

Universidad Nacional

Sistema de Estudios de Posgrado

Centro de Investigación y Docencia en Educación

División de Educología

Empowering Sexually Diverse EFL Students: Embracing Diversity in the English
Language Classroom Towards a More Inclusive Learning Community through
Complementary Strategies and Activities to Work with Sexually Diverse Classrooms
at Liceo de Santo Domingo, Heredia.

Trabajo final de graduación para optar al grado de Magíster en Educación con
énfasis en Aprendizaje del Inglés

Froilan Azofeifa Chaves

Campus Omar Dengo, Costa Rica

2022

Empowering Sexually Diverse EFL Students: Embracing Diversity in the English Language Classroom Towards a More Inclusive Learning Community through Complementary Strategies and Activities to Work with Sexually Diverse Classrooms at Liceo de Santo Domingo, Heredia

Froilan Azofeifa Chaves¹

Universidad Nacional

Costa Rica

froilan.azofeifa.chaves@mep.go.cr

Abstract

¹ Froilan Azofeifa is an English as a Foreign language teacher at the Ministry of Public Education of Costa Rica, Universidad Internacional de las Américas and Fidélitas University. He received a Bachelor's Degree in English Teaching from Universidad Nacional of Costa Rica and a Licentiate Degree in English Teaching from Universidad Latina. He also has an academic background in Elementary School, and Costa Rican Sign Language. He is interested in LGBTTIQ+A rights, activism, inclusive and integrated education.

The ultimate purpose of discussing sexually diverse issues in the foreign language classroom is to improve educational and coexistence outcomes. Teaching education agendas oriented towards the embracement of sexually diverse students is the appropriate setting for assisting educators, students, the administration, and parents in anticipating gender misunderstandings in the classroom, devising innovative solutions, working towards respectful understanding and interaction, and igniting real academic investigation in an scarcely explored field. This paper considers gender, diversity across the current public Costa Rican education system, and how misconceptions might impact the students' academic performance and affective development. Additionally, it aims at welcoming and supporting sexually diverse students in EFL classes to create a more accepting environment. Finally, in order to supplement the current Costa Rican conversational English curriculum, tactics and exercises for teachers will be suggested to support teachers in assisting their students and the learning community in understanding, accepting, and celebrating gender diversity.

Keywords: comprehensive sexuality, diversity, discrimination, EFL, equality, , gender, identity, inclusive, LGBTTTIQ+A, orientation, sexuality, stereotyping

Introduction

Sexuality and gender have an impact on human choices, circumstances, and experiences. These matters are deeply ingrained in the education, legal, political, economic, cultural, and kinship systems. In many professions, a thorough grasp of gender trends, dynamics, and biases can improve the accuracy and scope of work. In Costa Rica, there has been an appreciable approach to sexual diversity in the education system; indeed, it has changed over time to reflect the circumstances of the era. Fortunately, at the moment, Costa Rican society is one of the most accepting in the region, and the country has some of the most advanced LGBTTTIQ+A (lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual and many other sexual identities) rights in all Latin America. Indeed, same-sex marriage in Costa Rica is legal since May 26, 2020 (Cabrera, 2020).

Nevertheless, further development is hampered by a variety of issues. According to Farrell (2021), "LGBTQ+ activists face backlash from social and religious conservatives, and some leaders, including Presidents Nayib Bukele of El Salvador and Jair Bolsonaro of Brazil, are openly hostile to LGBTQ+ rights" (para .3). Sadly, continuing her reporting, Farrell said "in the Eastern Caribbean, Human Rights Watch has condemned "discriminatory legislation" that leaves LGBTQ+ populations ready victims of discrimination, violence and abuse" (para. 3). Concerning the education system in Costa Rica, there have been considerable proposals that can be pointed out in order to include "sexuality and affectivity" in its offerings. In 2017, Anders informed that former Education Minister Sonia Marta Mora explained that Costa Rica's Ministry of Public Education (MEP) began to transform its curriculum in 2015. In the current sex education program, teachers of psychology in public schools are in charge of the sexuality and affectivity class. They use a participatory style that

encourages students to share any knowledge they have on the topic and to provide open spaces for reflection. Beginning in elementary school, the subject is introduced in an age-appropriate manner, leading up to this new mandatory class in high school. As per Anders (2017), the ministry is employing an integrated method to discuss sexuality, which involves integrating and enriching the subject matter from several disciplines.

Although the importance of these pieces of training is indisputable, they are unfortunately optional and carried out in the Spanish language. It is advisable to emphasize that language acquisition may be hampered if learners are not in a setting where they feel comfortable talking about themselves, their identities, and their personal lives. With that being said, there is more to teaching English than merely the language. It focuses on helping students develop their critical thinking abilities by encouraging them to ask questions and research issues. It involves assisting students in taking responsibility for their education and developing into autonomous learners. Learning English should be a chance to pick up a language that can aid in social mobility while also making room for emancipatory and liberating learning.

With this reflection paper, it is intended to inform and remind the reader of how important it is to embrace sexually diverse students in English as a Foreign Language (EFL) classrooms in the direction of a more inclusive culture. Additionally, a set of strategies and activities for teachers will be proposed to work with sexually diverse classrooms, complementing the current Costa Rican conversational English curriculum to assist educators in helping their pupils and the learning community in general understand, accept, and celebrate gender diversity (See Appendix).

Building Safe Classrooms Through Comprehensive Sexuality

While many students look back on their time in school with fondness as the location that ignited their passion or introduced them to a cherished mentor, for some students, school represents a place where discrimination made it more difficult for them to achieve their aspirations. As a teacher and counselor, I have been exposed to scenarios in which students have suffered unwarranted physical contact, such as touching. Others have been exposed to derogatory words that make remarks about women and girls (or boys and men, depending on the circumstances). Also, some pupils have received sex-related comments regarding their appearance or behavior.

In a study by Elliot and Kilpatrick (1994), it was stated that “lesbian, gay, and bisexual students (LGB) and those questioning their sexual orientation are often at great risk for negative outcomes like depression, suicidality, drug use, and school difficulties” (as cited in Birkett et al., 2009, p. 1). Therefore, gaining knowledge about gender and sex, as well as how we identify as a boy/man, girl/woman, transgender, intersex, or anywhere in between, can improve understanding, promote respect, and aid young people in determining their own gender identities and eradicate misconceptions on such vital matters that will lead to more peaceful and stable academic and personal scenarios for every student.

For such purposes, Banegas and Evripidou (2021) expressed that “comprehensive sexuality education recognizes the pivotal role that gender and sexuality play in education” (p. 128). Thus, this instructional method equips young people to defend and promote their health, well-being, and dignity by giving learners the appropriate knowledge, attitudes, and abilities. These programs also improve gender equality, young people's rights, and empowerment because they are based on human rights concepts supported by critical pedagogy.

Banegas and Evripidou (2021) continued affirming that “comprehensive sexuality education (CSE) invites educators and learners to reflect and become aware of gender inequality, gender diversity, and a holistic approach to caring for our body, cultural practices, and interactions among gendered beings” (p. 127). Thus, CSE in its fullness with a focus on human rights aims to give students the information, know-how, attitudes, and values they need to make their own sexual decisions and to embrace their sexuality physically, emotionally, and in romantic relationships. Notwithstanding, this subject needs to be continuously monitored and led by educators who are devoted to change, free of prejudice, and ready to address the desires of their target communities.

Considering Students’ Contexts and Relinquishing Prepossessed Notions

Giving up some teacher control and preconceived ideas in order to have a conversation with students about what they want and need to succeed may be necessary to develop authentic, pertinent, and accessible courses. In fact, Norton and Pavlenko (2004) manifested that “instead of working with a fully predetermined and decontextualized curriculum, critical educators organize the curriculum around the needs and lived experiences of particular populations” (p. 9). Furthermore, Maxwell (2022), affirmed that “when students see their lived experience represented in the classroom, they are more likely to become engaged, as content carries more meaning and relevance” (para. 16).

In this way, by introducing language concepts in authentic settings (such as gender-based agendas), which will be used in daily life, contextualized curricula can aid in students' language acquisition. In relation to the latter statement, in research from Widodo and Elyas (2020), they encouraged that to make it possible “language

curriculum designers may put emphasis on gender issues when designing curriculum documents, such as syllabi, lesson plans, and textbooks” (p. 1021). They also submitted that at a pedagogical level, “teachers and teacher educators may teach gender issues in order to build a self-awareness of gender responsiveness” (p. 1021). Aforementioned, if teachers allow students the freedom to express their interests, opinions, and progress in a profoundly meaningful and intimate way, courses will become more original and inventive, giving them the chance to take charge of their education.

Once teachers have released some control and cease preconceived notions, the target population will benefit from contextualizing the curriculum for both community-based and workplace classes if we keep in mind that students want to learn about topics that affect them in their everyday life. However, to assure the well-being of those around them, teachers must be aware of possible implicit biases. Thus, teachers will be able to make better, more equitable decisions in the classroom if they are more cognizant of their unconscious prejudices.

Teachers must face their unconscious biases, such as interphobia, homophobia, and transphobia through education and self-reflection to create and maintain these connections. In light of the former statement, Zemenick et al. (2022) reported that “instructors can work to make all students feel welcome by building professional relationships with students that are founded on respect and non-judgment” (p. 489). As EFL teachers, it is our duty to renounce preconceived value judgments and culturally engendered ideas that could hinder the process of teaching sexually diverse students. However, prejudices based on cultural preconceptions that are ingrained in our belief systems from a young age can affect everyone. To combat sexism, racism, ableism, classism, and other societal prejudices, instructors

can move forward by adopting an anti-bias lens, a type of social-emotional learning that values diversity. This entails educating students and ourselves about the origins of heterosexism and inspiring them to embrace the LGBTTTIQ+A community while teaching the target language and breaking up any cultural misconception toward a more inclusive community.

The Language-Gender Relationship

Every culture has its distinctive ways of defining gender identity and expression, yet there are still language barriers concerning gender. Aydınoğlu (2014) described that “the relation between gender and language is bi-directional; that is, gender is reflected by language and language helps to shape gender” (p. 233). The relationship between language used by “males” and “females” is known as language and gender. These differences are reflected in both men's and women's utterances as well as in how they live and think. In general, people do not pay much attention to the words they use. However, a growing body of research indicates that how people use gendered terms, such as personal pronouns, not only reflects their gender ideas but also affects how they perceive the social environment and their role in it as a man or a woman.

Kesebir (2017) explained that “this practice perpetuates gender stereotyping by repeating commonly held expectations about the gender of people in certain roles” (para. 2). For example, some nouns are considered to be “male” or “female,” which leaves other identities out of the spectrum. Kesebir (2017) continued arguing that gender-neutral wording should be used instead. The plural form “they” is a typical approach to accomplish this. In everyday English, this is a more frequent word. Though it is feasible to change the language, it takes time. Making room for

more inclusive possibilities rather than demolishing current structures is what is meant by this. In an English language class, we may go the other way around and consider how we can use language to reflect our world instead of letting language shape how we perceive it.

Indeed, Mojica and Castañeda (2017) said that “[f]oreign language teaching contexts are not exempt from the responsibility of incorporating the gender perspective to help educational institutions battle gender inequities” (p. 40). To support children in exploring who they are, forming connections with others around them, and gaining self-confidence, well-being, peer acceptance, and social support, educators must be sensitive to gender. Classes should incorporate a gender perspective into the proposed language objectives. In teaching, the gender perspective entails a process of reflection that influences the design of the competencies and skills in the program's curriculum, the design of courses, including learning outcomes, the content taught, the examples provided, the language used, the sources are chosen, the method of assessment, and how the learning environment is managed.

For such purposes expressed above, Mitchell and Krause (2016) outlined that the language teacher should “fold LGBTQ+ identities into existing topics such as family, relationships, and civil rights” (p. 42). When it comes to bringing sexually diverse topics to the classroom, it is wisely recommended to incorporate context. As a result, educators need to remember that when sexual diversity is ignored, it becomes othered. In other words, when gender matters are included in a class without a clear purpose, neither social constructions of sexuality and sexual orientations nor chauvinistic behaviors are ameliorated, nor are they deconstructed. For such goals, teachers can incorporate literature that is reflective of all types of

families featuring LGBTTTIQ+A main characters or parents/family members. Also, educators can integrate explicit LGBTTTIQ+A activities such as parades.

In May 2022, I myself, Luis Mathew, and a group of colleagues from Santo Domingo High School, Heredia, Costa Rica, led a small parade to commemorate the International Day Against Homophobia, Transphobia, and Biphobia (IDAHOTB) with solidarity for people of all sexual and gender identities. We asked for the corresponding permission from the administration, and after we were granted it, we designed an agenda in which teachers were invited to reflect on gender/sex-inclusive matters during the first two lessons. At 08:35 a.m., the parade started. Students and teachers joined to celebrate gender and sexual diversity with flags, music, and banners with supporting messages. The activity showed great acceptance and support as more than 100 students joined. Being one of the first to be done, this activity established a precedent for the entire country. In reality, several colleagues from other institutions joined and made an effort to duplicate the event. The Legislative Assembly also congratulated the teaching, administrative, and student populations for creating these spaces for social inclusion through one of its deputies.

Complimenting the Traditional Instructional Fashion

Gender identity, the gender spectrum, and other related themes are covered in a vast number of resources. Hence, an alternative teaching strategy to the current conversational English syllabus can involve compiling knowledge about the idea from news, magazines, simulations, and social media to complement the conventional learning style. According to Findlay (2020), “school supports, such as an LGBTQIA-inclusive curriculum, can help create a safer space for LGBTQIA youth” (p. 1). Findlay continued stating that “heterosexism—the marginalization and/or

oppression of LGBTQIA people based on the ideology that heterosexuality is the norm (Anti-Defamation League)—is already part of the school community, and solving the problem requires a variety of strategies” (p. 2). Accordingly, as stated in the introduction, the goal of this reflection essay is to educate and remind the reader of the significance of embracing sexually diverse pupils in EFL classes to create a more inclusive and integrating environment. For such purposes, the current conversational English curriculum will be supplemented with a set of strategies and activities for teachers to use in classrooms with a variety of sexual orientations. These recommendations will help teachers support their students' understanding, acceptance, and celebration of gender diversity.

Strategies and Activities to Recognize Young People's Right to Open Sexuality and Education to Promote Accountability

Early childhood education that incorporates a gender perspective unleashes students' potential at the very start of their development, and the policy's worth extends far beyond teaching policies. It can help to create a long-lasting approach to gender equality and high-quality education and promote the growth of human rights for the entire society. In other words, teaching with a gender-focused agenda develops respect for all and enhances the student's ability to empathize, connect, and work with a varied set of peers.

In order to support teachers in assisting their students and the learning community in general in understanding, accepting, and celebrating gender diversity, the following set of strategies and activities are intended to work with sexually diverse classrooms. They are a complement to the current Costa Rican

conversational English curriculum, and they respond to the integral education of sexuality cross-curricular theme as the Ministry of Public Education of Costa Rica “favors reflection, investigation, and analysis, within a process of authentic dialogue that promotes participation of the family and the educational community; promoting the development of relationships of equity among peers, adults, youngsters, and children” (MEP 2009, p. 4). “Some fundamental general contents of this cross-curricular theme are:/ Sexuality and vital cycle /Sex and gender, /Aggression and its manifestations /Prevention of aggression /Agents of change /The conceptualization of conflict /Solution of the conflict” (English for Communication Program, 2009, p. 4).

Local and Global Contributions

In a research project by Gogna et al (2009), they manifested that in Argentina “conditions for reforms and innovation in higher education have become increasingly difficult since neoliberal policies have reduced university budgets and the extension of study programs” (p. 237). These authoritarian behaviors only halt efforts to achieve equity and equality in the direction of a more inclusive Argentine and global society. The authors continued reporting that “there are reasons to be moderately optimistic as long as alliances continue to be developed (among scholars, faculty, students, administrators, activists, and social movements), learning from other countries’ experiences and improving theoretical and methodological tools” (Gogna et al, 2009, p. 238).

In a research by Vargas (2014) called *Sexuality as a human expression evaluated in young people and teachers in a public school of the canton of Alajuela, Costa Rica*, she manifested that “sex educators will have to be freed from their own social, cultural and religious ties regarding their sexuality” (p. 25). Furthermore, the

researchers discovered that when students have any queries or worries regarding issues relating to sexuality, they first discuss them with their partners, parents, siblings, or other family members.

Vargas also reported that teenagers had the option of asking their friends or strangers on the street for answers, and as a final resort, they may turn to television shows for solutions to their problems. Neither the teachers nor the high school staff is among the pertinent sources of consultation for the sample of pupils contacted in this public school's specific case. Finally, Vargas (2014) argued that in addition to a lack of preparation and motivation to address the issue as it has been raised, teachers' personal or professional values may also conflict with their subject-matter expertise. Alternatively, it may be the case that there are no clear guidelines on what to teach and how to do it.

In both scenarios, what is perceived is a lack of professionalism, commitment to education, and search for transformation and articulation by the academic parties. If education does intend to be a bridge of social transformation, it must be in constant modification in the search for a liberatory movement toward critical thinking. For this reason, all academic and governmental instances must support the transformation and accompany it in the process of a search for a more inclusive society.

In this sense, both investigations show that preconceived ideas, value judgments, and the support of the government obstruct inclusive education. Therefore, it is necessary to challenge all paradigms to continue the collaborations, the pursuit of academic advancement, research, science, and everything else that leads to a more empowering education and critical thinking. It is our responsibility as educators to carry out this task of societal transformation, building, and constant

search for the bride to create a local and global community that is more inclusive.

Queer Instructional Authentic Materials

Understanding that there are people in the world who do not consider themselves to be a part of the heteronormative regime is one of the first steps in embracing people's sexual diverse preferences, and it is perfectly good to acknowledge all of those significant concepts. Ayala and Barón (2019) proposed that

one of the biggest issues about marginalization towards the LGBTQ+ community is people's lack of understanding, not only in regards to the way in which people identify themselves (gay, lesbians, transgender, bisexual, etc.) but also about the concepts of sex, gender, sexual orientation, and gender identity. (p. 21)

Therefore, schools must educate their students in ways that go beyond what has been done in the past. In fact, Paiz (2019) said that "one way to queer materials is to incorporate locally constructed, authentic materials that represent a variety of LGBTQ+ identities" (p. 6). Consequently, as language teachers, it is important to develop instructional materials in a way that is considerate of the requirements and linguistic ability of the students enrolled in the course. For instance, authentic, nearby resources that have been scaffolded by the teacher through in-class activities (such as campus news clips, community organization websites, etc.) may be advantageous for students with lower skill levels to complement the previously explained activities. The materials may be carefully revised to make them more linguistically appropriate or in ways that promote more in-depth critical thought about the resource as part of this scaffolding. In the case of Costa Rica's English curriculum, the existing Academic Education Study Program: English for

Communication (MEP, 2009) could be complemented with activities that foster a sexually inclusive English classroom (See Appendix).

Conclusion and Recommendations

Comprehensive affective sexual education is crucial for addressing themes such as identity, orientation, the expression of sexuality, and the formation of love in addition to helping students deal with homophobic, lesbian, and transphobic bullying. As a crucial component of the students' and their integral development, and not only a biological concern, this training should be addressed starting in the early academic stages. For teachers, the educational community, and families to share in this vision of the diversity of people, this training must be cross-cutting throughout all educational levels. To achieve this, it is essential to support teachers' training in sexual affective education because it is our duty to ensure that students have the freedom to express their identities without fear of violence or repression.

To conclude, diversity is everything that distinguishes one person from another. This encompasses a wide range of variables, such as race, ethnicity, gender, sexual orientation, socioeconomic situation, ability, age, religious belief, or political conviction. All of these elements interact to shape how kids (and teachers, and everyone else) view the world. The discussion of sexual diversity in the classroom aids students in gaining social awareness, which enables them to comprehend many viewpoints and reach more firm judgments. Students can learn social skills and how to engage with their peers by being challenged to think from diverse perspectives. These are abilities that they can utilize throughout the rest of their lives.

As a recommendation, we must avoid turning the discussion into a lecture by

making an effort to engage the pupils. Also, give your doubts some attention. As teachers and humans, we do not master all. To ensure the most accurate answers for the improvement of the sex and gender education agenda, if you are unclear about something, look up the material in books, or the internet, consult other coworkers or contact local organizations. Withal, let your students know how much you respect them and how much you want them to live free, secure lives.

Learning to relate to one another with respect is crucial to accomplishing the goal of working in classrooms that are diverse in terms of sexual orientation and gender. It goes far beyond abstaining from homophobic gestures to constitute one of the fundamental pillars. It entails appreciating emotions, being able to express them properly, without using them as leverage, and viewing conflict as a potential opportunity for both individual and group development. Put what hurts us and what pleases us together to determine our boundaries.

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Appendix

Activities for Teaching and Facilitating Discussions on LGBTTTIQ+A Identities,

Allyship, Gender and Sexuality

The following section tries to present a potential alternative to the current conversational English curriculum for teaching about gender issues in public high schools in Costa Rica. This course of action is based on experience, the years' worth of contributions, those of many students, and the ones of other colleagues. This is not intended to be an intrusive deconstruction but rather a way to create a learning society that is more inclusive and equal with intentions to transform locally and globally through bilingual comprehensive sexual education.

1. I Am Who I Am

Unit 2: Daily life activities²

Cognitive target: Interprets and communicates information about: daily activities at home, school, and job.

LINGUISTIC ACHIEVEMENT	CONTENT	PROCEDURES	VALUES AND ATTITUDES
<ul style="list-style-type: none"> Describing my personal schedules. Talking about daily routines at home, at school, and at work. 	<ul style="list-style-type: none"> Identity 	<p>Procedures:</p> <p>Explain to the class at the outset that today's topic of discussion will be identity. As an example, you can say, "I am a teacher; it is part of my identity. Identity has to do with who we are. Our class will examine several facets of our sexual identity, such as our sexual</p>	<ul style="list-style-type: none"> Respect Tolerance Collaboration Communication Global citizenship Innovation Creativity Critical thinking Problem solving

		<p>orientation and gender identity since we are discussing human sexuality and gender. Following, give every student a piece of paper and an envelope. Inform them that they would be required to write two things on their sheet of paper without including their names. Instruct them to record what they have learned about the definition of "sexual orientation" and "gender identity" in writing. Let them know that</p>	
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		<p>if they have not heard anything; they should simply make an educated assumption as to what those terms mean. When they are finished, instruct them to fold their piece of paper, place it in their envelope, and then seal it. Tell them to wait until you ask them to open it. To continue, play a video or explain yourself both terms so that the students can have insights on the matters. Ask the students to open</p>	
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		<p>their envelopes</p> <p>and reflect on all</p> <p>the concepts and</p> <p>examples you just</p> <p>covered. You can</p> <p>ask "how many of</p> <p>you correctly</p> <p>recorded</p> <p>information about</p> <p>your sexual</p> <p>orientation or</p> <p>gender identity?</p> <p>Count the number</p> <p>of pupils who</p> <p>raised their hands</p> <p>when you said,</p> <p>"How many of you</p> <p>wrote something</p> <p>down that turned</p> <p>out to be wrong but</p> <p>that you now know</p> <p>the correct</p> <p>information</p> <p>about?" Open a</p>	
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		<p>space for reflection and dialogue, and listen to their opinions as they are properly informed about both concerns.</p>	
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2. Case-Study Analysis

Unit 2: Daily life activities³

Cognitive target: Interprets and communicates information about: daily activities at home, school, and job.

LINGUISTIC ACHIEVEMENT	CONTENT	PROCEDURES	VALUES AND ATTITUDES
<ul style="list-style-type: none"> Talking about daily routines at home, at school, and at work. 	<ul style="list-style-type: none"> Daily routines Homophobia Conflict resolution 	<p>Procedure: To start, give the students a flashcard with the following scenario:</p> <p>Carlos has been an outsider since the first day of school. He's just a little different than his classmates. He wears a scarf to school, doesn't like the baggy t-shirts the other guys wear, and would rather listen to music than play sports or video games. One day Carlos comes to</p>	<ul style="list-style-type: none"> Respect Tolerance Collaboration Communication Global citizenship Innovation Creativity Critical thinking Problem solving

		<p>school with nail polish on. After lunch, Carlos gets back to his desk and finds a note that says “faggot” on it. When he tells the teacher, he is told to “be a man and ignore it.” Later that day when Carlos goes to the bathroom, a group of boys is waiting for him. They shove him up against the wall and say “we don’t want any homos using our bathroom.” Nick, one of the boys, watches as his friends shove Carlos to the floor and start to kick him. When they see Nick isn’t participating, they say, “What are you? A homo lover?” Nick reluctantly walks over and gives</p>	
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Carlos a kick.

*Sexual
Health
Education,
Chicago
Public
Schools*

Once the students have been exposed to such a situation, a set of questions can be ignited to study Carlos' case.

1. Who is fostering an atmosphere of homophobia and hatred in this story?
2. How do you suppose Carlos is feeling? What impact do you believe this occurrence will have on Carlos?

		<ol style="list-style-type: none">3. What impact do you believe this event will have on Nick?4. What could Nick possibly alter or do differently5. Where could Carlos go for assistance?6. What would you do if you were Carlos?7. What did the teacher do wrong? Why?	
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3. A Violet Look at our Family Tree

Unit 2: Daily life activities⁴

Cognitive target: Interprets and communicates information about daily activities at home, school, and job.

LINGUISTIC ACHIEVEMENT	CONTENT	PROCEDURES	VALUES AND ATTITUDES
<ul style="list-style-type: none">Talking about daily routines at home, at school, and at work.	<ul style="list-style-type: none">Daily routinesMachismo, equality, and prejudiceSimple past	To begin with the activity, the teacher explains specific fundamental ideas, such as machismo, equality, and prejudice. Then, both girls and boys are interviewed about the ladies in their families to learn about their daily lives, jobs, and what they could and could not accomplish.	<ul style="list-style-type: none">RespectToleranceCollaborationCommunicationGlobal citizenshipInnovationCreativityCritical thinkingProblem solving

		<p>Three generations ago is sufficient in the past (great-grandmother, grandmother, and mother). The teacher might also ask other family members or close friends. To make it more creative, drawings, collages, minor redactions, and other art forms can all express this knowledge. Then, the class discusses how women have changed over time in each family. Following this, both teacher and students consider how the conditions of life for women have changed over the centuries. To finish, a reflection can be fostered on how women did not</p>	
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		<p>previously enjoy many of the rights they do now, and how some of those rights could even have seemed odd by then.</p>	
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4. Role-Playing Against Sexism:

Unit 1: Day-to-Day Work⁵

Cognitive target: Exchanging information about day-to-day.

LINGUISTIC ACHIEVEMENT	CONTENT	PROCEDURES	VALUES AND ATTITUDES
<ul style="list-style-type: none">Expressing likes and dislikes in my daily life	<ul style="list-style-type: none">Daily routinesSocial injustices and inequalities	<p>By simulating a situation that occurs in real life, we are role-playing. We can utilize this instrument to work on equal opportunity extremely effectively. Depending on the number of characters, we form groups of three or four persons and distribute the role-playing cards to</p>	<ul style="list-style-type: none">RespectToleranceCollaborationCommunicationGlobal citizenshipInnovationCreativityCritical thinkingProblem solving

		<p>serve as their representations (to make representations seem more realistic, we can include objects and clothing). Depending on the groups and the card difficulty, the teacher can give the students around 15 to 20 minutes to get them ready. If needed, assist the group in comprehending the circumstances that will be portrayed, and keep in mind that, despite the fun, we may add, the conditions we are simulating reflect injustices and inequalities that call for due seriousness. After all the scenarios have been</p>	
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		portrayed, we consider, analyze, and kindly discuss what we have observed and dramatized.	
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5. Popcorn Time

Unit 7: Unit 7: Entertainment!⁶

Cognitive target: Demonstrate ability to work cooperatively with others.

LINGUISTIC ACHIEVEMENT	CONTENT	PROCEDURES	VALUES AND ATTITUDES
<ul style="list-style-type: none">• Discussing about entertaining	<ul style="list-style-type: none">• Sexuality, equality, illnesses, gender discrimination, and sexual behaviors.	The modern audiovisual society is represented by Netflix and other streaming services. Due to their freedom to choose their locations and times, young people are consuming an increasing amount of time-shifted content. For language and conversational classes, Netflix has tools that are	<ul style="list-style-type: none">• Respect• Tolerance• Collaboration• Communication• Global citizenship• Innovation• Creativity• Critical thinking• Problem solving

		<p>just as wide as its selection from an educational standpoint. <i>Sex Education</i>, the Netflix series, uses the misadventures of high school kids to address themes of sexuality and equality, including illnesses, gender discrimination, and sexual behaviors. With the help of this show and the teachers' guide, students can conduct a group project in which they discuss their concerns about sex, construct a questionnaire, look into these issues, and then replicate in role-plays different scenarios from the Netflix series.</p>	
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DECLARACIÓN JURADA

Yo, Froilan Azofeifa Chaves, cédula de identidad 604140074, estudiante de la Universidad Nacional, declaro bajo fe de juramento y consciente de la responsabilidades penales de este acto, que soy autor intelectual del Trabajo Final de Graduación Titulado "~~Empowering Sexually Diverse EFL Students: Embracing Diversity in the English Language Classroom Towards a More Inclusive Learning Community through Complementary Strategies and Activities to Work with Sexually Diverse Classrooms~~ at Liceo de Santo Domingo, Heredia.", para optar por el grado de Maestría en Educación con énfasis en el Aprendizaje del Inglés.



Heredia, a los 20 días del mes de enero del año 2023.

Refrendo

Los abajo firmantes avalamos el Trabajo de Graduación del estudiante Froilán Azofeifa Chaves, cédula 604140074, que lleva como título **Empowering Sexually Diverse EFL Students: Embracing Diversity in the English Language Classroom Towards a More Inclusive Learning Community through Complementary Strategies and Activities to Work with Sexually Diverse Classrooms at Liceo de Santo Domingo, Heredia**, dado que cumple con las disposiciones vigentes y la calidad académica requerida por el posgrado.

JUAN PABLO ZÚÑIGA VARGAS (FIRMA)
PERSONA FÍSICA, CPF-04-0182-0569,
Fecha declarada: 01/03/2023 08:16:56 a. m.
Esta es una representación gráfica únicamente,
verifique la validez de la firma.

Mag. Juan Pablo Zúñiga Vargas
Tutor del énfasis Aprendizaje del Inglés
Maestría en Educación

RITA MARIA
ARGUEDAS
VIQUEZ
(FIRMA)

Firmado digitalmente
por RITA MARIA
ARGUEDAS VIQUEZ
(FIRMA)
Fecha: 2023.03.01
11:31:37 -06'00'

M. Ed Rita Arguedas Víquez
Coordinadora
Maestría en Educación