

Sexual Identities in English Language Education



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What pedagogic challenges and opportunities arise as gay, lesbian, and queer themes and perspectives become an increasingly visible part of English language classes within a variety of language learning contexts and levels? What sorts of teaching practices are needed in order to productively explore the sociosexual aspects of language, identity, culture, and communication? How can English language teachers promote language learning through the development of teaching approaches that do not presume an exclusively heterosexual world? Drawing on the experiences of over 100 language teachers and learners, and using a wide range of research and theory, especially queer education research, this innovative, cutting-edge book skillfully interweaves classroom voices and theoretical analysis to provide informed guidance and a practical framework of macrostrategies English language teachers (of any sexual identification) can use to engage with lesbian/gay themes in the classroom. In so doing, it illuminates broader questions about how to address social diversity, social inequity, and social inquiry in a classroom context.

作者介绍:

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