LGBTQ should not be a Lecturer?: Thai Undergraduate Students' Attitudinal Assessment towards LGBTQ Lecturer in EFL Classroom

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Abstracts

Through news in Thailand, some Thai LGBTQ lecturers have been negatively assessed by authorities. Since then, the questions have been raised to debate whether LGBTQ lecturer should be a teacher or not. To contribute to this concern, this study, therefore, aims at investigating how students who are believed to be directly affected by lecturer's actions assess their LGBTQ lecturers' performances and personalities in EFL classroom. This study employed a mixed-method design. The participants were 423 Thai EFL students who have studied with LGBTQ lecturers at a large-size university in Bangkok, Thailand. They were asked to complete a questionnaire, which was adapted from Puakchit (2013 : 678) consisting of four main sections: (1) in-class teaching roles, (2) in-class managing roles, (3) in-class communication skills, and (4) individuals' attributes. After the quantitative results were obtained, a focus-group interview with 5 volunteer students was conducted. The findings revealed that Thai LGBTQ lecturers in EFL classroom were positively evaluated in all aspects. Genderless or gender-free perspective was promoted by students for being a lecturer of English and students also suggested that whether a good or bad lecturer is not determined by gender.

Keywords: EFL Classroom, EFL Students; LGBTQ Lecturer; Students' Attitudes; Thai Classroom

Introduction

"Be grateful that Kathoey like you have a chance to study at the Faculty of Education."
"Kathoey doesn't deserve to get education, so go fix yourself first!"
"Kathoey is abnormal, you shouldn't be a teacher."
"I accept a tomboy who is manly, but I can't stand Kathoey who is originally a man and need to be girly like a woman."
"If a tomboy was once raped, he would definitely become a woman."

The mentioned statements, reported in Khaosod, an online Thai newspaper, were maliciously delivered by an invited male lecturer during the class targeting to a kathoey or ladyboy student. This lecturer is a member of Faculty of Education at a large and believably the most prestigious university in Thailand. The video clip of the incident recorded by other students went online and eventually ignited the criticism by netizens. After that, an online campaign was created on www.change.org, the world's well-known platform for change, urging the faculty and university's president to urgently scrutinize the lecturer's discriminatory

behavior. In addition to this, there was a following seminar entitled *"Can LGBTQ be a teacher?"* held by Undergraduate Student Council of Faculty of Education (USCE). The topic of the seminar was then questioned and criticized. Many comments on the forum argued that the topic was outdated and narrow-minded because anyone could be a teacher regardless of sex and gender.

With these controversial concerns, to assure that whether LGBTQ lecturer should be a teacher or not, the perceptions of students who are directly experienced to studying with LGBTQ lecturers must be investigated. This study scopes down to English as a Foreign Language (EFL) classroom since the language learning relies heavily on the lecturer who is believed to be a factor in enhancing effectiveness of language skill development. Therefore, this study aims at investigating how Thai EFL students pass the judgement on LGBTQ lecturers in EFL classroom with the following research question:

How is LGBTQ lecturer in Thai EFL classroom assessed by Thai EFL students?

Literature Review

Conceptualizing LGBTQ

LGBTQ stands for lesbian, gay, bisexual, transgender, and queer. According to Katz-Wise, Rosario and Tsappis (2016 : 1011-1025), LGB or lesbian, gay, and bisexual sexual are under the category of sexual orientation or elaborately refer to the individual's object of sexual or romantic attraction or desire, whether of the same or other sex relative to the individual's sex. The letter T or transgender refers to individuals for whose current gender identity and sex assigned at birth are not concordant. The last letter Q or queer means those whose sexual orientation is not exclusively heterosexual. Mostly, for those who identify themselves as queer, the terms lesbian, gay, and bisexual are perceived to be too limited. However, the term of LGBTQ has been popularized and widely used for the new emerging genders such as cisgender, questioning, intersex, and pansexual. Cisgender refers to a person who agree with the gender you were assigned at birth. Questioning is a person who are unsure of their gender identity. Therefore, LGBTQ in this study, intentionally cover all genders which do not conform to gender norms: male and female.

In academic arena, the term LGBTQ has been used to refer to, for example, sexual minority (Black, Fedewa & Gonzalez , 2012 : 321-339; Gorsuch, 2019 : 927-954 .; Johnson, Oxendine, Taub & Robertson, 2013 : 55-69. ; Katz-Wise, Rosario & Tsappis, 2016 : 1011-1025 ; Mishna, Newman, Daley & Solomon, 2009 : 1598-1614), people with gender non-conformity (Culler, 2017: 509-526), a marginalized group (Potter, Fountain & Stapleton, 2012 : 201-208 ; Sanz López, 2018 : 1817-1837. ; Vaccaro, 2012 : 429-446), nonheterosexuality (Wensley & Campbell, 2012 : 649-654), under-represented group (Ellis, 2009 : 723-739), and outness (Kosciw, Palmer & Kull, 2015 : 167-178). Noticeably, when the lives of LGBTQ people have become academic interest, and then have been deeply investigated, their traumatized existence has been revealed. The marginalization frequently occurs since the LGBTQ's abnormality in terms of gender identity, sexuality and sexual orientation is pervasively promoted.

Challenging this view on negative attitudes toward homosexuality, several scholars propose that considering yourself as LGBTQ is normal, natural and acceptable. According to Camacho, Minelli and Grosseck (2012 : 3176-3181.), Delahunty (2012 : 407-420) and Kim, Zheng and Gupta (2011 : 1760-1770), identity is something that is plural and dynamic. To elaborate, identity is the dynamic configuration of the defining characteristics of a person (Kim,

Zheng & Gupta, 2011 : 1760-1770), which can also be redefined over time and space (Delahunty, 2012 : 407-420). For instance, a shy boy can become a brave young man, or males can display feminine characteristics, such as being emotionally expressive and sensitive, while some females may exhibit masculine traits, such as being muscular, dominant, and aggressive in certain situations. Given that, even the biological sex can be flexible (Huffaker & Calvert, 2006 : 56). Hence, it is unsurprising to learn the following:

> "Identity is not something that one "has", but rather something that one "does" or "performs" and recreates through concrete exchanges, discourse and interactions between human beings." (De Fina, 2011 : 265-266).

De Fina's idea indicates that identity is not an innate feature but is created or shaped through socialization. This means that gender identity depicting how a person may identify himself or herself as male, female or transgender can be also changed and redefined depending on time, space and people he or she is interacting with. Moreover, Kittiteerasack and Matthews (2017 : 1-15) elaborate that sex, gender identity, sexuality and sexual orientation are complicated since they are fully independent to each other. To illustrate, it is normal and natural that if a person who is born with a penis, he can possess feminine trait, and has sexual relation with both men and women. With this concern, we as researchers insist that being LGBTQ is not deviant; this depends on social interaction one has encountered. However, it is inevitable that attitudes towards LGBTQ people, in some cultures, are still negative and traumatic. To address the cause of negative views towards LGBTQ individuals, previous studies pointed out that the notion of patriarchy is one of the powerful tools marginalizing a group of LGBTQ people into oppressive and invisible circumstances (Day, 2918 : 21-37; Fox & Zagumny, 2017: 97-109 ; Smith, 2018: 250-258 .: Welsh, 2014 : 39-45; Yenilmez, 2017: 287-299).

LGBTQ and Patriarchal Society

Patriarchy is ideological and social construction which recognizes men as superior to women (Rawat, 2014 : 43-56). In patriarchal society, the role of male is central to social organization, and where males hold authority over women, children, and property Walby (1990 : 666) This is what Weber (1978 : 555) linked male dominance to "the normal superiority of the physical and intellectual energies of the male" (p. 1007) or what Connell (2005 : 829-859) refers to as "hegemonic patriarchy" (p. 830).

Walby (1990 : 666) provides six components that generate the notion of patriarchy and are believed to be the sources of exploitation. They are (1) household, (2) sexuality, (3) male-on-female violence, (4) the state, (5) paid employment and (6) cultural institutions. *Household* means domestic environment where a housewife's duties are overlooked and insulted. *Sexuality* is perceived when heterosexuality is promoted as a normative practice. *Male-on-female violence* depicts negative treatment and discrimination towards women due to the belief in inferiority of women. For *the state*, it refers to the support from the state which intentionally promoted patriarchal, capitalist, and racist interests by overlooking the case of offense against women. Next, *paid employment* is when women are being offered worse jobs and paid less than men for the same job. Finally, cultural institution establishes the norms appointing women's appropriate behaviors in public space such as showing love expressions in, and their dress code in public areas or religion sites.

Considering the aforementioned six elements of the patriarchy, it suggests that women and children are not only suppressed and marginalized, but also a group of homosexual people. They all are recognized as inferior and powerless in the patriarchal or male-dominated society. However, the level of oppression and control over women, children and, homosexual people vary from one patriarchal society to the other since the idea of patriarchy is inconsistent and the gender relations which are complicated, and dynamic have changed over time (Ray, 2006 : 1-21). Therefore, it suggests that the gender relations of the patriarchy are supposed to be historical, cultural, and spacial, which must be studied in their specificity (Witz, 2013 : 789).

Being a LGBTQ Teacher in Thailand
Thailand is dubbed as a patriarchal or male-dominated society (Coyle & Kwong, 2000: 492-506 ; Kelly, 2015 : 123 ; Kuasirikun, 2011 : 53-78 .; Pattalung, 2008 : 234; Ratchatakorntrakoon, 2019 : 271-296 ; Sriwimon & Zilli ; 2017 : 1-24). According to the Global Gender Gap Report 2021 done by the World Economic Forum, which intend to be a tool for benchmarking and tracking global gender-based inequalities, the overall gender gap in Thailand is still wide and was ranked as 79th out of 156 countries. Even though the report is limited to a comparison between men and women, it presumably indicates that LGBTQ people is still positioned far behind the women position.

In educational sphere especially in teacher position, there has been evidence that LGBTQ teachers have been pervasively suppressed and marginalized through the patriarchal lens. Reported on Thairath (2019 : online), a transgender teacher's performance teaching mathematics was evaluated lower than the expected standards and then discharged from the school. The letter was sent to the teacher stating that she failed to comply the Uniform Civil Services Act, B.E. 2478 and Professional Standards and Ethics. To elaborate, the transgender teacher was complained as she wore a female uniform. She was also warned that being teacher must well behave in all aspects including behavior, dressing, speech, and prosperous morality because teacher is a role model for students. Another case reported on Dailynew (2017 : online) narrated the painful moment of a transgender teacher when she was verbally attacked by a male lecturer who is a dean of a university in the northeastern part of Thailand. During her attendance in Teacher Professional Standard seminar, the lecturer called her name and was curious her title as mister (Mr.). He suddenly asked, "Why did you wear like a woman since you were a man?" "Did you get gender-reassignment surgery?". The lecturer continued saying "during the lunch break, I would let your friends check whether you have male genital organ or not." She then posted her miserable feeling of being transgender.

On the other side, a case published by PPTV Online (2019 : online) reported about a gay-men teacher teaching speaking and listening English who wore a neon-color wig with colorful make-up during the class was soaked by the compliments and dubbed as a new-trend teacher. "The feedbacks from the students were great; they laughed and enjoyed with the provided activities", he said.

As you can see that the existence of LGBTQ teachers has been influenced more of less by the patriarchal beliefs generated by those who are in the higher position. The teachers have still faced suppression and discrimination when their appearance does not conform with their biological sex or the sex they were originally born with. Meanwhile, those who are gay seem to be acceptable, but they have to put more effort than male or female teachers.

What Constitutes a Good Teacher of English?

As cited in Mullock (2003 : 2-24) purposed the preferred characteristics of a good teacher through the lens of both teacher's and student's perspectives as shown in Table 1.

Table 1 Teacher and student perspectives on what constitutes a good teacher

Teacher view: A good teacher	Student view: A good teacher
-	explains clearly so that we can understand
helps, focuses on individual students	helps us with our work
develops positive teacher–student relationship	caring, relates to students
maintains student interest, enjoyment and keenness but also discipline and order	work is interesting and enjoyable but also controls the class well
promotes student achievement and progress	we learn a lot
-	is fair
plans, structures and organizes the classroom	-
fosters student involvement and participation	-

From Table 1, students most frequently mentioned the teacher's quality was the teacher's ability to 'explain clearly so that students can understand', but this was not important to teacher. It may be because the ability is common practice of being a teacher.

Specifically, to be a teacher of English, Cortazzi and Jin (1996 : 169-226) investigated what characterizes a good teacher in Teaching English to Speakers of Other Languages (TESOL) through the lens of 135 students at two Chinese universities. The results revealed as presented in Table 2.

Table 2 Chinese students' expectations of a good teacher in TESOL
(Cortazzi and Jin's, 1996 : 186-187)

knowledge of the subject matter	**67.0%**
is patient	25.0%
is humorous	23.7%
is a good moral example	21.5%
shows friendliness	21.5%
teaches students about life	17.5%
arouses students' interest	17.0%
is warmhearted and understanding	16.2%
uses effective teaching methods	16.2%
is caring and helpful	14.8%
explains clearly	6.7%

Of researchers who have explores the characteristics of a good TESOL teacher, Brown (2001 : 345),'s results are quite typical showing that a good TESOL teacher must (1) know English and be able to use it, (2) possess skills of teaching, (3) well communicate between people, and (4) have good personality. However, Harmer (1998 : 456) collecting the responses from English language students studying in Britain argued that a good teacher of English (1) makes lessons interesting, (2) loves his or her job, (3) shows his or her personality, (4) has lots of knowledge, and (5) is an entertainer. In addition to this, Mullock (2003 : 2-24)stepped higher to investigated postgraduate students of applied linguistics and TESOL at three universities in Sydney. The students expected their teacher of English to (1) know and understand students' needs and strengths and weaknesses, (2) know the subject matter, (3) be skilled in teaching techniques and methods, and (4) treat students with courtesy and respect, show empathy towards the students respectively.

Obviously, student-teacher relationship in EFL classroom should be intimated, active and interactive as Chen (2012 : 213- 219), and Al-Seghayer (2017 : 567) assert that teacher or lecturer is one of the important factors that contributes to successful language learning since he or she is able to fuel their students' interests, motivations, attitudes, and efforts, or tackle the lack of understanding thereof, making their influence fundamental to students' progress. During the class, teachers are expected to facilitate communication between the learners during the set activities, to provide learners with insight on how to become a successful language learner by sharing his/her own personal experiences of language learning and to organize resources. This means that students' achievement may not be accomplished without teacher's help and enthusiastic engagement.

In Thailand, LGBTQ lecturers as mentioned earlier have encountered negative perceptions and inferiority evaluated by some authorities in educational professions, but the relationship between students and LGBTQ lecturers has not been investigated. This is essential in ELF classroom to know that whether students and LGBTQ lecturer can get along well or not since the lecturer is a key factor for student's English skill development. The results of the study then can stimulate the awareness of diversity in Thai education.

Research Methodology

This study was conducted using a mixed-method design to investigate Thai undergraduates' perceptions towards LGBTQ lecturers in EFL classroom. The participants, data collection and data analyses to obtain the results are elaborated below.

Participants

The total number of students in the university is approximately 20,000. According to as from the number it can be represented by the sample of 377 participants. Therefore, the participants in this study were 423 undergraduates as they were recruited from all faculties and colleges. All of them have experience studying with LGBTQ lecturers in EFL classroom. The sample comprised of 265 female students, 141 male students, and 17 identified as LGBTQ students. The participants were asked to complete the questionnaire given online via Google Form. After the questionnaire was administered to 423 undergraduates, the general information of participants including gender and year of study is shown below.

Gender

As shown in Table 3, of the questionnaire respondents, 265 were females (63%), 141 were males (33), and 17 were identified as LGBTQ (4%).

Table 3 Gender of participants

Gender	Frequency	Percentage
Female	265	63
Male	141	33
LGBTQ	17	4
Total	**423**	**100.0**

Year of Study

From 423 respondents, most of them were 3rd year students (136 persons, 32%), followed by 4th year students (99 persons, 23%), 2nd year students (95 persons, 22.5%), 1st year students (87 persons, 21%), 5th year students (4 persons, 1%) and 6th year students (2 persons, 0.5%). The results are shown in Table 4 below.

Table 4 Year of study of participants

Year of study	Frequency	Percentage
First	87	21
Second	95	22.5
Third	136	32
Fourth	99	23
Fifth	4	1
Sixth	2	0.5
Total	**423**	**100.0**

Instruments
Questionnaire

To explore the students' perceptions towards LGBTQ lecture in EFL classroom, a questionnaire consisting of 25 items was used as data collection in this study. The questionnaire was adapted from Puakchit (2013 : 678) which divided into two main parts: *personal information and students' attitudes towards LGBTQ lecturers in EFL classroom*. The 25 items in the questionnaire were evaluated by 3 experts for content validity and were then put into a Goggle Form. The participants were required to evaluate their level of agreement based on 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Statistical Analyses

In order to interpret the findings, the responses were collected and calculated in Microsoft Excel. Score of items were calculated for average score. Descriptive statistics were used to find average sum for each item reflecting students' attitudes towards LGBTQ lecturers in EFL classroom.

Focus Group Interview

To obtain in-depth information on how Thai EFL students perceive towards LGBTQ lecturers, the five students with different faculties were recruited to participate in focus group interview led by the researchers. The five volunteer students were encouraged to share their opinions and perceptions about their LGBTQ lecturer and the results we had interpreted from the questionnaire. The focus group took one hour.

Conceptual Framework

This study employed mixed method approach to investigate Thai undergraduate students' attitudinal assessment towards LGBTQ lecturer in EFL classroom. Four aspects of teacher's roles and characteristics were used as a framework to create the questionnaire. Also, focus group interview was conducted to obtain in-depth information. The conceptual framework is illustrated in Figure 1.
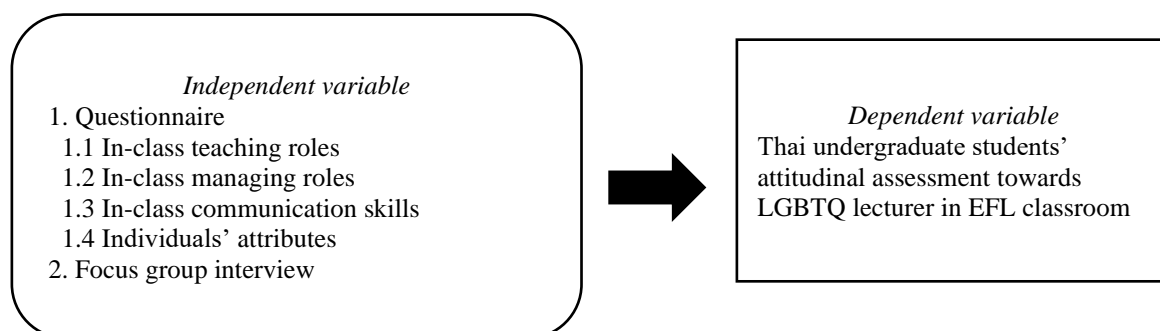
Independent variable
1. Questionnaire
   1.1 In-class teaching roles
   1.2 In-class managing roles
   1.3 In-class communication skills
   1.4 Individuals' attributes
2. Focus group interview

Dependent variable
Thai undergraduate students' attitudinal assessment towards LGBTQ lecturer in EFL classroom

Figure 1 Conceptual Framework

Results

The findings on students' attitudes towards LGBTQ lecturers in EFL classroom

To address the research question of this study, the attitudes of Thai undergraduates towards LGBTG lecturers in EFL classroom were analyzed by using descriptive statistics. The findings comprising of 25 items are demonstrated based on four categories: (1) in-class teaching roles, (2) in-class managing roles, (3) in-class communication skills and (4) individuals' attributes as shown in Table 5, Table 6, Table 7 and Table 8 respectively.

In-class Teaching Roles
Table 5 In-class teaching roles of LGBTQ lecturers

In-class teaching roles of LGBTQ lecturers	Mean	SD	Rank	Level of Agreement
1. My LGBTQ lecturer stimulates interest at the start of the lesson.	3.35	0.74	6	Very high
2. My LGBTQ lecturer corrects wrong and incomplete answer effectively.	3.37	0.70	5	Very high
3. My LGBTQ lecturers adjusts the contents of the lesson to level of the students.	3.44	0.70	4	Very high
4. My LGBTQ lecturers relates the previous lesson's work with the current lesson.	3.33	0.74	7	Very high
5. My LGBTQ lecturers uses materials and tools in a timely and appropriate manner.	3.49	0.65	1	Very high
6. My LGBTQ lecturers check students' achievement of the lesson aims.	3.27	0.74	8	Very high

7. My LGBTQ lecturers stage the lesson coherently.	3.47	0.69	3	Very high
8. My LGBTQ lecturers implements effective learning methods.	3.49	0.68	2	Very high
Total	**3.40**	**0.61**		Very high

N=423

1.00-1.75   Very low
1.76-2.50   Low
2.51-3.25   High
3.26-4.00   Very high

From the Table 5, the results show the students' attitudes towards in-class teaching roles of LGBTG lecturers. The descriptive statistics for the overall LGBTQ lectures' teaching roles evaluated by Thai undergraduates (Mean = 3.40, SD = 0.61) demonstrate that the level of agreement was very high for the overall teaching roles. This implies that students have positive attitudes towards overall in-class teaching roles of LGBTQ lecturers. Furthermore, when taking a look into details, students also have positive attitudes towards LGBTQ lecturers when they uses materials and tools in a timely and appropriate manner (mean = 3.49), implements effective learning methods (mean = 3.49), stage the lesson coherently (mean = 3.47), adjusts the contents of the lesson to level of the students (mean =3.44), corrects wrong and incomplete answer effectively (mean =3.37), stimulates interest at the start of the lesson (mean = 3.35), relates the previous lesson's work with the current lesson (mean = 3.33), and check students achievement of the lesson aims (mean = 3.27).

In addition, there were some comments stating about LGBTQ lecturers' in-class teaching roles collected below:

"From my personal experiences, all of the LGBTQ lecturers whom I have studied with are fun and have their own techniques that help students to understand the lessons better."

"I feel that I understand the lesson better. The LGBTQ lecturers have a lot of techniques to draw students' attention in the class. During the class, I feel less pressured and more enjoyed the class, which are completely different from some straight male or female lecturers."

"In my own opinion, LGBTQ lecturers stimulate me to enjoy the lessons in the class. The accent of the LGBTQ lecturers also encourages me to speak English properly."

In-class Managing Roles
Table 6 In-class Managing Roles of LGBTQ Lecturers

In class management of LGBTQ lecturers	Mean	SD	Rank	Level of Agreement
9. My LGBTQ lecturer ensure active participation of students.	3.52	0.70	2	Very high
10. My LGBTQ lecturer punctual at arriving in the class.	3.37	0.69	5	Very high
11. My LGBTQ lecturer speak clearly and comprehensively.	3.43	0.65	4	Very high
12. My LGBTQ lecturer finished the class on time.	3.51	0.65	3	Very high

	Mean	SD	Rank	Level of Agreement
13. My LGBTQ lecturer is well prepared for the lesson.	3.55	0.63	1	Very high
Total	**3.47**	**0.66**		Very high

From the Table 6, the results show that the students have positive attitudes towards in-class management of LGBTQ lecturers. The descriptive statistics for overall in-class management of LGBTQ lecturers (Mean=3.47, SD=0.66) were interpreted that the level of agreement was very high. When looking into details, students have positive attitudes towards LGBTQ lecturers' in-class management at very high level in all aspects. Students are satisfied when their LGBTQ lecturers well prepare for the lesson (Mean=3.55), ensure active participation of students (Mean=3.52), finish the class on time (Mean=3.51), speak clearly and comprehensively (3.43), and are punctual at arriving in the class (Mean= 3.37).

In-class Communication Skills
Table 7 In-class Communication Skills of LGBTQ Lecturers

In-class communication skills of LGBTQ lecturers	Mean	SD	Rank	Level of Agreement
14. My LGBTQ lecturer praises the students frequently.	3.37	0.76	4	Very high
15. My LGBTQ lecturer makes the lesson enjoyable.	3.64	0.68	1	Very high
16. My LGBTQ lecturer uses body language.	3.51	0.69	3	Very high
17. My LGBTQ lecturer treats students respectfully.	3.55	0.67	2	Very high
Total	**3.51**	**0.7**		**Very high**

In the Table 7, the results show students' attitudes towards LGBTQ lecturers' in-class communication skills. The overall descriptive statistics for in-class communication skills of LGBTQ lecturers (Mean= 3.51, SD= 0.7) show that the level of agreement was very high. Students demonstrate very high level of satisfaction in all aspects of in-class communication skills towards their LGBTQ lecturers. Students are satisfied when their LGBTQ lecturers makes the lesson enjoyable (Mean=3.64), follow by treats students respectfully (Mean=3.55), uses body language (Mean=3.51), and praises the students frequently (Mean=3.37).

Besides, there were some comments relating to in-class communication skills from the students shown below:

"Most of the LGBTQ lecturers are funny, so they make the class more enjoyable."

"LGBTQ lecturers make the class more colorful and the way they teach help me to understand better."

"I love studying with LGBTQ lecturers they make the class less boring and more entertaining."

"My LGBTQ lecturers show a lot of respect about student's opinion."

Individuals' Attributes
Table 8 Individuals' Attributes of LGBT Lecturers

Individual attributes of LGBT lecturers	Mean	SD	Rank	Level of Agreement
18. My LGBTQ lecturer is kind.	3.61	0.66	4	Very high
19. My LGBTQ lecturer is trustworthy.	3.41	0.70	8	Very high
20. My LGBTQ lecturer is energetic.	3.67	0.60	2	Very high
21. My LGBTQ lecturer is respectful.	3.54	0.68	5	Very high
22. My LGBTQ lecturer is consistent.	3.53	0.68	6	Very high
23. My LGBTQ lecturer is tolerant.	3.75	0.55	1	Very high
24. My LGBTQ lecturer is sensitive.	3.48	0.73	7	Very high
25. My LGBTQ lecturer is easygoing.	3.63	0.67	3	Very high
Total	**3.57**	**0.65**		Very high

From the Table 8, the results show students' attitudes towards LGBTQ lecturers' individual attributes. From the overall descriptive statistic for LGBTQ lecturers' individual attributes, Students evaluate the level of agreement as very high level (Mean=3.57, SD=0.65). For students, their LGBTQ lecturers in EFL classroom are tolerant (Mean=3.75), energetic (Mean=3.67), easygoing (Mean=3.63), kind (Mean=3.61), respectful (Mean=3.54), consistent (Mean=3.53), sensitive (Mean=3.48), and trustworthy (Mean=3.41).

In addition, there were comments about LGBTQ lecturers' individual attributes collected from the questionnaire shown below:
"Most of the LGBTQ lecturers I've met are kind and funny."
"LGBTQ lecturer I've met is very respectful."

The Findings of The Focus-Group Interview
Can you tell us your experiences in studying with LGBTQ lecturers in EFL classroom?

All students showed positive experiences studying with LGBTQ lecturers. They eagerly gave examples of their impressive moments with their LGBTQ lecturers in EFL classroom as shown in Excerpt 1 and Excerpt 2.

Excerpt 1
"On my first day of the class, while the teacher was walking into class, everyone who was talking loudly stopped doing everything and was excited with his appearance. He smiled and started getting to know all students and let students know him through various fun activities. I felt that he asked students many questions to know students' background and needs as much as possible. For his teaching methods, he was so creative; he always created activities and teaching materials that involved all students to join and encouraged students to communicate English with confidence. He never blamed when students made mistakes; on the other hand, he emphasized that "being able to communicate is start communicating." That fueled my courage.

Fifteen weeks of study never bored me anymore. In terms of knowledge matter, he is very keen on what he was teaching; he showed us insightful knowledge and always gave addition information related to the lessons. This made me know that he put an effort on lesson preparation. Moreover, he was really open-minded; he welcomed students' opinions, comments, and suggestions. My friends and I enjoyed in-class discussing so much and I felt that my speaking skill was developed."

Excerpt 2

"I think that my experience in studying English with LGBTQ lecturer was unique and impressive when compared to other English lecturers I have studied with. He was so energetic, alert, and funny. He stood while teaching, gave all students eye contact, walked around while observing students' participation in group activities, and helped when needed. One thing that I love so much was integrating the issues of diversity in terms of gender, race, age, and religion while learning language. I think this is very important since English is a bridge to international community. If we can communicate English but we ignore this basic knowledge, the communication will not fully effective. My teacher did it so well and our class was full of empathy. We care whether our words will hurt our interlocutors or not. This was what my LGBTQ lecturer did so well, but the others did not."

Do you think being LGBTQ is a barrier of being a teacher? Are you feel uncomfortable studying with LGBTQ lecturer? And What do you think about some LGBTQ teachers who have been suppressed and marginalized by authorities?

All responses from all interviewees were consensual. Gender-free or genderless perception of being LGBTQ lecturers was promoted and supported and feeling of disagreement with authority was made as shown in Excerpt 3 and Excerpt 4.

Excerpt 3

"I have never felt uncomfortable or scared when studying with LGBTQ lecturer. Gender, for me, was really not a factor determining good or bad teacher. Narrow-minded people always put gender bias in everything. I have heard from news for many times when the right of LGBTQ lecturer was abused by old-fashioned-mind authority. I felt hopeless for this. Since we have accessed to information and knowledge globally, we understand the nature of gender that Thai schools have rarely taught us. I admire people who coming out especially in Thai society where patriarchal attitude is widely enacted. Thai education especially in school and university should embrace gender diversity and let students familiarize with this concern. I

believed we can be global citizen because we consider everyone human.”

Excerpt 4

“Who cared about gender? Gender differentiation must be abolished, and the value of people does not rely on gender. Some Thai elders never walked out from the box and always thought what they did was right. I enjoyed so much studying with LGBTQ lecturer especially in English class. By nature of English, the characteristics of LGBTQ people, from my experience, really enhance the friendly atmosphere, and active and creative teaching methods that have led to the effectiveness of language learning. Sometimes, I observed that the character of my LGBTQ lecturer between in-class and outside-class was different especially when he was with other lecturers. This may be because the expectations and perceptions in both contexts were different. However, for students, our LGBTQ lecturer is the best.”

What we found from the focus-group interview reconfirmed the quantitative results demonstrating positive attitudes towards LGBTQ lecturers in EFL classroom in all aspects. Students' experiences with LGBTQ lecturers were also positive. Obviously, they admire their lecturers and insist that gender has no effect on the quality of teaching and studying with LGBTQ lecturers provides them opportunity to develop their English skills.

Discussion

The findings of this study revealed that LGBTQ lecturers in EFL classroom was positively assessed at very high level in all aspects including (1) In-class teaching roles, (2) in-class managing roles, (3) in-class communication skills, and (4) individuals' attributes. This shows that, for Thai EFL students, LGBTQ lecturer is not a threat in EFL classroom. The research findings confirm that LGBTQ lecture of English can be a good teacher based on what Brown and Mclntyre (1989) as cited in Mullock (2003 : 2-24)purposed the expected characteristics of a good teacher, and can undoubtedly be a good and effective English lecturer based on preferential abilities and personalities purposed by Al-Seghayer (2017 : 567), Brown (2001 : 345), Chen (2012 : 213-219), Cortazzi and Jin (1996 : 169-226), Harmer (1998 : 456) and Mullock (2003 : 2-24)

Other important findings to be discussed were categorization of a good teacher. In Mullock (2003 : 2-24)'s study, a good teacher can be divided into two types: *pragmatic teacher* and *empathetic teacher*. *Pragmatic teacher* refers to knowledge-based teacher who has good content and procedural knowledge and focuses on high student achievement. Meanwhile, empathetic teacher possesses interpersonal and affective qualities who delivers nurture and support to students. The details of characteristics of two kinds of teachers are elaborated in Table 9.

Table 9 Distinction between Pragmatic Teacher and Empathetic Teacher
          (Mullock, 2003 : 18)

The 'pragmatic' teacher	The 'empathetic' teacher
Knows the subject matter	Knows the subject matter
	Knows and understand students' needs and strengths and weaknesses
Skilled in teaching techniques and methods	Skilled in teaching techniques and methods
Well prepared/well organized	Treats students with courtesy and respect, shows empathy towards the students
Keeps up-to-date in knowledge and skills	Keeps up-to-date in knowledge and skills
Can pass on knowledge to students	Can pass on knowledge to students
NS or near NS proficiency	NS or near NS proficiency
	Can motivate students (for example, interesting topics and activities)
Helps students get good exam marks	Sense of humor
Enthusiastic about teaching	Enthusiastic about teaching
Active in the classroom	Active in the classroom
	Very caring/kind to students
	Inspires students
	Patient
	Has sense of responsibility, provides professional leadership
	Provides a good moral example
	Cross-cultural knowledge and skills
	Encourages students
	Helps students form a good personality

From Table 9, a good teacher in general seems to fall into pragmatic teacher category, who knows the subject matter, is skilled in teaching techniques and methods, and helps students get good grades. For LGBTQ lecturers of English evaluated by students in this study, they are able to meet the criteria of being pragmatic teacher and also expand their endeavor and enthusiastic contributions to achieve empathetic teacher qualities. Both quantitative and qualitative results of this study demonstrate the high demand of empathetic teacher in Thai EFL classroom. Therefore, to respond to a question whether a LGBTQ lecturer is a threat in Thai EFL classroom or not, this study reassures that a LGBTQ lecturer is not totally a threat in Thai EFL classroom and gender has no effect on teacher's good performance or failure.

However, regarding the claims on inappropriateness of being LGBTQ teacher, this can be assumed that the notion of patriarchy has influenced Thai authorities' perceptions as Walby (1990 : 666) states that heterosexuality, in patriarchal society, is normative practice and homosexuality is doubted and then marginalized. The gap between two generations causes different perspectives towards LGBT people. Some authorities may perceive LGBTQ lecturer as a threat in Thai education just because he or she does not conform the gender norms. Meanwhile, students who have learned more about facts of gender and broadened their

perspectives through online experiences show positive evaluations towards LGBTQ people and embrace their LGBTQ lecturers of English with their genuine understanding and empathy.

To conclude, respondents in this study passed positive judgement on their LGBTQ lecturers in all aspects including (1) In-class teaching roles, (2) in-class managing roles, (3) in-class communication skills, and (4) individuals' attributes, and indirectly suggested preferred characteristics of English lecturers in Thai EFL classroom. Students also raised awareness about upholding gender-free attitude in evaluating teacher's performance and ability.

Recommendations

This study investigated Thai students' attitudinal assessment toward LGBTQ lecturers of English, so the students' direct experiences were only obtained. To get more perspectives on this issue, the perceptions of those who are in the managerial level should be explored. In addition, perceptions towards LGBTQ lecture of other subjects can be investigated.

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