

## Panel: Education vis-à-vis language, gender, and sexuality research: Global issues, local solutions?

Łukasz Pakuła	<b>Introduction: rationale behind organising the panel</b>	10 mins	30 mins
Marta Mazurek	<b>Strategies of increasing awareness of gender- and sexuality-related issues in Polish education</b>	20 mins	
<i>Q&amp;A</i>		5 mins	30 mins
<i>Introduction of the panellist</i>		5 mins	
Allyson Jule	<b>Why linguistic space still matters: Gendered language use in class participation</b>	20 mins	
<i>Q&amp;A</i>		5 mins	30 mins
<i>Introduction of the panellist</i>		5 mins	
Jane Sunderland	<b>Language textbooks and sexual identity: Representation and consumption</b>	20 mins	
<i>Q&amp;A</i>		5 mins	30 mins
<i>Introduction of the panellist</i>		5 mins	
Melanie Cooke	<b>Queering ESOL: Towards a cultural politics of LGBT issues in the ESOL classroom</b>	20 mins	
<i>Q&amp;A</i>		5 mins	30 mins
<i>Introduction of the panellist</i>		5 mins	
Brian King	<b>'I always have trouble with words to use for my junk': Relinquishing body/gender dualism in classrooms</b>	20 mins	
<i>Q&amp;A</i>		5 mins	30 mins
Łukasz Pakuła	<b>Wrap-up and new avenues of research</b>	5 mins	
	<b>Moderated discussion between the panellists (see the issues in the panel description file)</b>	20 mins	

Please see below for the 100-word booklet abstracts.

# **Strategies of increasing awareness of gender- and sexuality-related issues in Polish education**

Marta Mazurek  
Adam Mickiewicz University, Poznań, Poland

## **Abstract**

Poland has recently seen an “anti-gender crusade” undertaken by the Catholic Church, conservative politicians and other groups in the name of protecting children, the family and the Christian civilization. In this context I will discuss recommendations concerning the problem of discrimination in Polish schools drawing on the most recent research projects. I will also report on the findings of the largest textbook analysis project to date, “Gender in Polish Textbooks”, that I co-ordinated, to address the question of possible actions to be undertaken, as the project’s follow-up, in order to raise awareness of gender and sexuality-related issues in textbook materials.

# **Why linguistic space still matters: Gendered language use in class participation**

Allyson Jule  
Trinity Western University

## **Abstract**

Language and classroom interactions between teachers and students, particularly in regards to the use of Linguistic Space, continue to offer insights concerning the particular importance of silence used as a speech strategy of belonging to or of exclusion from the group. The analysis of gendered speech is set within the earlier feminist linguistic theories of Jennifer Coates (1993, 1998a, 1998b) and Deborah Cameron (1998, 2001) with specific recognition of silence as a speech strategy (Ardener, 2005). The amount and kind of talk used by the teacher during classroom lessons, particularly seen in the use of I-R-F method and lecturing, are explored.

# **Language textbooks and sexual identity: representation and consumption**

Jane Sunderland  
Lancaster University

## **Abstract**

Many students will not identify with the relentless heteronormative textbook portrayals of mum-dad families and boy-girl romance. Sexuality representation is complex: no-one expects equal numbers of gay and straight characters; in many contexts, the only possible textual representation of sexuality is heterosexuality. However, teachers may be able to interrogate heteronormative texts, opening up previously closed readings. ‘Degrees of heteronormativity’ may be identifiable. Researchers need to look beyond sexuality and heteronormativity in texts: are progressive texts endorsed by teachers and/or students? are traditional texts problematised? Or not? Classroom consumption of a text points to its possible relationships with actual sexual identities.

# **Queering ESOL: towards a cultural politics of LGBT issues in the ESOL classroom**

Melanie Cooke  
King's College London.

## **Abstract**

Since the UK Equality Act of 2010 schools and colleges are legally bound to ensure LGBT students are not discriminated against. Queering ESOL was a series of seminars which explored the tensions inherent in making LGBT issues visible in ESOL practice, in particular the problem of disclosure and risk and the opportunities and challenges of the superdiversity and intersectionality inherent in ESOL classrooms. I will argue that if LGBT issues are to be incorporated into ESOL in a meaningful way this will be best achieved through critical, participatory approaches to pedagogy and not as a response to top-down policy directives.

# **'I always have trouble with words to use for my junk': Relinquishing body/gender dualism in classrooms**

Brian W. King  
City University of Hong Kong

## **Abstract**

In this paper I query ideologies of exclusive dualism in relation to bodies, gender and sexuality across the curriculum. I draw on insights from ten years of work with intersex activists in classrooms in New Zealand and Hong Kong, and my current research with intersex collaborators in the USA, to address who is most invested in dualistic ideologies. Evidence shows that students from a diversity of societies adapt well to the knowledge that male/female and man/woman do not suffice to explain the world around us. Exploring language to articulate that knowledge remains important for preparing young people for citizenship.