatelli@educa.aragon.es

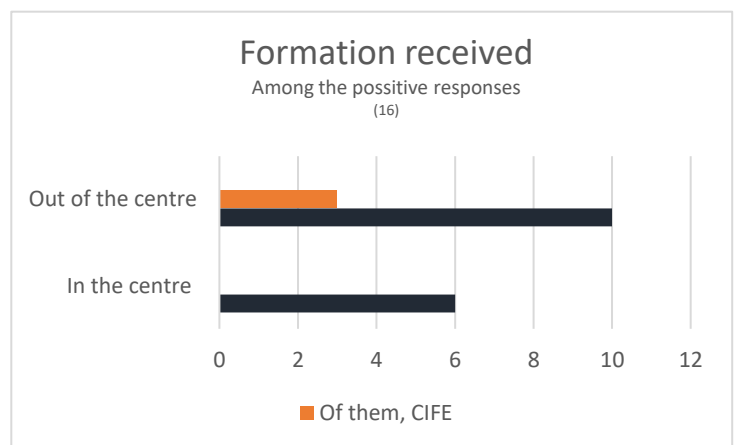
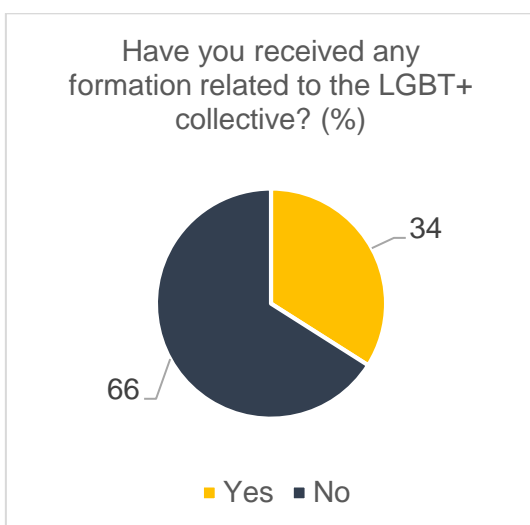
RAMÓN Y CAJAL	CL. RAMÓN PIGNATELLI, 102	50004	Zaragoza	Zaragoza	976 40 51 80	http://iesrycza.educa.aragon.es	iesryczazaragoza@educa.aragon.es
RÍO GÁLLEGO	Cl. Río Piedra, 4	50014	Zaragoza	Zaragoza	976 58 81 70	http://www.riogallego.com/html/	iesrgazaragoza@educa.aragon.es
SANTIAGO HERNÁNDEZ	Avda. De Navarra, 141	50017	Zaragoza	Zaragoza	976 32 42 00	http://www.iessantiagohernandez.com/	iesshezaragoza@educa.aragon.es
TIEMPOS MODERNOS	CL. CINEASTA SEGUNDO DE CHOMÓN, 4	50018	Zaragoza	Zaragoza	976 52 53 02	http://iestmoza.educa.aragon.es	iesttiemposmodernos@educa.aragon.es
VALDESPARTERA	CL. Isla del Tesoro, 14	50019	Zaragoza	Zaragoza	976932353	www.iesvaldespartera.catedu.es	iesvaldespartera@educa.aragon.es
VIRGEN DEL PILAR	P.º Reyes De Aragón, 20	50012	Zaragoza	Zaragoza	976 30 60 09	http://iesvp.educa.aragon.es	iesvdpzaragoza@educa.aragon.es

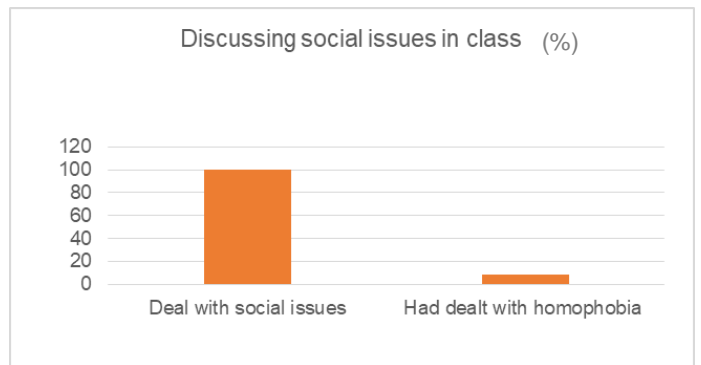
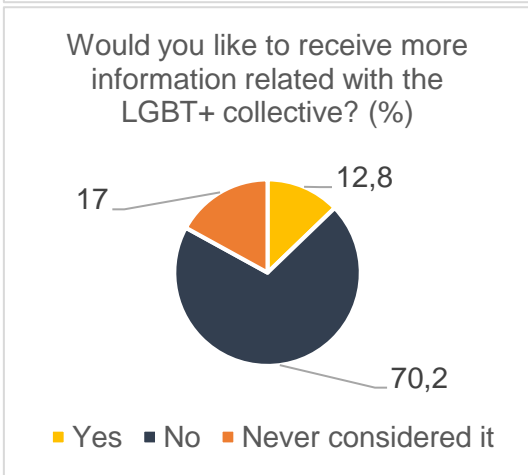
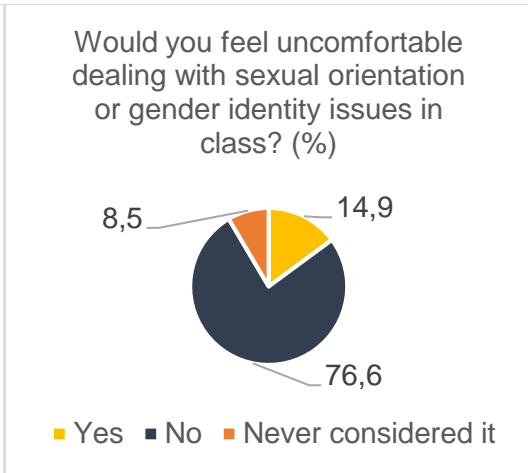
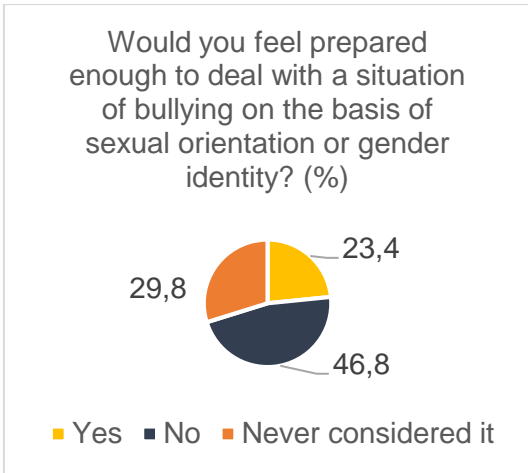
APPENDIX IV: Teacher survey results

PART 1: School context

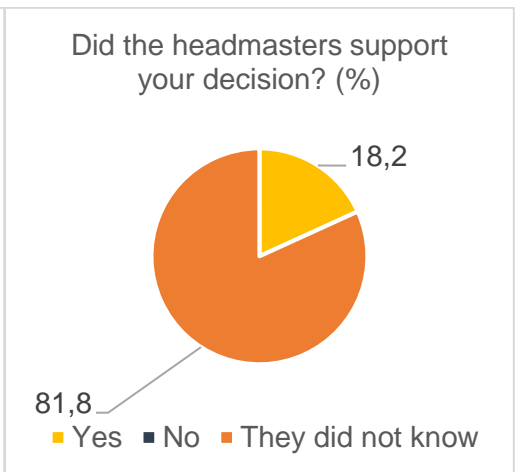
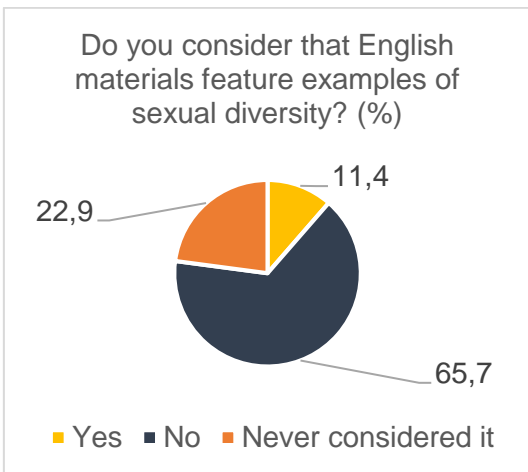


PART 2: Personal experience





PART 3: Materials



Asking about the reaction of the families (comments have been kept in Spanish):

¿Cómo cree que sería la reacción de los alumnos/ las familias si se abordase el tema de la diversidad sexual en la asignatura de inglés? (O cómo fue, en el caso de haberlo hecho)

Normal (3)

Buena (3)

Mala

Me gustaría pensar que con normalidad, aunque creo que algunas familias podrían molestarse

Variada

No soy competente en esa materia. En Tecnología se aborda la diversidad (de todo tipo) con bastante naturalidad. La totalidad del alumnado forma parte de un equipo y tienen instrucciones guía para desarrollar su trabajo técnico respetando las decisiones de los demás y ajustando las tareas a las cualidades de los componentes del equipo

Como tema social de educación cívica y en valores de respecto a la diversidad creo que no habría problema ni reticencia

Depende de cada caso. En algunas familias y alumnxs está completamente aceptado y en otras sigue siendo un tabú.

Positiva

En otras asignaturas reaccionan según sus propias creencias, generalmente no muy bien

SIN PROBLEMAS

Buena

Depende de la familia

Correcta

No sé

Bien

Espero que sería respetuosa

Diversa. Me consta que está polarizada

Igual que existen diversidad de familias, creo que produciría varias reacciones también.

No he tenido ninguna respuesta por parte de las familias

En mi caso mi grupo de FP Básico es machista y homófobo y machista por su nivel cultural y el entorno que los rodea

Algunas familias no lo apoyarían, pero deben acostumbrarse a la igualdad.

Puede que en algunos casos las familias no reaccionarían bien por ser un tema tabú y no estar directamente relacionado con la asignatura.

Los alumnos, bien. Las familias son imprevisibles.

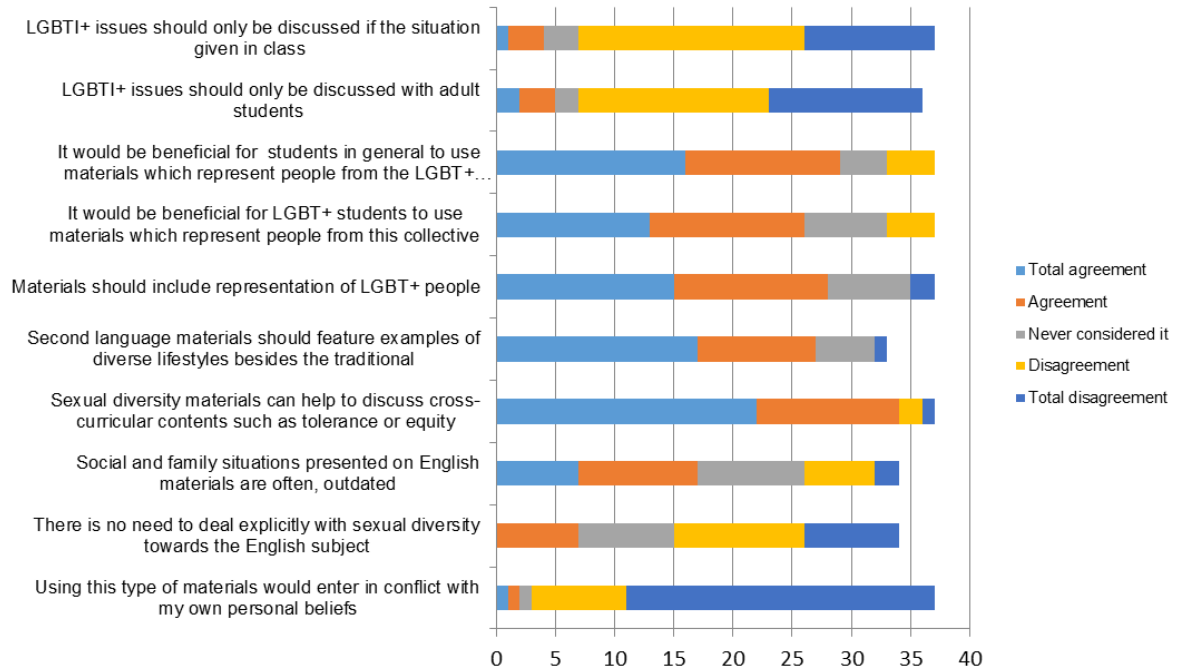
Podría crear polémica

Creo que cada vez más se toma con naturalidad la orientación sexual de cada uno, pero se mantiene como algo del ámbito privado.

Creo que se aceptaría con toda normalidad, aunque en el caso de alumnado de origen musulmán podría haber cierta oposición

Agreement and disagreement

Number of replies (37)



APPENDIX V: Student questionnaires

Before the sessions:



Facultad de Educación
Universidad Zaragoza

MASTER EN PROFESORADO DE E.S.O,
BACHILLERATO, F.P. Y ENSEÑANZAS DE
IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS
EXTRANJERAS. INGLÉS

- 1- ¿Conoces el significado de las siglas “LGBT”?

- 2- ¿Conoces alguna persona de tu entorno que se identifique como lesbiana, gay, bisexual o transexual?

- 3- ¿Podrías nombrar algún personaje famoso/ público que se identifique como lesbiana, gay, bisexual o transexual?

- 4- ¿Has utilizado alguna vez términos referidos a estos colectivos de forma negativa?

- 5- ¿Han utilizado alguna vez términos referidos a estos colectivos para referirse a ti de forma negativa?

- 6- ¿Alguna vez has visto ejemplos de personas que se identifiquen como lesbianas, gays, bisexuales o transexuales en los materiales (libros, ejercicios, fichas, etc.) de inglés?

- 7- Si ves necesario que este tema deba abordarse en clase, ¿de qué manera crees que debería hacerse: a través de modelos de gente conocida, explícitamente, con películas o libros, etc.?

After the sessions:



Facultad de Educación
Universidad Zaragoza

MASTER EN PROFESORADO DE E.S.O,
BACHILLERATO, F.P. Y ENSEÑANZAS DE
IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS
EXTRANJERAS, INGLÉS

- 1- ¿Conocías el significado de las siglas “LGBT” antes de las sesiones?

- 2- ¿Conoces alguna persona de tu entorno que se identifique como lesbiana, gay, bisexual o transexual?

- 3- ¿Podrías nombrar algún personaje famoso/ público que se identifique como lesbiana, gay, bisexual o transexual?

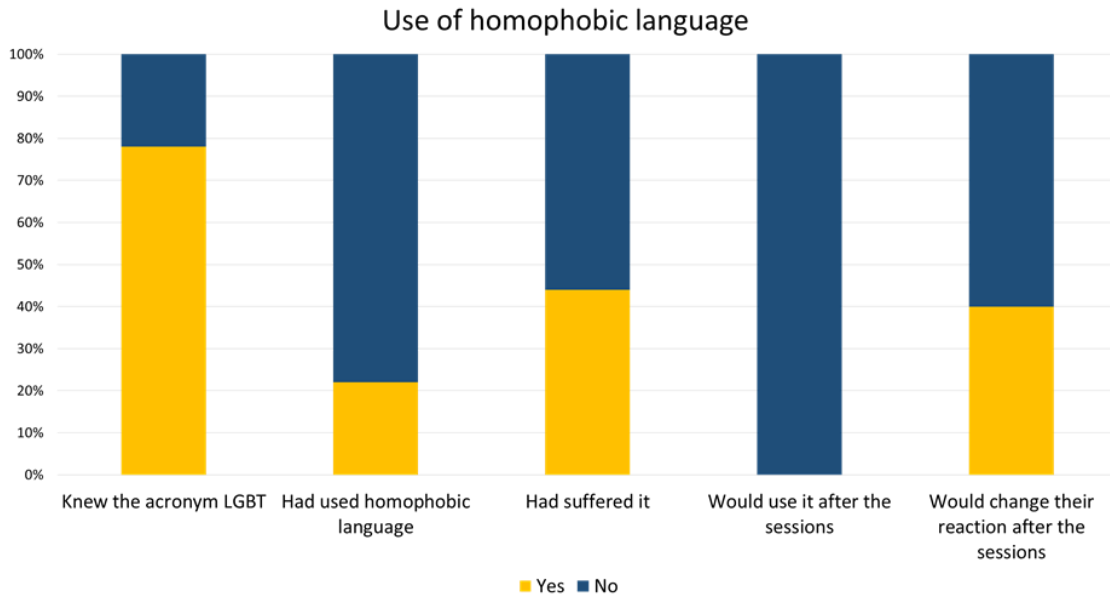
- 4- En el caso en el que hayas utilizado alguna vez términos referidos a estos colectivos de forma negativa, ¿crees que lo seguirías haciendo después de haber cursado estas sesiones?

- 5- En el caso en el que hayan utilizado términos despectivos referidos a estos colectivos para referirse a ti, ¿crees que tu reacción sería distinta después de haber cursado estas sesiones?

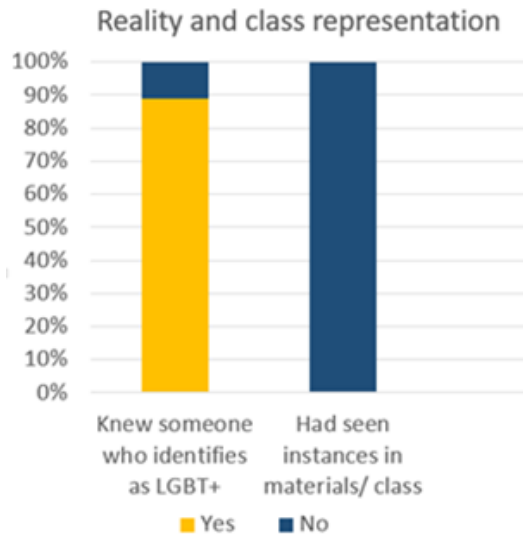
- 6- ¿Tienes alguna idea sobre cómo debería abordarse el tema de la diversidad sexual en clase?

APPENDIX VI: Student survey results

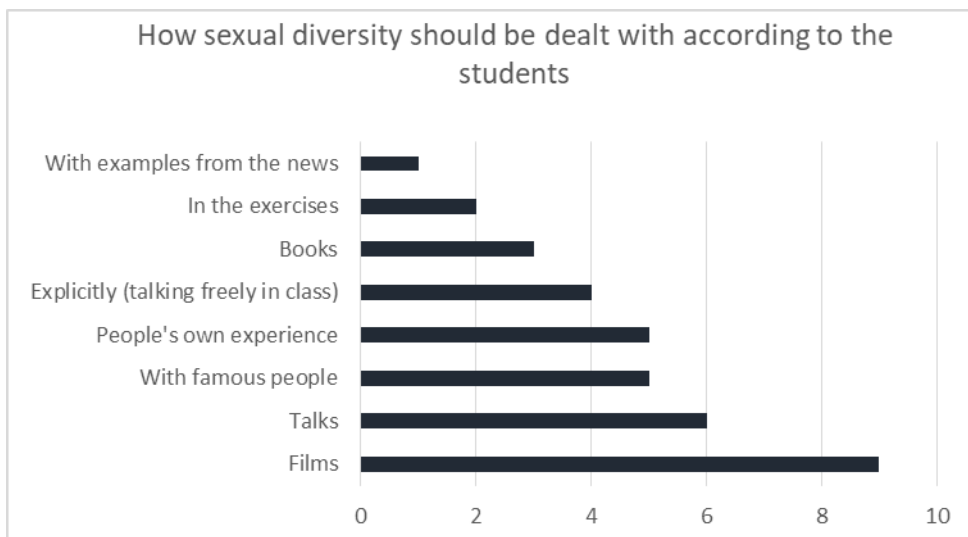
1- Analysis on the use of homophobic language before and after the sessions:



2. Gap between students' real life contact with LGBT+ people and their representation in classroom materials:



3. Students ideas on how to deal with sexual diversity in classroom:



APPENDIX VII: Interviews

- Orientador IES Tiempos Modernos: Juan Antonio Planas
Fecha: 13 de abril de 2018

- **¿Ha habido recientemente algún caso de acoso o discriminación por motivos de género u orientación sexual?**

Ha habido muchos a lo largo de los años (sin especificar uno en concreto). La tendencia general de los grupos es de discriminar y rechazar. Esto es especialmente relevante en el caso de los varones que puedan tener una tendencia más afeminada y especialmente también entre varones. En el caso de las mujeres, estas también se ven sometidas a una gran presión social y son muy rechazadas. La diferencia principal es que los casos de mujeres no son tan evidentes, como si todavía no hubieran terminado de “salir del armario”. Los casos de discriminación son comunes entre estos adolescentes, puesto que es una edad en la cual la influencia del grupo es muy fuerte.

Este rechazo sin embargo, no se produce a un nivel externo por causas de la presión de grupo, sino también de forma interna (homofobia internalizada). Así pues, tanto el momento de cuestionarse como la posible discriminación conducen muy a menudo a un descenso del rendimiento académico, puesto que el hecho de que un alumno tenga un problema emocional sin resolver lleva siempre aparejado un problema de aprendizaje.

- **¿Piensa que el centro o los profesores en general están suficientemente preparados para tratar efectivamente alguno de estos casos?**

No. De forma general, los profesores no reciben suficiente preparación como para tratar los temas afectivos. Sería imprescindible incluir formación psicopedagógica específica y sobre cómo tratar las emociones. De esta manera, los profesores estarían más preparados para motivar a los alumnos, saber gestionar un grupo y poder hacer frente a cualquiera de los temas que surjan en tutorías.

- **¿Cuál cree que es la consecuencia del taboo y la falta de iconos para el colectivo LGBT+?**

Es cierto que existe una amplia falta de representación. Y que a menudo en la sociedad que vivimos falta que se creen espacios de silencio y reflexión. Un ejemplo de ello es la valoración negativa de los propios compañeros de grupo a la hora de realizar una exposición oral. Si no se respeta a los propios compañeros cuando exponen, es muy difícil que pueda respetarse, a otro nivel, a alguien que piensa diferente o que lleva un estilo de vida diferente al que se proyecta como la norma.

- **¿En qué grado están las familias abiertas a la idea de introducir temas como el de la diversidad sexual en clase?**

La reacción general de las familias en las cuales ninguno de sus hijos se identifica como LGBT+ es que cualquier política que se haga de atención a la diversidad es bienvenida, y el que no opina igual es muy cuidadoso de guardarse su opinión por corrección política.

Pero al igual que se aceptan los temas, cuando no les conciernen, muchas familias reaccionan antes sus hijos que se identifican como LGBT+ con ocultamiento y negación. En el caso de los padres es más difícil en general que acepten la homosexualidad de sus hijos, y en ninguno de los casos tratados específicamente en el instituto ha habido un padre que aceptase completamente la de su hija.

Es posible que los hombres lo tengan más fácil, ya que tienen más modelos (regunté específicamente acerca de la ausencia de modelos femeninos) aunque en el mundo del deporte es muy difícil para ambos, y especialmente en terrenos más violentos y machistas – se ha hablado del fútbol y los toros- y de la impunidad del lenguaje que se usa en estos casos.

- **¿Qué medida sería esencial a la hora de tratar la diversidad sexual en la enseñanza?**

Habría que hacer una remodelación de todo. Lo principal sería vencer los estereotipos y cambiar los currículums, ya que están desfasados. También sería beneficioso priorizar la tutoría y educar en las emociones.

- PERSONAL DE LA BIBLIOTECA:
Fecha: 17 de abril de 2018

- **¿Cuenta la biblioteca con materiales en los que aparezcan personajes LGBT+?**

Sí, aunque no están clasificados especialmente. Los libros se compran independientemente de su contexto pero siempre ha habido historias y autores [pertenecientes al colectivo LGBT+] y los hay.

- **¿Es posible que haya algunos alumnos a los que les diera vergüenza pedirlos?**

A algunos podría darles vergüenza, pero a otros en ningún caso. Probablemente los más pequeños pueden ser más tímidos que los mayores y los chicos más que las chicas. Cada vez se ve como más normal.

- **¿De qué manera ayuda la literatura juvenil a los adolescentes a superar sus problemas?**

Los ayuda en general. De hecho, la narrativa juvenil se nutre de este tipo de problemas. Cada año se decide sobre qué tema se debe tratar y últimamente a habido un boom sobre el bullying.

- EDITORIALES (Oxford University Press y Macmillan), preguntas que se enviaron:

- **¿Suelen incluir los materiales de lengua inglesa ejemplos de diversidad sexual?**
¿Se ha tenido alguna vez en cuenta este criterio a la hora de crearlos?

- **¿Se ha presentado alguna vez una propuesta para ello desde asociaciones, sindicatos de profesores, etc.?**

- **¿Se podría anticipar alguna Respuesta negativa a la hora de presentar una propuesta que incluyera ejemplos de diversidad sexual?**

APPENDIX VIII: (Implemented)

LESSON 1: Queer Eurovision					
Key competences: LC, SCC, LLC, CAEC, MSC, DC					
Stage	Activity (skills)	Description	Timing	Classroom setting	Variations / follow- ups
Warm-up	Initial general questions about Eurovision (speaking)	The teacher presents some questions to students: what does Eurovision suggest to you?, Do you like it? Dislike it?, Do you like Spain's song this year? Students create a word cloud by brainstorming those words that Eurovision suggests to them. After commenting the words from the wordcloud, the teacher presents a brief introductory text (see below) to the students which deals with a topic they may have not thought about: activism in Eurovision. This text would be a transition so as to revise the meaning of the acronym 'LGBT+'.	5 min	T-Ss	In the case students do not have internet connection, the words can be simply written on the blackboard or the teacher can bring his/ her own wordcloud for students to discuss or to play agree/ disagree games.
Main activity	(reading)	In groups, students receive a text with some information related to an artist who identifies as LGBT+ and a chart (below). They will have to read and complete their chart with the information they have from their artist.	7 min	Ss	
	Grammar focus: asking questions (speaking)	The teacher will ask students to round robin and decide which types of questions they should ask the other teams in order to fill the information gaps in their chart. The teacher will correct and help the students if they do not find the question they need.	5 min	T-Ss	

	(speaking and writing)	Then, students will move around the classroom asking each other in order to complete their charts with the other teams' artists.	5 min	Ss-Ss	Early finishers may have time in order to prepare the presentation so as to introduce their artist in the next activity.
	(speaking and listening)	Students will briefly present their candidates and a bit of their Eurovision performance will be shown to the whole class.	15 min	Ss-T	Depending on the attitude of students and of time constraints, they may present their candidate in front of their colleagues or from their sits. If students are not paying attention, the teacher can make them questions after each one of the presentations randomly.
Follow-up	Voting (speaking)	Students choose their favourite performance and vote. The students will be adding their points as if they were the presenters of the different countries and making the total in order to decide which one of the singers is the winner. The winning song will be played.	10 min	Ss-T	If there is extra time left or students seem interested, they can be asked to create their own playlist featuring artists (English speakers) who inspire them and the reasons to inspire them. The students can create a collaborative playlist on Spotify to be played in class at future quiet moments in which students are working individually.

MATERIALS:

A1 – Possible wordcloud (created with the app Wordclouds)



A2- Introductory text



The Eurovision Song Contest is one of the most celebrated music festivals all around the world. It started in 1956 and is held each year in a different European city, depending on the country which won the previous edition.

However, the festival is not only important because of music and tourism, but also for promoting a safe space for the inclusion of LGBT+ people throughout artists and performances.

A3- Chart

ARTIST	SONG	COUNTRY	YEAR	POSITION

ARTIST	SONG	COUNTRY	YEAR	POSITION
Dana International	Diva	Israel	1998	1
Marie N	I Wanna	Letonia	2002	1
Sestre	Samo Ljubezen 'Only Love'	Eslovenia	2002	13
Conchita Wurst	Rise Like a Phoenix	Austria	2014	1

A 3- Texts:

1- DANA INTERNATIONAL

In 1998, the Israeli singer Dana International participated in the Eurovision Song Contest. With her catchy song 'Diva', this artist became the first trans woman to win the contest and raised the visibility of this collective. Nowadays, this song has become one of the most important anthems for the LGBT+ movement.

2- MARIE N

In 2002, the same year in which Rosa participated in the Eurovision Song Contest, the Letonian singer Marie N surprised everybody with her song 'I Wanna', in which she cross dressed, that is, she started her performance wearing a male suit and ended wearing a long dress. She was the winner of that

3- SESTRE

In 2002, the same year in which Rosa participated in the Eurovision Song Contest, the Slovenian group Sestre represented their country. The group performed in drag, that is, they were three men who dressed and sang as women. The name of their song was 'Samo Ljubezen' or in English, 'Only Love', and although they ended in 13th position, the song was a number 1 hit in their country.

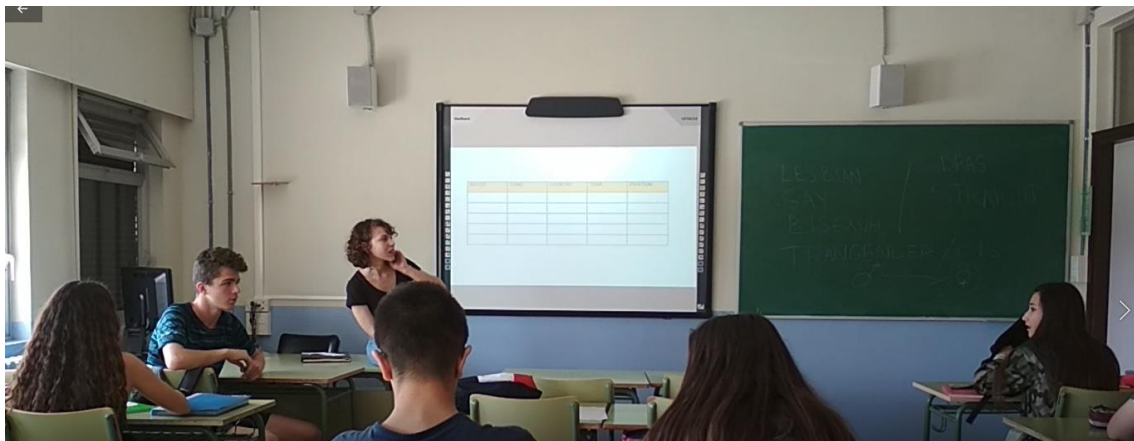
4- CONCHITA WURST

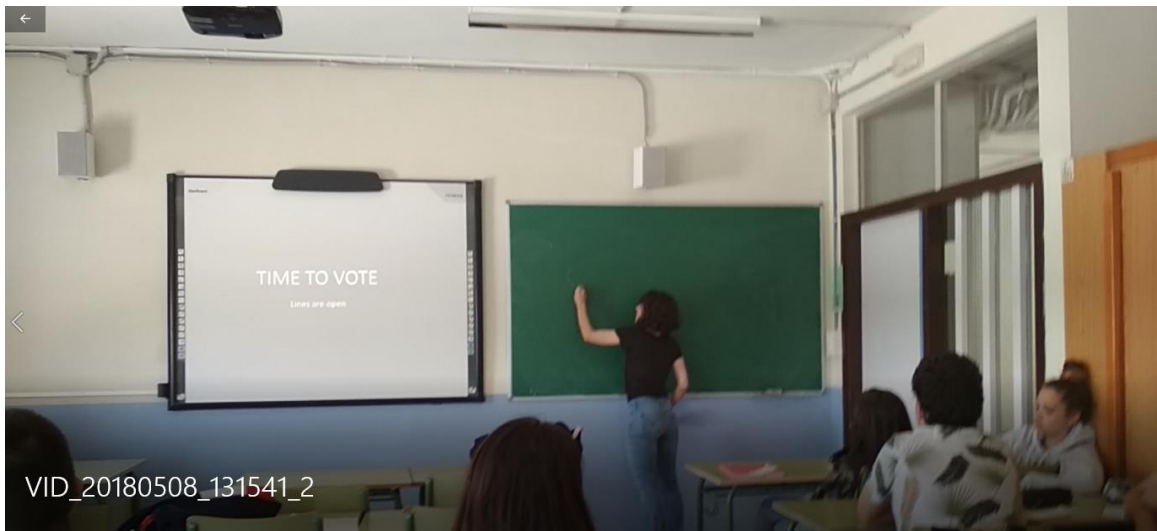
In 2014, Conchita Wurst, who was the Austrian representative for the Eurovision Song Contest, became the winner of the edition with her song 'Rise Like a Phoenix', in which she sang about overcoming obstacles such as those she faced being a trans woman. She keeps releasing music nowadays and is well-known because of her image as a proud woman in a beard.

OTHER POSSIBLE ARTISTS (if the group is more numerous):

ARTIST	SONG	COUNTRY	YEAR	POSITION
Verka Serdutchka	Dancing	Ukraine	2007	3
Marija Serifovi'c	Moltiva 'Prayer'	Serbia	2007	1
Isaura	O Jardim 'The garden'	Portugal	2018	24

Some images of the implementation:





APPENDIX IX

LESSON 2: The Secret Diaries					
Key competences: LC, SCC, LLC, CAEC, MSC, DC					
Stage	Activity (skills)	Description	Timing	Classroom setting	Variations / follow- ups
Warm-up	Riddles (listening and speaking)	Students are presented the video 'The Riddle' corresponding to the UN's campaign against homophobia (below), which will be stopped for students to try to solve the riddle.	4 min	T-Ss	If the intention is for the students to discover the topic themselves in the next exercise, they may have been asked on a previous day to find a riddle and present it to the rest of the class.
Activity 1	The decoding game (reading and writing)	Students are presented with a code and will be asked, in pairs, to decode a series of sentences (which are written in their passive form). They will have to do it in the form of a rally coach, that is, while one of the students decodes, their peer coaches them and, for the next exercise, they will switch functions. Once they have decoded them, they will need to complete the one they think is the structure of a passive.	10 min	S-S	The sentences can be decoded according to different levels (as explained below).
Activity 2	Put the story in order (reading and speaking)	Once they have completed all the structures, they will read them to the rest of the class. At this point, we would revise which are the structures of the passive which they would be already familiar with. Afterwards, they will read them again and try to choose the correct order for them.	5 min	Ss-Ss	

	Reflection (speaking)	Then, the teacher would present the students with a series of questions for them to reflect later on: Did you know her? How do you think her story would have changed now in the 21st century?	8 min	T-Ss	Students may be asked to round table the differences between the 19 th century and nowadays.
Activity 3	Coding one's own sentences (writing)	In pairs students will have to write a message in code using the passive structures which they have revised before and their peers will try to decodify it.	10 min	S-S	Fast finishers can share their sentences with other colleagues who have also finished and try to see who is able to guess the most sentences. If students have not watched it at the beginning of the lesson, teacher will put the video on the UNs campaign against homophobia.
Follow-up /homework	Creating a comic strip (writing)	Students will try to create a visual representation of the story of Ann Lister and her diaries. They can choose the tool they prefer: either Powtoon or a similar app to create cartoons or a manual one in paper. They will need to include the sentences decoded in class.	15 min	S (or Ss)	If students are very creative, they can be asked to imagine in their works a different updated version of the story. In the case students do not feel too inspired, they can make their stories in groups and share them with the class the next day.

MATERIALS:**A1 – Possible warm-up/ follow- up riddle:**

The Riddle: new anti-homophobia message from UN human rights office:

<https://www.youtube.com/watch?v=sYFNfW1-sM8>

A2 - Possible code

A = a	I = l	Q = q	Y = y
B = b	J = j	R = P	Z = θ
C = 3	K = k	S = β	
D = ð	L = 7	T = 11	
E = ≡	M = w	U = u	
F = 6	N = N	V = Λ	
G = g	O = o	W = M	
H = •	P = π	X = χ	

Sentences to decode:

Anne Lister was born in 1791 in the Yorkshire.

She was raised as a gentlewoman.

She was said to carry many diaries.

Her thoughts about daily life were written in diaries.

She was criticised because of being in love with another woman.

Her life was hard because of social pressure.

John Lister was told to burn the diaries but he kept

Her diaries started to be decoded in the 1980s.

Her diaries are now part of the UNESCO Memory of the World Programme.

She is said to be an LGBT+ icon.

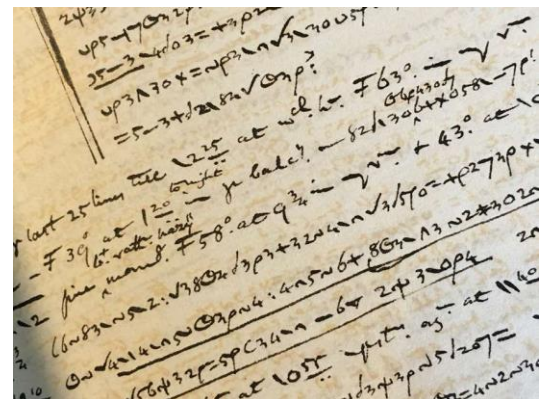
These lessons could be encoded in different manners so as to fit the level of the students:

- **Either only key parts of the sentence:**
Anne Lister M α β b ρ P N in 1791 in the γ ρ Pk β•IP ≡
- **The whole sentence according to the code:**
α N N ≡ 7 I β 11 ≡ P M α β b ρ P N I N 1791 I N 11• ≡ γ ρ Pk β•IP ≡
- **Or through different riddles or mathematical problems to raise the difficulty:**
α N N ≡ (6+1) I β (22:2) ≡ P
M α β b ρ (letter number 16 on the English alphabet) N
I N (age of the people who were born in 2001) 9 I
I N (35-24)• ≡ γ ρ Pk β•IP ≡

Grammar focus:

STRUCTURES USED
1- Subject + WAS/WERE + Past participle (+ by someone/something)
2- Subject + IS/ WAS + SAID/ TOLD + TO (subordinate clause)
3- Subject + IS/ WAS + KNOWN TO BE (adjective or subordinate clause)

Images of the real diaries:



APPENDIX IX

LESSON 3: Lesbians and Gays Support the Miners					
Key competences: LC, SCC, LLC, CAEC, SIEC					
Stage	Activity (skills)	Description	Timing	Classroom setting	Variations / follow- ups
Introduction	Description of images (speaking)	The teacher will lead a discussion about the images which can be found below, using questions such as the following: what do these images suggest? Are you engaged in any cause?	5 min	T-Ss	For an introduction, students may be asked, as well, what they think the LGBT+ and the miners' collective may have in common and perform a little round robin imagining sentences which explain how they may be related.
Activity 1	Text (reading and speaking)	<p>Students start reading individually part I of the text entitled 'Pride' (below), once they have finished, they will discuss in pairs and then, share their conclusions with their groups so as to predict what they think would happen next and they will tell it to the rest of the class (as in a think-pair-share kind of activity).</p> <p>While each one of the groups is sharing their views, the rest of the students will mark whether they agree or disagree with the views of their pairs. This is the time to introduce the grammar focus of this lesson: expressions for agreement and disagreement (see 'cheat sheet' below).</p>	<p>5 min</p> <p>10 min</p> <p>5 min</p>	<p>S-Ss</p> <p>Ss-Ss T-Ss</p> <p>Ss</p>	Instead of only presenting their views orally, students in their groups may be asked to round table so as to finish the story according to their predictions.

		Afterwards, students in their groups will read the second part of the text and discover whether they were right on their guesses.			
Discussion	How much things would have changed (writing)	After reading the end of the text, students will be asked to write each one a sentence thinking about something that would have been different if the story had taken place nowadays. Students will follow the talking chips dynamic, in this case 'writing' chips to make sure that they all participate.	5 min	Ss	
	Agree and disagree (speaking)	Each one of the students should find someone who agrees and disagrees with the statement they have written, so as to construct the bases for a new group which would carry out together activity 2.	2 min	Ss-Ss	
Activity 2	Role play (speaking)	Students in groups will be given a piece of paper with some information about the character they will have to represent (see the materials below). They will need to discuss about the topics provided in their sheets taking into account the context of the situation that has previously been read on the text. Once they have reached a conclusion, they will present to the rest of the class how they would have solved the problem.	10 min	Ss Ss-Ss	Groups who find a solution early will be asked to gather their ideas and write them in the form of a proposal to be signed. Groups who do not seem to talk too much will be guided by the teacher, asking them questions about their characters or about the information that is on their cards.
Follow-up	Movie clip (listening)	Students will watch the last minutes of the movie clip and try to guess who their characters in the previous role play were according to their dialogues.	8 min	T- Ss	Before watching the clip, students could be asked to describe how they think

					their characters may look like and see if they have guessed correctly or not. This may be a good exercise to bust stereotypes.
Homework	Making a suggestion (writing)	Students will share on a paddlet page a post about something that affects them politically and make a proposition to challenge it.		S	In the case students cannot access the internet, or that it is still time left in the classroom, these posts can be either written as a composition or in little papers (or post-its) and share them on the wall.

MATERIALS:

A1 – Images



A2 – Text and questions

PRIDE**PART I**

More than thirty years ago, in 1984, miners from England, Scotland and Wales went on strike in one of the UK's most bitter industrial disputes. As miners were on strike, they did not earn any money from their salaries and it was hard for them to get by. At the same time, the government, ran by Margaret Thatcher, decided to stop any funding given by external people or organisations, so anybody could give money to support the miners.

However, some organisations all around the country wanted to be solidary with the miners and their families and the biggest fundraiser was a group of gay and lesbian campaigners – who saw the harassment of the miners by Margaret Thatcher's government as mirroring their own experiences. They formed the LGSM (Lesbians and Gays Support the Miners), whose members met in a bookshop in London, and decided to march to the different regions in which miners were demonstrating against the government to offer them their support. On their first trip, they set off from London in two minibuses and a campervan to a village in South Wales carrying buckets of coins raised in clubs or on the streets of London.

What do you think will happen next?

Do you think miners will be happy with the idea?

What do you think miners could do to help the LGBT movement?

PART II

Although at first some miners were not happy of the idea of being helped by the LGSM, because of their prejudices against gay people, the trip helped the members of the two groups to know each other and understand that they were fighting on the same side. It is then when they decided to act together. Actually, the LGSM got to rise about £20,000 for the families by making a benefit concert with them.

Eventually, the miners were defeated by the government, but they decided that after the support they had received by the LGSM, the labour groups should help their allies back and made a campaign in favour of helping to pass a bill protecting the rights of LGBT people and marched together during London's Gay Parade (1985).

CHEAT SHEET: agreement and disagreement structures

EXPRESSING OPINION	AGREEMENT	DISAGREEMENT	FURTHER DISCUSSION // PASSING THE FLOOR
In my opinion From my point of view The way I see it As far as I'm concerned According to...	I agree I couldn't agree more I think so So do I For sure You have a point there I guess you are right	I (totally) disagree (I'm afraid) I don't think so Me neither I'm not sure about that That is not (exactly) the case I think you are wrong	Do you agree with me? What do you think? What are your thoughts on this? Do you have any suggestions? How do you feel about that?

A3 – Role play cards**STUDENT 1: MARGARET THATCHER**

UK's Prime Minister (Conservative Party)

You have invited the representatives of the mining communities and of the LGSM to talk about your intention of closing the pits.

You want to close the mining pits:

- Importing coal from other countries is cheaper
- You want to develop the petrol industry

You don't agree with the miners questions.

You don't agree with the questions from the LGSM either, you are not interested in the rights of LGBT people.

STUDENT 2: MARK ASHTON

Founder of the Lesbians and Gays Support the Miners group

You have been invited by Margaret Thatcher, the Prime Minister of the UK, to talk about her intention of closing the pits.

You agree with the miners' questions

- They are suffering pressures as a group in the same way as the LGBT groups are suffering

You don't agree with Margaret Thatcher and want to convince her not to close the pits.

You defend the rights of LGBT people.

You agree with Dai and need to convince the other miners to support you.

STUDENT 3: DAI DONOVAN

Founder of the Welsh miner's organization

You have been invited by Margaret Thatcher, the Prime Minister of the UK, to talk about her intention of closing the pits.

You don't agree with Margaret Thatcher

You want to convince Thatcher not to close the pits

- Many jobs will be lost
- Many families will get poor
- If you go on strike, the country will run out of electricity

You support Mark Ashton and need to convince the other miners to agree with you

- They are good people who are raising money to help your cause.
-

STUDENT 4: RHYS CARWYN

Welsh miner who is not comfortable with the idea of an LGBT group helping the miners.

You have been invited by Margaret Thatcher, the Prime Minister of the UK, to talk about her intention of closing the pits.

You want to convince Thatcher not to close the pits

- Many jobs will be lost
- Many families will get poor
- If you go on strike, the country will run out off electricity

You don't agree with Mark Ashton:

- You are not interested about LGBT rights
 - You don't think miners need help from other collectives
 - You propose other forms of collecting money
-

STUDENT 4: HEFINA HEADON

Member of the social committee of Onllwyn.

You have been invited by Margaret Thatcher, the Prime Minister of the UK, to talk about her intention of closing the pits.

You support Mark Ashton and need to convince the other miners to agree with you

- They are good people who are raising money to help your cause.

You want to convince Thatcher not to close the pits:

- Many jobs will be lost
- Many families will get poor
- If you go on strike, the country will run out of electricity

FILM:

Calamity Films, Warchus, M. (dir.) (2014) *Pride* (Film), UK: Calamity Films.

If students are interested in the topic or in activism, there is a series of documentaries featuring actors Ellen Page and Ian Daniel about how LGBT+ rights are understood in different countries around the world. There are some related to the United States that may be interesting as well in order to study bits of the American culture:

Viceland, Laven, D. (dir.) (2016) *Gaycation* (TV series), USA.

APPENDIX XI (implemented)

LESSON 4: Olly Alexander's advice box					
Key competences: LC, SCC, LLC, CAEC, DC					
Stage	Activity (skills)	Description	Timing	Classroom setting	Variations / follow- ups
Warm- up	Artists and recommendations (speaking)	Students will be asked to recommend their favourite artist to the rest of the class.	5 min	S-Ss	Students may have been asked as a pre-task in the previous lesson to search some information about artists who identify as LGBT and share the name of one of the songs they have liked from them.
	About music in the UK (speaking)	The teacher will ask students a series of introductory questions related to what they think about music or whether they hear to any type of music from the UK. Instances of these are: Do you like listening to music? Which type of music do you link to the UK? Do you know a band called Years and Years?	5 min	T-Ss	
Activity 1	Audio 1 (00:00- 1:40) Audio 2 (39:34- 40:28) (listening)	Olly introduces himself and his story and then he talks about his box, which contextualises the next activity.	10 min	T-Ss T-Ss	Subtitles are available if students find the audio too difficult.
Grammar focus	Giving advice (speaking)	We would revise on the blackboard the structures on how to give advice. Since they have already studied it during the course, they will be able to	5 min	T-Ss	

		produce some of the structures necessary to give advice. And they will practice giving advice to Olly according to his last situation.			
Activity 2	Olly's box (reading and writing)	Students in peers/ groups will pick one of the letters from the box. Each one of these persons is having a problem: EXAMPLES: - I am gay and I'm scared that my friends won't accept me. - I feel unhappy with my body. - I feel really anxious about exams. - I am sad because I am getting only low marks this year. [...] They will read their paper aloud and they will search for advice to that person. Afterwards, they will tell the rest of the group which would be their advice and put their papers back into the box.	15 min	Ss Ss-Ss	Students who finish early can write to each other about a problem that affects them and give advice to each other.
Follow-up /homework	Online advice (writing)	Students will write an entry on a paddlet page showing a problem that may affect them or someone they know and giving them a piece of advice on how to solve it.			In the case students cannot access the internet or that they carry out the activity in class, they can write their compositions on pieces of paper and put them back into the box.

						<p>If students seem interested on the activity, there can be a debate to discuss the necessity to talk things out and the box may be kept in class for them to share their problems in future sessions.</p>
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MATERIALS:

A1 – Questions audio

PART 1- Olly Alexander

<https://www.youtube.com/watch?v=jc17Yyz5gYc>

- 1- What's Olly's band name?
- 2- Which mental health problems did Olly suffer?
- 3- What is the percentage (%) of LGBT people who suffer them?
What is the percentage of the general population who suffer them?
- 4- Name at least one way in which Olly knows about this.

PART 2 – Olly's Box

- 5- In which city is Olly at the time and what is the name of the bar in which he is performing tonight?
- 6- How does he feel about the event?
- 7- What is the name of his box?
- 8- What is the box for?



A2 - GRAMMAR FOCUS (exercises)

Recommended structures to work with:

If I were you would (would not)...

Why don't you...?

You should (should not)...

You'd better...

Recommending music

- I want to create a Eurovision playlist.
- I want to wake up in the morning.
- I want to relax.
- I like classical music.
- I want to know more about the history of music.
- I like the sound of guitars.
- I am feeling romantic.
- I want to dance.



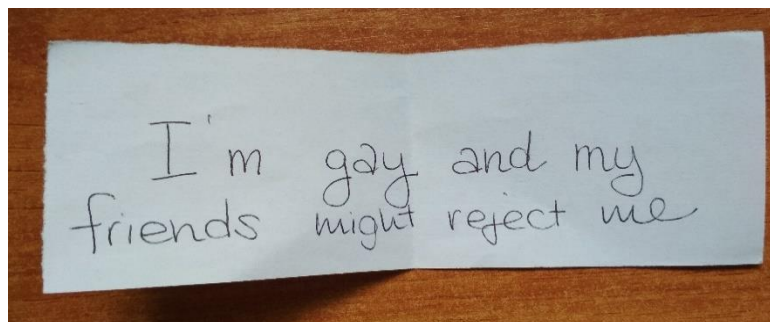
Olly is about to go on stage, but he is really nervous and he is not sure he can sing.
CAN YOU GIVE HIM SOME ADVICE TO RELAX?



A3- The box

Examples:

- I am gay and I'm scared that my friends won't accept me.
 - I feel unhappy with my body.
 - I feel really anxious about exams.
 - I am sad because I am getting only low marks this year.
- [...]



DOCUMENTARY:BBC Three, Cooper, V. (dir.) (2017) *Olly Alexander: Growing up gay* (Documentary), UK, BBC.

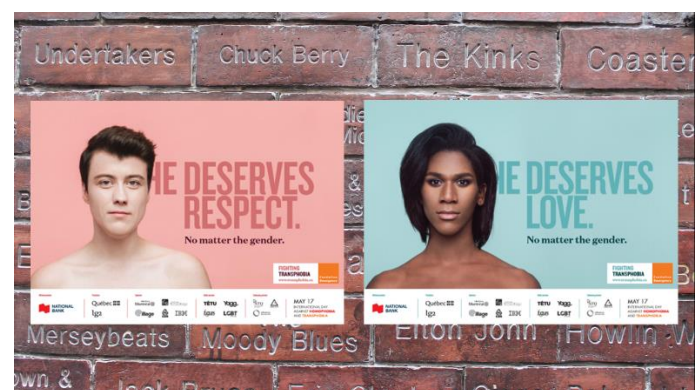
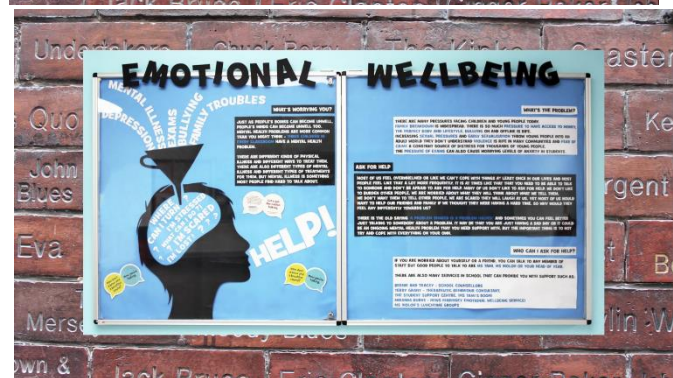
APPENDIX XII (implemented with variations)

LESSON 5: The campaign					
Key competences: LC, SCC, LLC, CAEC, SIEC, DC					
Stage	Activity	Description	Timing	Classroom setting	Variations / follow- ups
Warm-up	<p>Pictures of campaigns, videos and singles.</p> <p>(reading and speaking)</p>	<p>Students are presented with different posters from UK campaigns against LGBT+ phobia in different contexts: schools, sport, healthcare, etc.</p> <p>They will comment on them, what shocks them the most and find out which one they think may be more effective in the environment they know.</p>	5 min	T-Ss	<p>The teacher can put some of the pictures without their slogan for students to guess what the campaigns may be about or put some videos only partially so that they have to guess what will come afterwards.</p> <p>They can be asked to find examples themselves either in English or in Spanish, if they know some.</p>
Main activity	<p>Creating our own campaign (preparation)</p> <p>(reading, writing, listening and speaking)</p>	<p>On specialised groups, students will have to create their own campaign for the school, but for that to happen they will first need to find:</p> <ol style="list-style-type: none"> 1- problems LGBT+ students may suffer 2- places where they may occur 3- a slogan 4- advice to give 	15 min	T-S	

		For that, these students will be divided into four groups so as to gather all the possible information to create their future campaign.		Ss-Ss	
	Creating our own campaign (reading, writing, listening and speaking)	Students will be mixed in different groups (which could be divided into interest groups according to their preferences), counting at least with one specialist from each one of the previous groups so as to create a poster (or more than one if the group is big), a voice record (or jingle), and a video. In this activity, the teacher serves as a support for the students to solve doubts and guide, but the students must be the ones to choose whether they will split the different parts of the work or to work in all of them together. They will also need to decide who may perform each of the activities (scriptwriting, filming, etc.) according to their skills and preferences. However, the teacher will take into account if the groups are having any kind of trouble or if some of their members are not working or being left work.	25 min	Ss-Ss	If students are interested, and in order to foster the collaboration among teachers, this lesson may be carried out with the help of other departments such as drawing, music or technology.
Follow-up	Sharing (reading, writing, listening and speaking)	Once the campaign has been finished, students will share their work on the schools' social media by posting the video, voice message and poster online with the class computer (or the computers available in class). Also, they may share their work to the rest of their colleagues and present themselves as counsellors if any student needs their help. This would take place in future sessions (preferably in 'tutorías').	5 min	Ss-Ss	The school may not be on social media, however, students could share on the schools' webpage or create an English blog or media account themselves so as to post it.

MATERIALS:

A1- Examples of images:



Examples of videos:

Stonewall | #NoBystanders

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

Shh! Silence Helps Homophobia - LGBT Youth Scotland

<https://www.youtube.com/watch?v=XQKGigb5I28>

The Riddle: new anti-homophobia message from UN human rights office

<https://www.youtube.com/watch?v=sYFNfW1-sM8>

APPENDIX XIII: EVALUATION

A) Evaluation criteria (4th of ESO)

BLOQUE 1: Comprensión de textos orales

Crit.IN.1.1. Comprender la información general, específica y los detalles más relevantes en textos orales de longitud media, transmitidos de viva voz o por medios técnicos, en diferentes registros, sobre aspectos concretos o abstractos de temas cotidianos, de su interés o menos habituales, aplicando estrategias de comprensión adecuadas, identificando las principales funciones comunicativas y los patrones sintáctico-discursivos asociados a ellas, reconociendo el léxico común, las expresiones y modismos frecuentes y los patrones básicos de pronunciación.

Crit.IN.1.2. Conocer y utilizar para la comprensión del texto oral los aspectos socioculturales (de carácter histórico o literario) y sociolingüísticos relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida, relaciones interpersonales, comportamiento (lenguaje no verbal, uso de la voz) y convenciones sociales (cortesía, registro, valores), mostrando una actitud de confianza en el uso de la lengua como medio de comunicación y entendimiento.

BLOQUE 2: Producción de textos orales: Expresión e interacción

Crit.IN.2.1. Producir mensajes orales breves o de longitud media, en diferentes registros, en los que se intercambia información y opiniones, se justifican acciones y se formulan hipótesis, aplicando estrategias de planificación y ejecución, expresando las funciones comunicativas requeridas mediante el empleo de patrones sintáctico-discursivos y de pronunciación adecuados, y léxico de uso común, expresiones y modismos frecuentes, para organizar el texto con suficiente cohesión y coherencia.

Crit.IN.2.2. Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y laboral, seleccionando y aportando información pertinente, ajustando la expresión al destinatario, al propósito comunicativo, al tema y al canal, expresando opiniones con cortesía, y mostrando iniciativa y confianza en el uso de la lengua.

BLOQUE 3: Comprensión de textos escritos

Crit.IN.3.1. Comprender la información esencial y los detalles más relevantes en textos de longitud media, escritos en diferentes registros, sobre temas cotidianos, de su interés o menos habituales, aplicando estrategias de comprensión adecuadas, identificando las principales funciones comunicativas y los patrones sintáctico-discursivos asociados a ellas, reconociendo el léxico, expresiones y modismos de uso común, las convenciones ortográficas, de puntuación y de formato, así como símbolos y abreviaturas.

Crit.IN.3.2. Conocer y utilizar para la comprensión del texto los aspectos socioculturales (e.g. de carácter histórico o literario) y sociolingüísticos de texto relativos a la vida cotidiana (hábitos y actividades de estudio, trabajo y ocio), condiciones de vida, relaciones interpersonales y convenciones sociales (actitudes, valores), mostrando una actitud positiva y de confianza en el uso de la lengua como medio de acceso a la información.

BLOQUE 4: Producción de textos escritos: Expresión e interacción

Crit.IN.4.1. Producir textos escritos breves o de longitud media, coherentes y de estructura clara, sobre temas cotidianos, de su interés o menos habituales, en diferentes registros, aplicando estrategias de planificación y ejecución, expresando las funciones comunicativas requeridas mediante el uso correcto de los patrones sintáctico-discursivos asociados a ellas, el léxico, expresiones y modismos de uso común, y las convenciones ortográficas, de puntuación y de formato.

Crit.IN.4.2. Incorporar a la elaboración de textos los conocimientos socioculturales y sociolingüísticos relativos a relaciones interpersonales y convenciones sociales en diferentes ámbitos de la vida, seleccionando y aportando información necesaria, ajustando la expresión al destinatario, al propósito comunicativo, al tema y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria, y mostrando una actitud de esfuerzo y de confianza en el uso de la lengua escrita.

B) Evaluation tools:**General evaluation of the lessons:**

LESSON	KEY COMPETENCES	EVALUATION CRITERIA	ASSESSMENT ACTIVITIES AND TOOLS	MARKING CRITERIA
1	LC, SCC, LLC, CAEC, MSC	Crit.IN.2.1. Crit.IN.3.1. Crit.IN.3.2.	Class activities Rubric for speaking	15%
2	LC, SCC, LLC, CAEC, MSC, DC	Crit.IN.2.1. Crit.IN.3.1. Crit.IN.3.2. Crit.IN.4.1	Class activities Rubric for writing	15%
3	LC, SCC, LLC, CAEC, SIEC	Crit.IN.1.1. Crit.IN.2.1. Crit.IN.2.2. Crit.IN.3.1. Crit.IN.3.2. Crit.IN.4.1.	Class activities Rubric for speaking Rubric for writing	15%
4	LC, SCC, LLC, CAEC, DC	Crit.IN.1.1. Crit.IN.1.2. Crit.IN.2.1. Crit.IN.2.2. Crit.IN.4.1. Crit.IN.4.2.	Class activities Rubric for speaking Rubric for writing	15%
5	LC, SCC, LLC, CAEC, SIEC, DC	Crit.IN.2.1. Crit.IN.2.2. Crit.IN.4.1. Crit.IN.4.2.	Rubric for the final product	30%
At the end of the unit			Checklist and classwork being brought in	10%

Students will be asked to gather their everyday activities as a portfolio throughout the course and to bring it on exam days so as to assess their daily work along the checklists.

Everyday checklist:

DATE:			
NAME:			
Activities	Yes	No	Comments
Student shows a participative attitude			
Student performs individual tasks			
Student participates in his/her group tasks			
Student is respectful and encourages the members of the team to participate			

To assess speaking and writing activities:

ASPECTS	GOOD	A (+)	TO BE IMPROVED	B (0)
Coherence within the activity	The product of this activity replies to what it was expected from it.		The product of this activity is unrelated to what was expected from it.	
Register	The register used in the speech or written discourse matches the sociolinguistic requirements.		The student speech or written discourse is too informal or it does not address politely its receptor.	
Integration of contents	The student proves what s/he has learnt by integrating the vocabulary and grammar that corresponds to the lesson.		The student does not prove what s/he has learnt, since s/he does not integrate the vocabulary and grammar that corresponds to the lesson.	
Accuracy	The student uses the features highlighted in the previous point accurately.		The student's speech or writing cannot be understood either due to lack of coherence or to the amount of mistakes.	
Development of fluency	The student's speech/ written discourse is fluent, however there may be some errors		The student's speech/ written discourse is not fluent, either there are too many gaps in the communication or	

	which do not affect communication.		the errors prevent effective understanding.	
Argumentation	The student is able to express his/her own opinion (agreement or disagreement) and to discuss it and defend it.		The student is not able (or reluctant) to express his/her own opinion, discuss and provide arguments.	
Final mark				

Rubric for the final product

Features regarding the attitude of students: i.e. if they seem very engaged to their work or if they are interested in promoting further campaigns related to other aspects which affect their school environment, or to share their campaign internationally through social media, will be also considered positively in future evaluations.

LESSON 5: The campaign			
ASPECTS	Needs improvement	Meets expectations	Exceeds expectations
Group work	The students have not reached an agreement or have not worked together.	The students have worked together taking into account everyone's opinions.	The students have cooperated by discussing several ideas and reaching an agreement that has been shared with the other teams.
Use of ICTs	The students do not make a correct or appropriate use of the ICTs.	The students make a correct use of the ICTs.	The students manage the features of ICTs and creates aesthetic and effective pieces of work.
Accuracy	The students' errors in discourse prevent communication. The whole piece of work is not understandable.	The students' discourse is correct and the possible errors do not affect communication. The ideas are original.	Not only the discourse is grammatically correct but it also has a positive impact on the receptor (catchy slogans, thoughtful advice, etc.)
Fluency	The students' do not sound fluid in their speaking (voice recording/sample or video) or do not present coherent pieces or writing (poster).	The students' sound fluid and understandable, although there may be some errors, repetitions or silences.	The students are fluid and correct. Their speech or written discourse is coherent and related to their colleagues other pieces of work. The sound convincing to the audience.
Comments:			

APPENDIX XIV: LGBT+ visibility days

Name	Date	From
LGBT+ Histoy Month (UK, USA and Canada)	February	1994
Trans Visibility Day	31st March	2009
Lesbian Visibility Day	26th April	2008
Day Against LGBTphobia	17th May	2005
LGTB Pride Month	June	
Internacional LGBT Pride Day	28th June	1970
Bisexual Visibility Day	23rd September	1999
Coming Out Day	11th October	1988
Intersexual Visibility Day	26th October	1996
Internacional Day for Transexual Memory	20th November	1998

APPENDIX XV: Day against LGBTIQphobia IES Tiempos Modernos

Hola a tod@s:

Os informamos que el próximo **jueves 17 de mayo** se celebra internacionalmente el Día contra la homofobia, bifobia y transfobia. Este **Día Internacional contra la LGTBIQfobia** (IDAHOT, por sus siglas en inglés) nos recuerda que fue en esa fecha, en 1990, cuando la Organización Mundial de la Salud eliminó la homosexualidad del catálogo de enfermedades mentales. Por primera vez en nuestro instituto, damos cabida a una serie de actividades para visibilizar la diversidad sexual.

Desde del Grupo de Convivencia del IES, el departamento de Extraescolares ,el P.I.E.E.y F.A.D.E.A., vamos a realizar diferentes acciones de sensibilización en torno a esta fecha. Os las detallamos a continuación:

- **JUEVES 17/5/18.** CHARLA A 3º ESO/4º ESO (cada tutor/a está informado/a de la hora) . Impartida por Chryssalis (asociación de familias de menores trans). Hablarán de la diversidad sexual.

<https://chryssallis.org.es/presentacion/>

- **MARTES 22/5 y MIERCOLES 23/5.** CHARLA 4º ESO (cada tutor/a está informado/a de la hora). Impartida por FADEA (asociación de estudiantes). Hablarán de la LGTBfobia.
- **JUEVES 17/5/18.** Primer recreo: acción en el patio, dirigida a todo el alumnado, organizada por FADEA en colaboración con el grupo de Solidaridad y el grupo de Mediadores.Se realizará una actividad llamada: ¿Quién es quién?, basada en relacionar activistas en la historia que han luchado por los derechos de este colectivo.
- **JUEVES 17/5/18.** Segundo recreo. Salón de actos: "CONFESIONES", monólogos realizados por el grupo de teatro "Teatro al Tiempo" del PIEE. Como cierre se realizará un manifiesto en contra de la LGTBfobia.*
- **Exposición**.** "Activistas a favor de la Diversidad Sexual". Se colocará por los pasillos del instituto una exposición con las biografías de activistas de todos los tiempos. Podéis trabajarla con vuestro alumnado.

Si queréis trabajar este tema de sensibilización en vuestras tutorías, os recomendamos este vídeo del canal de youtube de la Psico Woman (canal muy recomendable para trabajar la sexualidad, la identidad de géneros, la diversidad sexual,etc.):

<https://www.youtube.com/watch?v=HSu4yu0YnAI>

En este enlace podéis encontrar materiales proporcionados por CC.OO. para trabajar el tema de la LGTBIQ en las aulas:

<http://fe.ccoo.es/cms.php?cd cms pag=13964&cd cms elcon from=&cd cms elconmaster to=95 &cd cms conte=295349>

*Link to the performances: <https://www.youtube.com/watch?v=kiK2iRFTTEs>

**Image of the exhibition:



APPENDIX XVI: main LGBT associations and resources

At an international level:

ILGA

International Lesbian Gay, Bisexual, Transsexual and Intersex association

<https://ilga.org/>

At a national level:

FELGTB

National Federation of Lesbians, Gays, Transsexuals and Bisexuals

C/ Infantas, 40. 4º izda

28004 Madrid

Tel. 913 60 46 05

<http://www.felgtb.org>

COGAM

Madrid's LGTB+ collective

C/ Puebla, 9

28004 Madrid

Tel. 915230070

<http://www.cogam.es/>

CHRYSALLIS

Association of trans minor families

They do not have a physical address but in order to contact them, several emails are provided. The one which corresponds to Aragón being:

aragon@chrysallis.org.es

Tel. 636 965 222 / 607 903 969

<http://chrysallis.org.es/>

At a regional level:

TOWANDA

C/ Liñán 8, 50001, Zaragoza

Tel. 625 969 084

<http://www.colectivotowanda.org/>

They offer services for schools and psychological and judicial counselling:

educacion@colectivotowanda.org (or through their webpage)

asesoria@colectivotowanda.org

MAGENTA

C/ Corona de Aragón 42, Local EDU, 50005, Zaragoza

Tel. 976700232

<https://es-es.facebook.com/colectivo.magenta.1/>

colectivomagenta@hotmail.com

Student association

SOMOS LGTB ARAGÓN

Punto Visible, C/ San Pablo, 131, 50003, Zaragoza.

Tel. 976 925 843

<https://somoslgtb.com/>

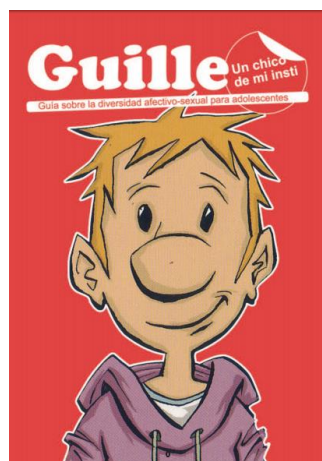
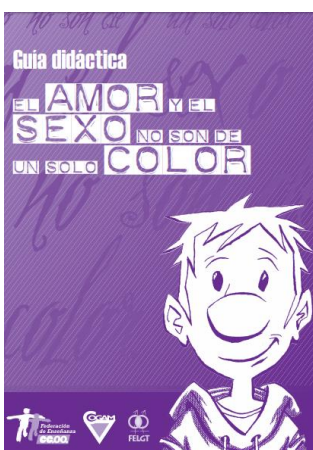
somos.presidencia@gmail.com

Also, the service for young people from the city of Zaragoza: **CIPAJ** provides counselling services among many issues including studies, housing, and of course sex, gender and sexual orientation:

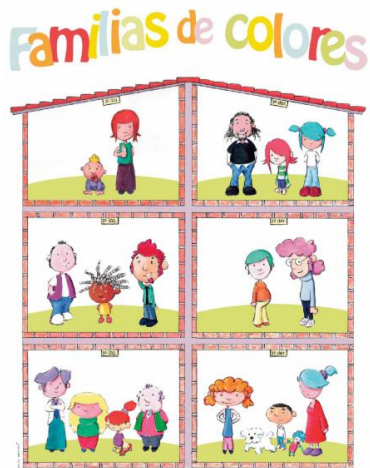
<http://www.zaragoza.es/ciudad/sectores/jovenes/cipaj/asesorias/enlace/sectores/jovenes/cipaj/cont/asesorias.htm>

Trade unions were very kind, as well, in sending me information about their courses and resources, here is a sample of the materials provided by CCOO by its F.E in Madrid Belén de la Rosa (Secretaría de Mujer, Políticas de igualdad y políticas LGTBIQ):

El amor y el sexo no son de un solo color: Guille y Carol



Familias de colores



Somos como somos



These resources and others are available in the following link, which leads to a very useful guide: *Abraza la diversidad* (2015). This guide includes advice to tackle homophobic bullying, clues for teachers, or a summary on the legislation concerning the LGBT+ community, among other interesting teaching materials:

http://www.inmujer.gob.es/actualidad/NovedadesNuevas/docs/2015/Abrazar_la_diversidad.pdf



APPENDIX XVII: Recommended materials (English)

FILMS

About Ray	Moonlight
Bend It Like Beckham	Pride
'But I'm a Cheerleader'	Rent
Crazy	The Danish Girl
Carol	The Hours
Call me by your Name	The Perks of Being a Wallflower
Green Fried Tomatoes	The Rocky Horror Picture Show
Love, Simon	

BOOKS

Every Day (or any by David Leviathan)
Great
Him
Oranges are not the Only Fruit
Tomboy

(Also the staff in the library for teenagers BjCubit in the city of Zaragoza are keen on providing more book recommendations from their social networks:

<https://www.instagram.com/p/BkkBNO2HOJU/?taken-by=bjcubit>)

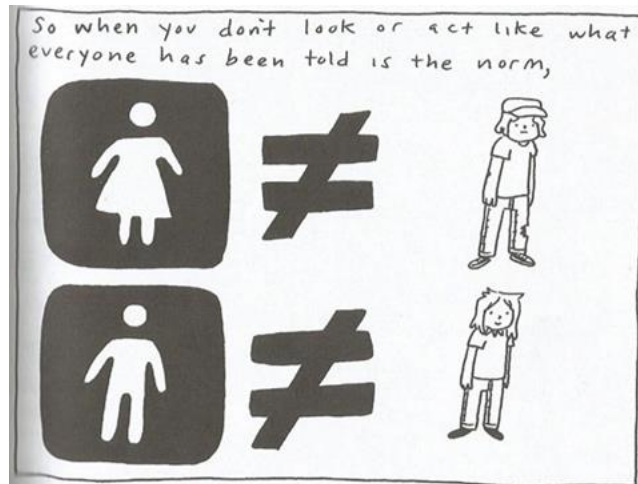
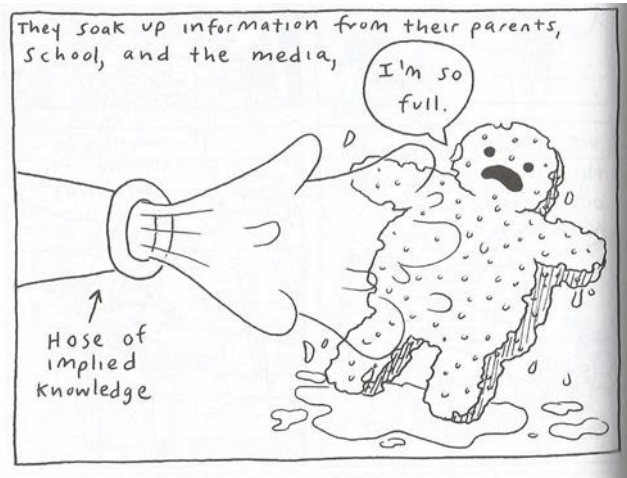
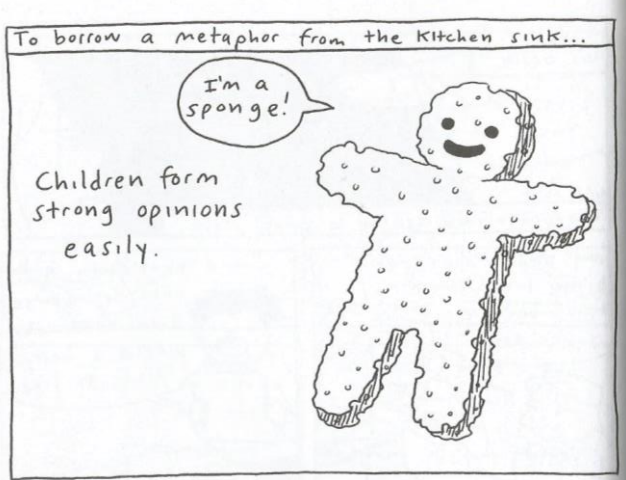
SERIES AND TV PROGRAMMES

13 Reasons Why	Modern Family
Gaycation	Riverdale
Glee	Skins
Faking it	Skam
Little Liars	Once upon a time

YOUTUBE CHANNELS

BBC Three
Tom Daley
Unsolicited project

APPENDIX XVIII: Extract from Liz Prince's *Tomboy*: 'The sponge metaphor' (pp. 74-76)



Prince, L. (2014) *Tomboy*, San Francisco, CA: Zest Books.

