

Is 'gay' a global issue?

IATEFL Global Issues SIG
Pre-conference event 2015

IATEFL GLOBAL ISSUES SPECIAL INTEREST GROUP (GISIG)

Joining Global Issues Special Interest Group (GISIG) reflects a personal professional commitment to the importance of global issues within ELT. It provides a valuable global forum for the exchange of ideas about mainstreaming throughout language teaching.

The aims of GISIG (2008:4) are to:

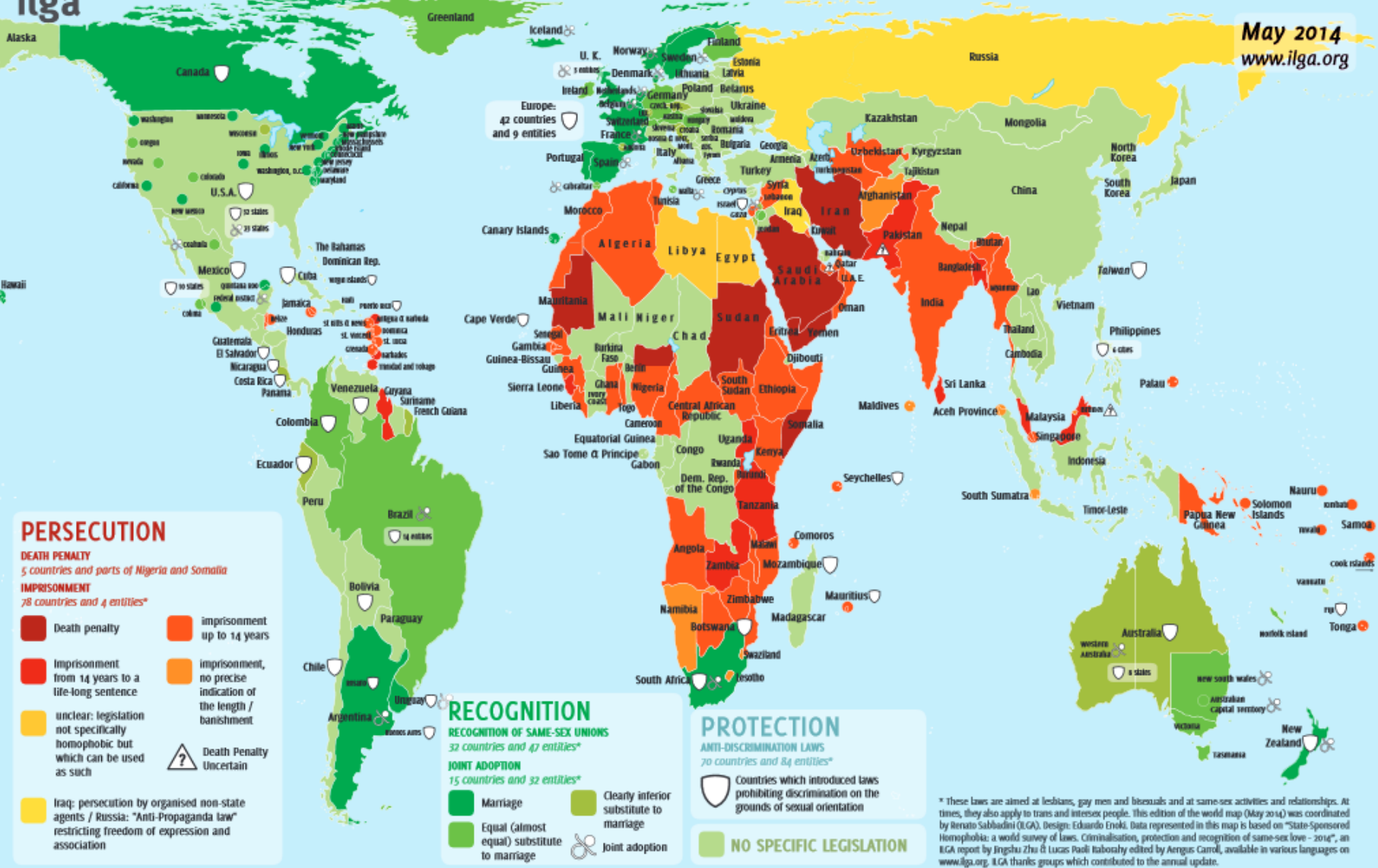
- exchange information and ideas within ELT such as peace, justice and equality, human rights and social responsibility, globalisation and world development, social identity, and the role of the English language and ELT in the world
- exchange ideas on integrating peace education, human rights education, development education and environmental education into language teaching
- help members fulfil two roles: the conveyor of linguistic knowledge and the educator to enable students to understand better how the modern world functions
- equip learners with the knowledge, skills and values that will help them confront both local and global problems
- promote a less Eurocentric perspective within ELT
- provide a counterbalance to the idea that language teaching is necessarily high tech and profit generating.



LESBIAN AND GAY RIGHTS IN THE WORLD

ILGA, THE INTERNATIONAL LESBIAN, GAY, BISEXUAL, TRANS AND INTERSEX ASSOCIATION

May 2014
www.ilga.org



Homosexual acts illegal (78 countries)

Africa

Algeria, Angola, Botswana, Burundi, Cameroon, Central African Republic, Comoros, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Kenya, Lesotho, Liberia, Libya, Malawi, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Nigeria, Senegal, Seychelles, Sierra Leone, Somalia, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe.

Asia

Afghanistan, Bangladesh, Bhutan, Brunei Darussalam, India, Iran, Kuwait, Lebanon, Malaysia, Maldives, Myanmar, Oman, Pakistan, Qatar, Saudi Arabia, Singapore, Sri Lanka, Syria, Turkmenistan, United Arab Emirates, Uzbekistan, Yemen.

Latin America & Caribbean

Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St Kitts & Nevis, St Lucia, St Vincent & the Grenadines, Trinidad and Tobago.

Oceania

Kiribati, Nauru, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu.

Entities

Cook Islands (New Zealand), Gaza (in the Occupied Palestinian Territory), South Sumatra and Aceh Province (Indonesia).

Homosexual acts punishable with death penalty (5 countries and some parts of Nigeria and Somalia)

- Africa** Mauritania, Sudan, as well as 12 northern states in Nigeria and the southern parts of Somalia.
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- Asia** Iran, Saudi Arabia, Yemen

Unequal age of consent for homosexual and heterosexual acts (16 countries)

Africa Bahrain, Benin (1947),⁷⁹ Chad, Congo (1947),⁸⁰ Côte d'Ivoire,⁸¹ Gabon (1969),⁸² Madagascar,⁸³ Niger,⁸⁴ Rwanda.⁸⁵

Asia Indonesia

Europe Greece,⁸⁶ as well as some United Kingdom associates.⁸⁷

Latin America & Caribbean Bahamas, Chile, Paraguay, Suriname, as well as some United Kingdom associates.⁸⁸

North America Canada, two states of the United States.⁸⁹

Oceania Some parts of Australia (1899).⁹⁰

Ninety six per cent of gay pupils hear homophobic remarks such as ‘poof’ or ‘lezza’ used in school. **Almost all** (99 per cent) hear phrases such as ‘that’s so gay’ or ‘you’re so gay’ in school.

Stonewall report

Three in five gay pupils who experience homophobic bullying say that teachers who witness the bullying never intervene. Only **ten per cent** of gay pupils report that teachers challenge homophobic language every time they hear it.



Shh! Silence Helps Homophobia - LGBT Youth Scotland

<https://youtu.be/XQKGigb5I28>

'Given that, for many of us at least, most of our professional morality entails respect for other beliefs and other values, what do we do when faced with students whose values do not include such respect for the values of others? Can we be tolerant of intolerance? This is one of the hardest moral dilemmas faced by language teachers, and it goes to the heart of who we are as teachers'

(Johnston B. 2003. *Values in English Language Teaching*. Mahwah: Lawrence Erlbaum p. 117).

‘In discussing lesbian/gay themes in the intercultural arenas of language classes, moments of conflict, disagreement, or discomfort are perhaps to be expected. This is especially the case given the vast changes that are rapidly taking place worldwide with regard to the visibility and legitimacy of historically subjugated sexual identities and communities... Sexual diversity issues are being transformed in significant ways, which is exactly why language learners may find it useful to unpack them. ...’

Nelson, C. (2009) *Sexual identities in English language education*. London: Routledge, p. 86

‘It is precisely those aspects of culture that are in flux, that are being contested, that are most likely to confuse students. How to negotiate competing discourses may be exactly what language learners need to learn. In ESL contexts, the fact that discussing lesbian and queer themes can be complex culturally is precisely why doing so can be productive pedagogically. Not productive in the sense of furthering a gay agenda or a campaign for gay rights – but in terms of enhancing the ability to understand, participate in, and negotiate discursive practices.’

O’Móchain, R., Mitchell, M., & Nelson, C.D. (2003) in Sharkey J., & Johnson, K.E. (eds) *The TESOL Quarterly dialogues: Rethinking issues of language, culture and power*, p. 136.

Advocacy and information

Stonewall was founded in 1989 by a small group of women and men who had been active in the struggle against Section 28 of the Local Government Act.

<http://www.stonewall.org.uk/>

International lesbian, gay, bisexual, trans and intersex association

ILGA is a worldwide federation of 1100 member organisations from 110 countries campaigning for lesbian, gay, bisexual, trans and intersex rights.

Since 1978. <http://ilga.org/>

Queering ESOL

Towards a cultural politics of LGBT issues in the ESOL classroom:

<https://queeringesol.wordpress.com/>