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Short Abstract: This presentation focuses on a qualitative inquiry into including queer, trans, and non-binary student perspectives in language learning material and classroom practices.

Findings show that understanding and utilizing LGBTQ+ student perspectives in material design help students feel like they belong and advocate for their identities.

Abstract: Few studies have investigated queer, trans, and non-binary student perspectives into material design. Previous studies looking at queer and trans student perception and attitudes towards materials (Hongboontri & Duangsaeng, 2022; Nguyen & Yang, 2015), however, have been primarily focused on EFL and ESL contexts. The purpose of this qualitative study is to examine LGBTQ+ students' perspectives on language learning materials in languages other than English and give recommendations on queering the classroom materials and teaching practices. Semi-structured interviews and thematic content analysis are used to interpret student needs, desires and co-construct implications for language learning. Preliminary results show that students are more willing to learn grammar and vocabulary and desire representation in materials but are hesitant to discuss sexuality and gender identity, which may come from the ability of the instructor to engage in these topics without alienation of these students.