

LESBIAN, GAY, BISEXUAL,
TRANSGENDER AND
QUEER (LGBTQ) ISSUES
&
GAY-FRIENDLY PEDAGOGY



LET'S START WITH A SURVEY!



European gays wave a giant rainbow flag in Belgium, Brussels in May 2013.

Sander de Wilde—Corbis via Getty Images
Retrieved from

<http://fortune.com/2017/12/07/countries-that-legalized-same-sex-marriage/>



AGENDA

- Definitions/Key terms
- Heteronormative discourse and queer theory
- Looking at LGBTQ issues and progress in the world
- LGBTQs in Turkey
- Gay-friendly pedagogy and Language Teaching



OBJECTIVES

- Inform student teachers (you!) about LGBTQ-related issues, the terminology and concepts and assist you to use these in a way that shows **respect**
- Enable you to teach inclusively by embracing an **LGBT-inclusive curriculum** and **gay-friendly pedagogy**
- Enable you to revisit your school/classroom policies and educate your colleagues/friends regarding sexual diversity and **gender democratization**
- Enable you to check your background, beliefs and biases to help you become stronger **LGBTQ allies**
- Enable you to become visible as allies and **respond to anti-LGBTQ behavior**



DEFINING KEY TERMS

- <https://www.glsen.org/article/educators-support-trans-and-gnc-students>



GLSEN (pronounced "glisten") was founded in 1990 by a small, but dedicated group of teachers in Massachusetts. Goal: to improve an education system that too frequently allows its lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) students to be bullied, discriminated against, or fall through the cracks.

8 out of 10 LGBT students are still harassed at school each year because of who they are.



KEY TERMS

Gender:

- A social construction: feminine or masculine?

Gender Binary:

- A socially constructed system of viewing gender as consisting solely of two categories, “male” and “female,” in which no other possibilities for gender are believed to exist!!!
- one may reject or modify the gender assigned at birth, and to develop, live and express a gender that feels truer and just to themselves

Genderfluid:

<https://www.youtube.com/watch?v=4zL0siwE1DI>





GENDER ATTRIBUTION

HOW YOUR GENDER IS PERCEIVED BY OTHERS



SEX ASSIGNED AT BIRTH

WHAT THE MEDICAL COMMUNITY LABELS YOU



GENDER IDENTITY

HOW YOU IDENTIFY (SEE YOURSELF)



GENDER EXPRESSION

HOW YOU WANT TO DISPLAY YOUR GENDER

- Gender identity (constructed): how individuals perceive themselves and what they call themselves (--self)
- Sexual identity/sexuality (--others)



KEY TERMS

- **Cisgender:** A person whose gender identity and expression are aligned with the gender they were assigned at birth.
- **Cisnormativity:** The assumption that cisgender identity is the norm
 - cis women who cut their hair short and dress in a more traditionally masculine style can also be misgendered
- **Queer theory**
 - <https://www.youtube.com/watch?v=E1Lm0KL7xKg>
- **LGBTQ**
 - <https://truecolorsfund.org/2018/02/22/lgbt-lgbtq-acronyms-explained/>



AN ANECDOTE

Whilst employed as a learning mentor at an inner urban school in Birmingham in 2005, I was told by the head teacher that, 'Schools are conservative places and you do know that will never change.' This statement followed a conversation in which I had casually come out in the 'my partner she ...' style. The head had continued his directive line by demanding that I keep quiet about my sexuality generally and that I should never, under any circumstances mention it to the students. Having come out and had my first relationship whilst at school myself, I was bemused by the head's response to my sexuality, to my presence as a strange sexual outsider within the heteronormative space of the school, and I have never forgotten this conversation. (Gray, 2014, p. 76)



BREAKOUT SESSION 1

- What do you think about the teacher and their position in this anecdote?
- Have you heard any similar stories? Please share them.
- Did/do you know any teachers/students who had/have to hide their identity?

Google form for break out session 1:

[https://docs.google.com/forms/d/e/1FAIpQLSdnsmWlqsCU4ABJKgvVbdfdW9_zYZ9RJHH2_Vb6a62itgD3iQ/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSdnsmWlqsCU4ABJKgvVbdfdW9_zYZ9RJHH2_Vb6a62itgD3iQ/viewform?usp=sf_link)



Are these stories of victimization?

Are these stories important?

These stories demonstrate:

- Evidence of socialization process of popular and institutional **heterosexism**
- The agency of these teachers/students: moments of change?
- how these students and teachers engage with school power and authority

These stories help us:

- awaken unknowing teachers (people in general) to the need for gay-friendly education
- Question the carefully constructed categories of gender and sexuality

These stories indicate:

Heteronormative discourse in the broader climate of schools and society (Jimenez, 2009, p. 173)



HETERONORMATIVITY

- Sustaining heterosexuality as the norm
 - systemic and institutionalized practices that “legitimize and privilege heterosexuality and heterosexual relationships as fundamental and ‘natural’ within society” (Cohen, 2005, p. 24).
 - Those countries only allowing heterosexual marriages
 - Heteronormativity circulates in **subconscious** ways:
 - A woman and man romantically involved just because they have dinner together?
 - Homophobia and homophobic language use:
<https://www.youtube.com/watch?v=tp7v3JQna6U>

(Schieble & Polleck, 2017, p. 168/169)



HETERONORMATIVITY

- Heteronormativity also poses limitations on heterosexual men and women by reinforcing traditional masculine and feminine behaviors (Blackburn & Smith, 2010).
- An activity*:

**I shave my legs.
I travel quickly through groups of men.
I wear form fitting clothes.**

I am a?

**I shave my entire body.
Sometimes other men help me shave.
I wear a small, tight bathing suit.**

I am a?

People who identify and perform identities beyond these gender and/or sexual orientation norms are thus positioned as deviant, abnormal or different, and are often subject to implicit or explicit messages from friends and family to conform to the heterosexual matrix (Butler, 2006)

*Adopted from: <http://classprojects.kenyon.edu/wmns/Wmns21/stereotypes2.htm>



LGBTQ PERSPECTIVES, PRODUCTS AND PRACTICES IN THE WORLD

- **SAME SEX MARRIAGES**

Two men married in Amsterdam, in the first month after the Netherlands became the first country in the world to legalize same-sex marriage (2001).



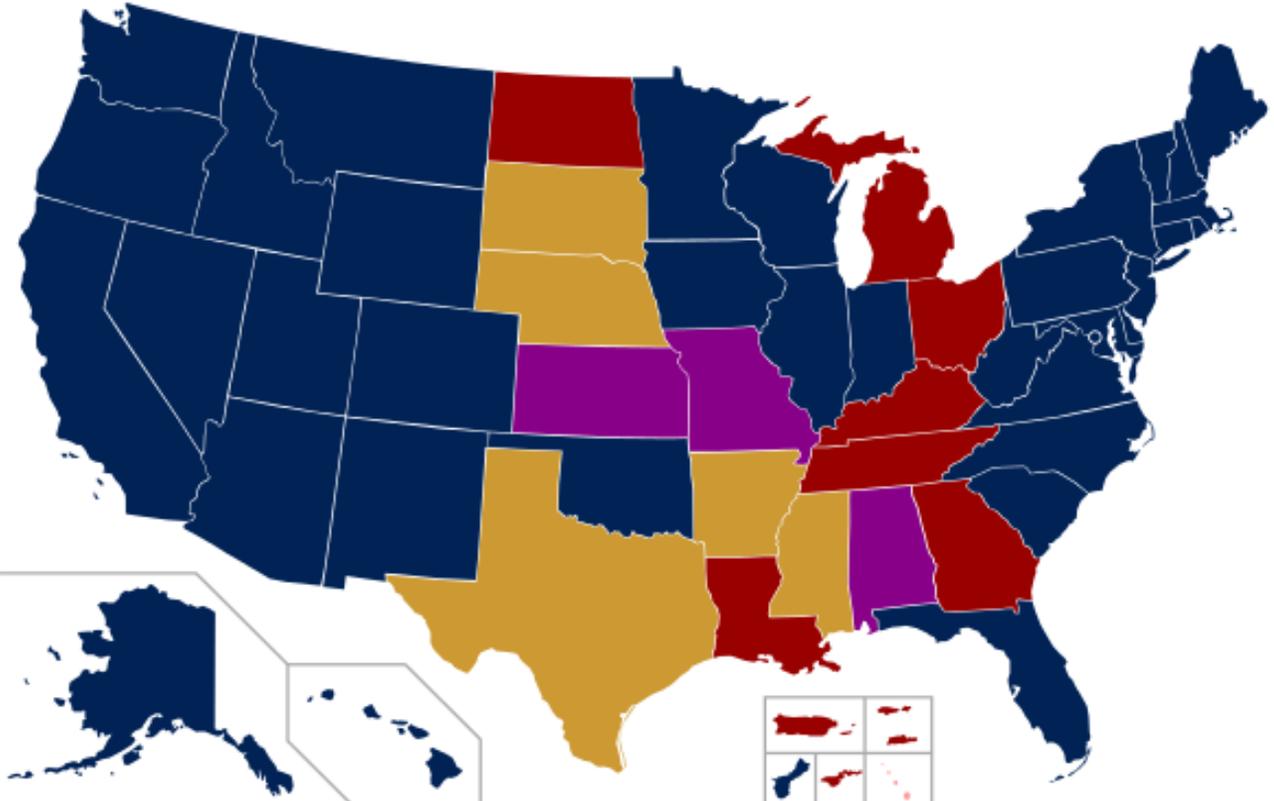
Scottish couple married in 2014.
Mark Runnacles—Getty Images



Irish newly married couple had the first ever same sex marriage in Ireland in 2015-Charles McQuillan—Getty Images



SAME SEX MARRIAGES IN THE STATES



State laws regarding same-sex marriage in the United States prior to *Obergefell v. Hodges*¹

- Same-sex marriage legal
- Same-sex marriage ban overturned, decision stayed indefinitely
- Same-sex marriage banned where federal circuit court has found similar bans unconstitutional
- Same-sex marriage banned
- Same-sex marriage legality complicated

¹ Native American tribal jurisdictions have laws pertaining to same-sex marriage independent of state law. The federal government recognizes same-sex marriages, regardless of the current state of residence.



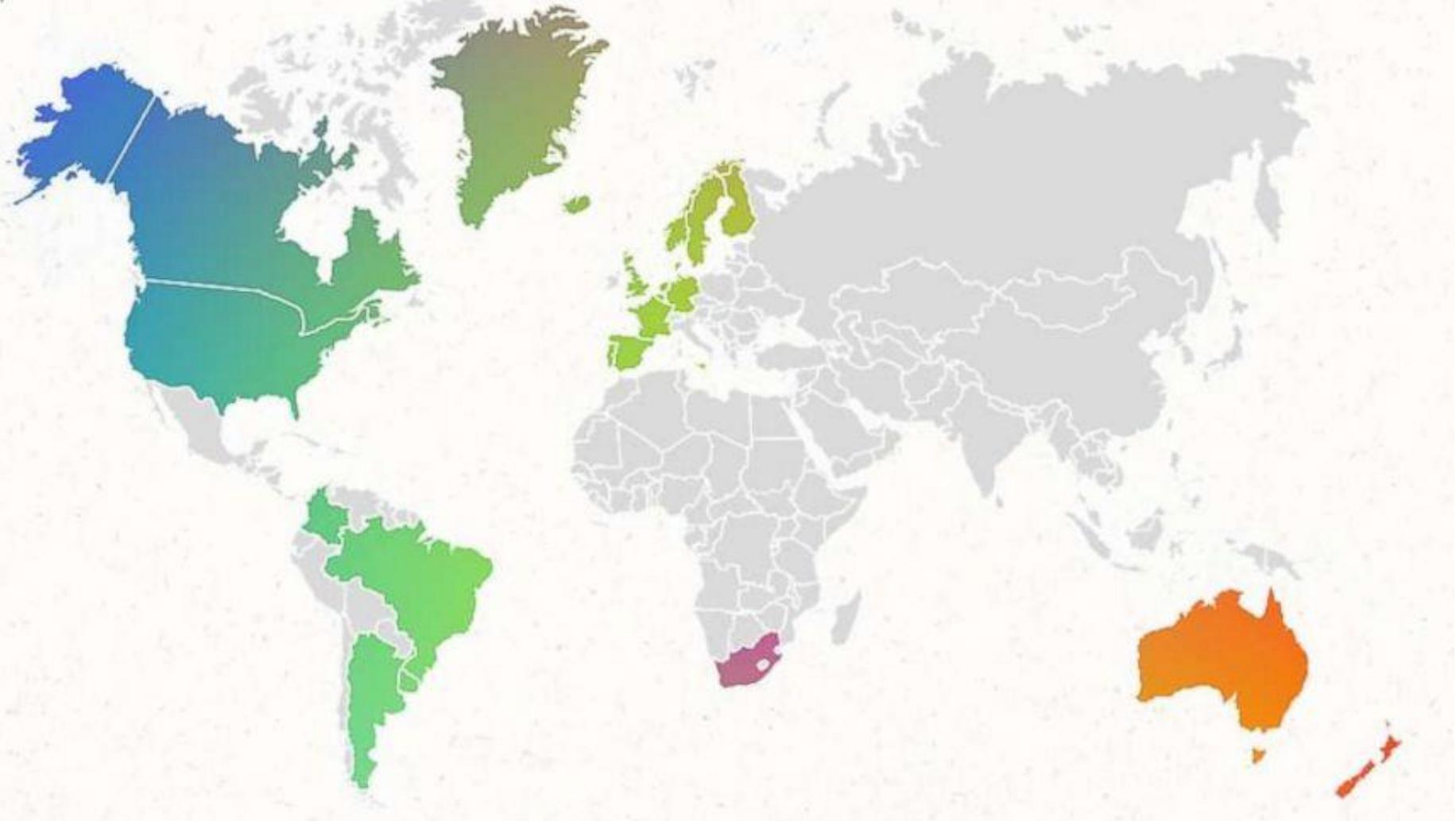
SAME SEX MARRIAGES IN THE WORLD (PERFORMED)

- Argentina
- Australia
- Austria
- Belgium
- Brazil
- Canada
- Colombia
- Costa Rica
- Denmark
- Finland
- France
- Germany
- Iceland
- Ireland
- Luxembourg
- Malta
- Mexico
- Netherlands
- New Zealand
- Norway
- Portugal
- South Africa
- Spain
- Sweden
- Taiwan
- United Kingdom
- United States
- Uruguay



COUNTRIES WHERE SAME SEX MARRIAGE IS LEGAL

- THE NETHERLANDS (2000)
- BELGIUM (2003)
- SPAIN (2005)
- CANADA (2005)
- SOUTH AFRICA (2006)
- NORWAY (2008)
- SWEDEN (2009)
- ARGENTINA (2010)
- PORTUGAL (2010)
- ICELAND (2010)
- DENMARK (2012)
- URUGUAY (2013)
- BRAZIL (2013)
- NEW ZEALAND (2013)
- ENGLAND (2013)
- WALES (2013)
- FRANCE (2013)
- LUXEMBOURG (2014)
- SCOTLAND (2014)
- UNITED STATES (2015)
- IRELAND (2015)
- FINLAND (2015)
- GREENLAND (2015)
- COLOMBIA (2016)
- MALTA (2017)
- AUSTRALIA (2017)
- GERMANY (2017)



<https://abcnews.go.com/beta-story-container/GMA/Culture/27-countries-sex-marriage-officially-legal/story?id=56041136>



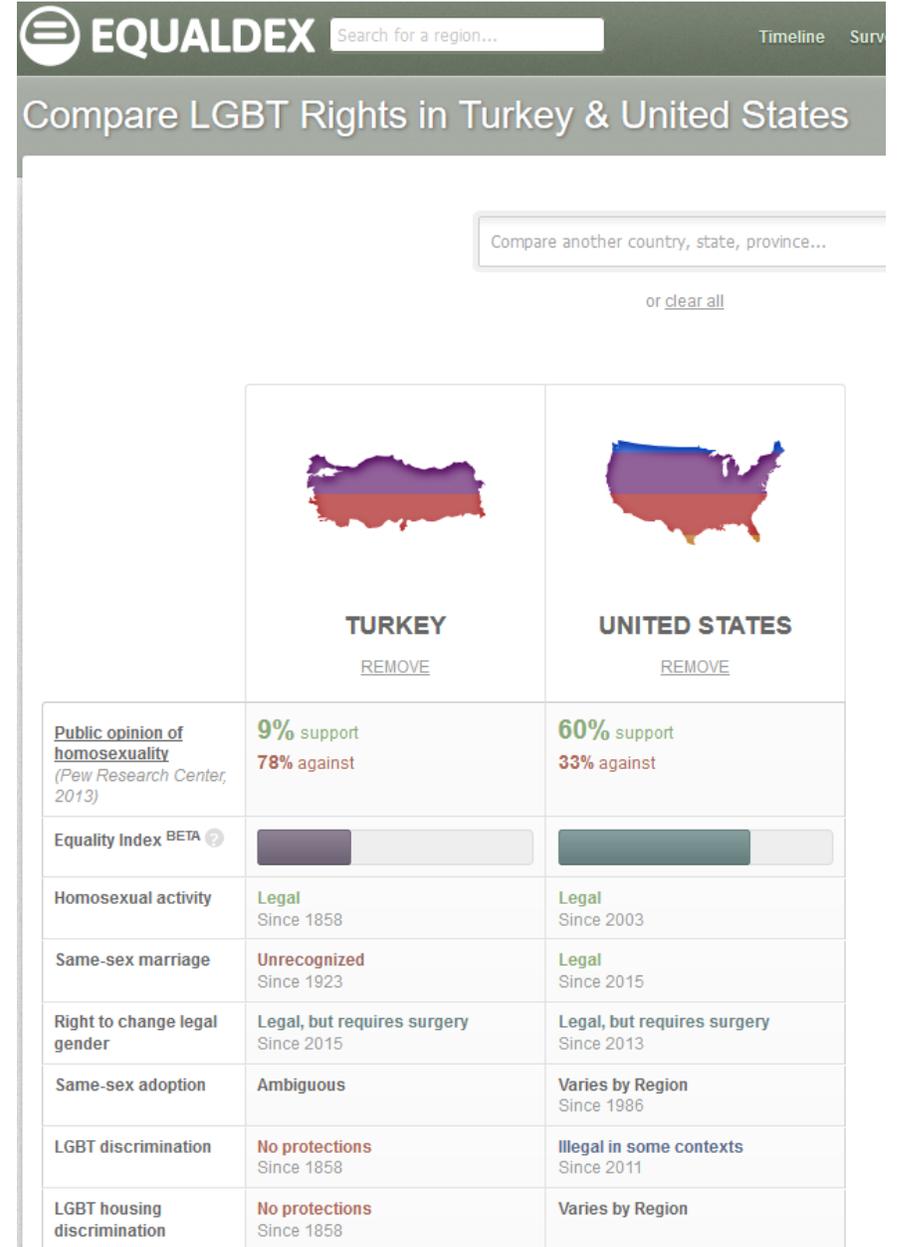
IN TURKEY...



LGBT'liler kimliklerini gizliyor çünkü...

Kadir Has Üniversitesi Toplumsal Cinsiyet ve Kadın Çalışmaları Araştırma Merkezi ve Kaos GL'nin "Türkiye'de Kamu Sektöründe Çalışan LGBT'lerin Durumu 2018 Araştırması" anketi sonuçları açıklandı. Ankette LGBT bireylerin yalnızca yüzde 16'sının iş başvurusu sürecinde kimliğini açık olarak söylediği, birçoğunun ise ayrımcılığa maruz kalmamak için kimliğini gizlediği ortaya çıktı.

<https://www.sozcu.com.tr/hayatim/yasam-haberleri/lgbtliler-kimliklerini-gizliyor-cunku/>



<https://www.equaldex.com/compare/turkey/usa>



[http://www.cumhuriyet.com.tr/video/video_haber/1015368/Polisten LGBTi uyelerine hakaret.html#](http://www.cumhuriyet.com.tr/video/video_haber/1015368/Polisten_LGBTi_uyelerine_hakaret.html#) (2 Temmuz 2018)



LGBTQ ALLIES AT TURKISH UNIVERSITIES

- Ankara Üniversitesi - Queer Anka: [Facebook.com](https://www.facebook.com/queeranka)
- Akdeniz Üniv - Pembe Caretta LGBTQ: [Facebook.com](https://www.facebook.com/pembecarettalgbtq)
- Bilgi Üniversitesi - Bilgi Gökkuşuğu: [Facebook.com](https://www.facebook.com/bilgiokkusuğu)
- Bilkent Üniversitesi - Renkli Düşün: [Facebook.com](https://www.facebook.com/renkolidusun)
- Boğaziçi - LGBTİ Çalışmaları Kulübü: [Facebook.com](https://www.facebook.com/lgbtiscam)
- Çukurova Üniversitesi Gökkuşuğu Kulübü
- Dokuz Eylül Üniv - Eşit Şerit: [Facebook.com](https://www.facebook.com/esitserit)
- Ege Üniversitesi - LeGeBiT: [Facebook.com](https://www.facebook.com/legebit)
- Galatasaray Üniversitesi Lion Queer
- Hacettepe - Kuir Araştırmaları Topluluğu : [Facebook.com/](https://www.facebook.com/kuirara)
- İstanbul Üniversitesi - İÜ Radar: [Facebook.com](https://www.facebook.com/iuradar)
- İstanbul Tıp Fakültesi- İÜ Arcus -i: [Facebook](https://www.facebook.com/iuarcs)
- İTÜ - Cins Arı: [Facebook.com](https://www.facebook.com/cinsari)
- Liseli LGBTİ : [Facebook.com](https://www.facebook.com/liselilgbt)
- LGBTİ Öğrenci Hareketi: [Facebook.com](https://www.facebook.com/lgbtiscam)

Mimar Sinan Güzel Sanatlar - Flue Baykuş: [Facebook.com/](https://www.facebook.com/fluebaykush)
Mimar Sinan Güzel Sanatlar - Madi Kuş: [Facebook.com/](https://www.facebook.com/madikuş)
ODTÜ - LGBTİ+ Dayanışması: [Facebook.com](https://www.facebook.com/odtu_lgbti)
Yeditepe Üniversitesi .- 7 Tepe 7 Renk : [Facebook.com](https://www.facebook.com/7tepe7renk)

Çukurova Üniversitesi'nin LGBT topluluğu "Gökkuşuğu" resmen kuruldu

Güncelleme Tarihi 21.11.2014

Çukurova Üniversitesi'nin LGBT öğrenci topluluğu Gökkuşuğu Kulübü, okul yönetimi tarafından resmîyet kazandı.



Galatasaray Üniversitesi'nin ardından Türkiye'deki devlet üniversitelerinde resmen tanınan 2. LGBTİ (lezbiyen, gay, biseksüel, trans, interseks) öğrenci topluluğundan Sercan Ceyhan kulupeleşme süreçlerini kaosGL.org'a anlattı.

Ekim'de bir araya geldiler, Kasım'da kulüp kurdular

Sercan, Çukurova Üniversitesi İletişim Bilimleri 2. sınıf öğrencisi. Çarşamba günü (19 Kasım) resmîyet kazanan kulüplerinin hikâyesi, pek çok üniversite yönetiminin örnek alması gereken türden.



GAY-FRIENDLY PEDAGOGIES

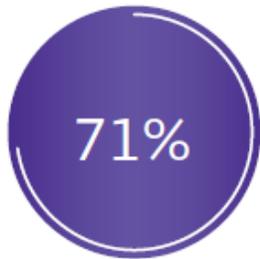
- Work to establish and maintain classrooms and school communities where students of all gender identities feel visible, heard, valued, and protected.
- to make classroom work more relevant and more inclusive for everyone



IN THE STATES

Sobering Statistics

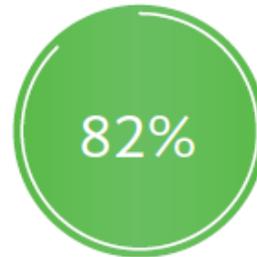
A national survey (Kosciw, Greytak, Bartkiewicz, Boesen, & Palmer, 2012) finds that gender diverse and sexual minority youth:



Hear peers make negative remarks about sexual orientation (71%) and gender expression (61%)



Hear teachers make negative remarks about sexual orientation (57%) and gender expression (57%)



Are verbally harassed because of sexual orientation (82%) or gender expression (64%)



Are physically harassed because of sexual orientation (38%) or gender expression (27%)

Retrieved from: <https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/key-terms.pdf>



IN TURKEY

- 67.4 % of the participants (1312 individuals out of 2875 LGBTQs) reported that they have been discriminated, on the basis of their sexual orientation and/or gender identity, during their education before the age of 18.
- 8.3 % of the participants (153 individuals) reported that they have to drop out of the school before the age of 18 because of the discrimination on the ground of their sexual orientation and/or gender identity they faced.
- 51.7 % of the participants (881 individuals) reported receiving negative comments/reactions in their university life, because of their sexual orientation and/or gender identity.
- 4.7 % of the participants (73 individuals) reported that they had to drop out of the university, because of the discrimination on the ground of their sexual orientation and/or gender identity they faced. (Yılmaz & Göçmen, 2015, p. 3),



GAY-FRIENDLY PEDAGOGIES

- Clark and Blackburn (2009):
 - examined the previous literature on teachers' instructional practices related to LGBTQ-themed texts and found that:
 - ✓ a majority of the teachers positioned their student as heterosexual and in many cases “aggressively homophobic” (p. 27).
 - ✓ the overarching purpose of instruction in these cases was to promote empathy and commonality.



IS PROMOTING EMPATHY OK?

- This kind of positioning “may lead, at best, to sympathetic responses in straight students who now feel sorry for gay people, a response that leaves LGBTQ students in the classroom positioned as pitiable” (Clark and Blackburn, 2009, p. 28).
- Goals should move beyond empathy and inclusivity to positioning students as LGBTQ people or potential allies who combat homophobia, and heteronormativity in and outside of school spaces.



CHALLENGES (1)

Teachers might think:

- gay-friendly teaching is of marginal importance, of interest only to a small minority of learners and teachers (gay ones)
- it is neither relevant nor appropriate to insert a discourse of (homo)sex into language classrooms
- references to gay relationships, customs, or characters may be more likely to be seen as signifying sexual orientation (and even sexual behaviour).



IS GENDER IDENTITY IS ALREADY AN INTEGRAL PART OF LANGUAGE TEACHING?

Breakout session

2!

Please evaluate the unit taken from a students' book.

Do you think this unit is promoting a heteronormative discourse?
If so, how can you tell? Please provide examples from the book.

Google form and the units are available at:
<https://goo.gl/forms/Pd4ab1iZ5IhdESym2>



GENDER IDENTITY IS ALREADY AN INTEGRAL PART OF LANGUAGE TEACHING

people

▶ Family photos p18

▶ A family business p20

▶ Let's have a break p22

▶ Royal Wedding



Morelli's Restaurant is in downtown New York. The managers are Italians Alfonso Morelli and his sister Enrica. Her husband, Federico, is the cook. 'Our restaurant is five years old. It's a real family business. It's small and friendly and the food is fantastic.'

How is family defined and portrayed?



GENDER IDENTITY IS ALREADY AN INTEGRAL PART OF LANGUAGE TEACHING

D Write about two people in your family.
Write 50–70 words.



VOCABULARY family

1A Match people 1–6 with photos A–F.

- 1 husband and wife
- 2 brothers and sister
- 3 father and son
- 4 mother and daughter
- 5 parents and children
- 6 parents and daughter

B 2.1 Listen and underline four words with the sound /ʌ/. Then listen and repeat.

husband

C Work in pairs. Complete the table with the family words from Exercise 1A.

<i>husband</i>	<i>wife</i>
<i>parents</i>	



GENDER IDENTITY IS ALREADY AN INTEGRAL PART OF LANGUAGE TEACHING

ROYAL WEDDING

DVD PREVIEW

1A Work in pairs and look at the photos. What is the relationship to William and Kate?
A: Prince Harry is his brother.
B: Yes, and I think Prince Charles is his ...

 Queen Elizabeth and Prince Philip	 Prince Charles	 Prince Harry
 Prince William	 Kate Middleton	 Pippa Middleton
 David and Victoria Beckham	 Elton John	

B Read the programme information. Who is at the royal wedding? Where is it?

BBC The Royal Wedding: William and Catherine

Thousands of people are in the streets of London and billions of people around the world are by their TVs, all for the royal wedding of Prince William and Kate Middleton. The BBC programme *Royal Wedding* is the story of their big day. Their families and friends are all at Westminster

DVD VIEW

2A Watch the DVD and number the people in Exercise 1A in the order you see them.
David and Victoria Beckham 1

B Correct one word in each sentence.

- 1 Today is the birthday ^{wedding} of Prince William and Kate Middleton.
- 2 Victoria and David Beckham, friends of Prince William, are hungry.
- 3 Kate and her brother go to Westminster Abbey.

“Schools circulate messages that normalize heterosexuality and traditional gender roles”

(Schieble & Polleck, 2017, p. 168)



CHALLENGES (2)

- Some may find the notion of gay-friendly teaching appealing but feel they lack the requisite support, resources, or know-how to proceed
- In the next slides:
 - ✓ Fighting heteronormativity with our language use
 - Pronouns and vocabulary
 - ✓ Suggestions for designing curriculum, implementing instruction, and selecting materials
 - ✓ Suggestions for creating an inclusive classroom culture



FIGHTING HETERONORMATIVITY WITH LANGUAGE USE: **GENDER- NEUTRAL DESCRIPTIONS**

- Folks, or everybody (instead of guys or ladies/gentleman)
- Humankind (instead of mankind)
- People (instead of man/men)



GENDER-NEUTRAL DESCRIPTIONS

YOUR TURN!

- freshman
- man-made
- mother/father
- son/daughter
- sister/brother
- girlfriend/boyfriend or wife/husband
- steward/stewardess
- salesman/saleswoman
- waiter/waitress
- fireman

First-year student

Machine-made, synthetic, or artificial

Parent

Child

Sibling

Partner, significant other, or spouse

Flight attendant

Salesperson or sales representative

Server

Firefighter



DESIGNING CURRICULUM, IMPLEMENTING INSTRUCTION & SELECTING MATERIALS

What can you do to represent gender diversity in text selection?

- Include not only books by or about cisgender people, but also texts written by transgender and nonbinary authors about transgender and nonbinary characters and experiences.
- Include positive representations of LGBTQ people in your curriculum.
- Do not limit discussions to a binary understanding of gender and gender identity when teaching or discussing gender or identity.
- Remain alert to the emergence of implicit or explicit gender bias in any given text, and engage with colleagues and in acknowledging, contextualizing, and challenging such discriminatory notions of gender



CREATING AN INCLUSIVE CLASSROOM CULTURE?

- Create classroom opportunities to discuss and challenge gender assumptions, particularly binary assumptions about gender.
 - Make sure your students have the opportunity to choose books that portray diverse families as well as men and women outside of gender stereotypes.
 - Seek out classroom speakers, such as women engineers, to present to your class;
- Avoid assuming binary gender identities by designing activities that divide the class into boys and girls.
 - form groups based on some other characteristics such as birthday months.
- Get the support of the administration (possibly working with the school counselor and other teachers)

<http://www2.ncte.org/statement/genderfairuseoflang/>



CREATING AN INCLUSIVE CLASSROOM CULTURE

- *Teaching Tolerance (Fall, 2018)*: “Even if people within the school know about a student’s sexual orientation or gender identity, educators cannot disclose a student’s private information without consent.”
- Maintain confidentiality, attention, and discretion in communicating with and about the student, and do not disclose any student’s gender identity in any setting without the student’s clear consent.

Retrieved from: <http://www2.ncte.org/statement/genderfairuseoflang/>



IMPORTANT POINTS TO KEEP IN MIND...

- No discussion of the *morality* of various gender identities or sexual orientations
e.g., If you're discussing banned books, you will focus on the impact of banning books and how gender identity might influence the definition and realization of rights.
 - The *exploration of* gender identity as it collides with social issues
- No pressure on students to change their beliefs about homosexuality or to voice their own gender-identity
- Freedom to opt out of the lesson and complete an alternate activity,
 - Students might opt out because of homophobia
 - But also because they are queer, or have queer relatives, and not ready to talk about these (Burke & Greenfield, 2016)



USEFUL WEBSITES

- <https://www.glsen.org/sites/default/files/GLSEN%20Pronouns%20Resource.pdf>
- <http://www2.ncte.org/statement/genderfairuseoflang/>
- <https://www.hrw.org/report/2008/05/21/we-need-law-liberation/gender-sexuality-and-human-rights-changing-turkey#>
- <https://www.equaldex.com/region/turkey>
- <http://www.transstudent.org/gender/>
- <https://www.tolerance.org/magazine/fall-2018/tts-new-lgbtq-best-practices-guide>
- <https://www.apa.org/pi/lgbt/>
- <https://www.cultofpedagogy.com/lgbtq-students/>



FREE WEBINARS AND PODCASTS

- <https://www.glsen.org/article/educators-support-trans-and-gnc-students>
- <https://www.cultofpedagogy.com/lgbtq-students/>



SAMPLE ACTIVITY

- Dr. L. Finke (1999). *Homophobia in Our Schools: Growing Through Education*. Retrieved from <http://classprojects.kenyon.edu/wmns/Wmns21/stereotypes2.htm>



LGBTQ-RELATED LESSON PLANS

- <https://sharemylesson.com/collections/lgbtq-resources>
- <https://sharemylesson.com/teaching-resource/repairing-hearts-273308>
- <https://sharemylesson.com/blog/windows-and-mirrors-lgbtq-literature-reflections-and-recommendations>
- <https://sharemylesson.com/teaching-resource/lgbtq-history-timeline-lesson-297630>
- <https://sharemylesson.com/teaching-resource/wedding-cake-same-sex-marriage-and-discrimination-298679>
- <https://sharemylesson.com/teaching-resource/creating-safe-spaces-lgbt-students-263589>
- <https://sharemylesson.com/teaching-resource/american-educator-winter-2016-2017-278860>
- <https://sharemylesson.com/teaching-resource/developing-lgbt-inclusive-classroom-resources-263590>
- <https://sharemylesson.com/teaching-resource/understanding-homophobia-heterosexism-and-being-ally-271817>



MORE RESOURCES ON CANVAS

- List of the banned children's' books
 - And Tango makes three: <https://www.youtube.com/watch?v=WyPjUa908hM>
- Gender terminology guide
- Suggested LGBTQ young adult literature
- GLSEN Ready Set Respect
- Social responsibility project idea for LGBTQs-Ally week
- List of sample lesson plans
- List of news articles that can be used in your lesson plans



WEBINAR 3 BLOG TASK

- In Turkey, what do people do or say (or not do or say) if they want to be seen as gay [lesbian] [straight]?
- How is this different in another country? How is it similar?
- Why do people sometimes want to be seen as straight [bisexual][lesbian]? Why do they sometimes not want to?
- Is it easy to identify someone as gay [straight] [lesbian]? Why or why not?
- In Turkey/your university, which gender identities seem natural or acceptable? Which do not? How can you tell?
- After people move from Turkey, do they change how they think about gender identities? If so, how? If not, why not?
- How about when foreigners move to Turkey?
- How safe do you think your university or practicum school is for LGBT students? How do you know?
- What do you think to be an ally to LGBT students mean?
- Do you think it's important to be an ally to LGBT students?
- Who can be an ally in your university or practicum school?
- What are some examples of things people can do to demonstrate being an ally in our school?

Detailed instructions are presented on Canvas!



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<http://doi.org/10.1177/2158244017739949>
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