

**TEACHING BEYOND THE NORM:
A NARRATIVE LITERATURE REVIEW ABOUT GENDER, LANGUAGE, AND
IDENTITY IN COLOMBIAN EFL SPACES¹**

Ensinando Além da Norma:

Uma Revisão Narrativa da Literatura sobre Gênero, Linguagem e Identidade em Espaços Colombianos de EFL

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ABSTRACT: This article presents a Narrative Literature Review examining how gender identities have been addressed in Colombian English as a Foreign Language (EFL) classrooms. Drawing on critical and queer theoretical perspectives, we analyze 19 academic articles selected from an initial corpus of 66 to explore intersections between gender, language, and bilingual education. The review identifies persistent heteronormative and binary discourses in EFL settings while highlighting the transformative potential of language education. We argue that teachers play a crucial role in reproducing or challenging gender norms and advocate for integrating gender awareness into pedagogical practice. This work contributes to ongoing discussions on Colombian and Latin American applied linguistics by positioning EFL classrooms as sites for equity and social change.

KEYWORDS: Bilingual Education; English as a Foreign Language (EFL); Gender; Identities.

RESUMO: Este artigo apresenta uma Revisão Narrativa da Literatura que examina como as identidades de gênero têm sido abordadas nas salas de aula de inglês como língua estrangeira (EFL) na Colômbia. Com base em perspectivas teóricas críticas e queer, analisamos 19 artigos acadêmicos selecionados de um corpus inicial de 66 para explorar as interseções entre gênero, linguagem e educação bilíngue. A revisão identifica discursos heteronormativos e binários persistentes nos contextos de EFL, ao mesmo tempo em que destaca o potencial transformador da educação linguística. Argumentamos que os professores desempenham um papel fundamental na reprodução ou contestação das normas de gênero e defendemos a integração da consciência de gênero na prática pedagógica. Este trabalho contribui para os debates atuais em linguística aplicada na Colômbia e na América Latina ao posicionar as salas de aula de EFL como espaços de equidade e mudança social.

PALAVRAS-CHAVE: Educação bilíngue; inglês como língua estrangeira (EFL); gênero; identidades.

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INTRODUCTION

Education has increasingly been called upon to address social justice issues in recent years. Nevertheless, the intersection of gender, identity, and language instruction remains underexplored, particularly in Latin American English as a Foreign Language (EFL) contexts. In Colombia, classrooms are shaped not only by pedagogical frameworks but also by deeply embedded sociocultural norms that often privilege binary, heteronormative perspectives. This dynamic has significant implications for learners and teachers, especially those whose identities fall outside traditional norms.

The classroom is not a neutral space. Language instruction is imbued with ideological, cultural, and political assumptions, particularly in EFL contexts. The construction of knowledge, identities, and relationships in educational settings is mediated by discourses that can either reproduce or challenge existing power structures. Recognizing this, our study engages in a critical and queer examination of how gender identities are addressed—or rendered invisible—within Colombian EFL scholarship. The stakes are high; as Colombia Diversa (2023) reports, hundreds of cases of discrimination and violence based on gender identity and sexual orientation have been documented in educational contexts in recent years.

This article aims to map how academic discussions around gender, language, and identity have evolved within Colombian EFL journals. Through a Narrative Literature Review of 19 peer-reviewed articles, we explore how EFL educators and scholars have approached the complexities of gender and identity in school-based settings. Our central argument is that EFL education holds the potential to function as a transformative space—one in which inclusive pedagogical practices can challenge gendered hierarchies and affirm diverse identities.

Furthermore, this study positions itself within the broader field of applied linguistics in Latin America. In particular, we respond to calls from scholars such as Moita Lopes (2002), Ostermann (2012), Ostermann & Meneghel (2021), Borba (2014, 2018), Zolin-Vesz et al. (2024), and Tilio & Carréra-Szundy (2021), who advocate for decolonial, performative, and interdisciplinary approaches to language education. By entering into dialogue with these perspectives, we aim to illuminate gaps in Colombian EFL research and contribute to regional conversations about justice, inclusion, and identity.

Aligned with the Bilingualism, Society, and Culture (BILSOC) research line at Fundación Universitaria Monserrate, this work supports pedagogical approaches that are linguistically effective, socially inclusive, and culturally responsive. We argue that integrating gender awareness into language teaching is essential for fostering equitable learning environments and that teachers, as cultural and political agents, must be equipped to navigate and transform the normative discourses that shape classroom life.

In what follows, we present the theoretical frameworks underpinning our review, detail the

methodological procedures for article selection and analysis, and offer a critical synthesis of the literature organized around three intersecting dimensions: Gender and Identity, Gender and Language, and Gender and Bilingual Education. We conclude by reflecting on the implications for EFL practice, teacher education, and future research in Colombia and beyond.

THEORETICAL FRAMEWORK

To interrogate how gender and identity are constructed, negotiated, and challenged in EFL contexts, this study draws from two complementary traditions: Critical Theory and Queer Theory. Together, they offer a powerful analytical lens for understanding how discourses of power, normativity, and resistance operate within language education, particularly in a Latin American setting marked by deep-seated colonial, patriarchal, and heteronormative legacies.

Critical Theory and Education

Critical Theory, articulated by Freire (1970) and extended by scholars like Giroux (1988), positions education as a space for liberation rather than mere instruction. Freire's concept of *conscientização* (critical consciousness) is central to our framing: it calls educators to recognize and act upon the sociopolitical forces that structure learning spaces. In the EFL classroom, this means acknowledging how language instruction can reproduce social hierarchies or contribute to dismantling them.

Foucault's (1977) notion of power/knowledge relations further enhances this analysis by emphasizing how institutions, such as schools and universities, regulate valid knowledge and acceptable identity. Educational discourse often normalizes gender binaries through textbooks, classroom norms, and teacher expectations, subtly shaping learners' subjectivities. Language, from this view, is not only descriptive but deeply regulatory.

Queer Theory and Identity Construction

Queer Theory complements this critical orientation by rejecting fixed, binary notions of gender and sexuality. Butler's (1990) seminal work on gender performativity contends that gender is not something we are but something we do repeatedly, within the constraints of social norms. This perspective opens space to examine how classroom practices stabilize or subvert normative identities.

Sedgwick (1990) extends this line of inquiry by analyzing the politics of visibility, secrecy, and disclosure, particularly relevant dynamics in educational contexts where non-heteronormative identities are often erased or silenced. In Latin America, these concerns intersect with colonial histories, religious discourse, and sociocultural taboos that make queer visibility both urgent and precarious.

In the Colombian context, Harold Castañeda-Peña (2006, 2021) 's work has been crucial in applying queer and feminist theories to EFL education. His research shows how language classrooms can both reinforce and resist gender normativity through teacher discourse, curricular materials, and institutional culture. Other Colombian scholars, such as Ubaque-Casallas and Peñaloza-Rallón, have similarly highlighted the intersection of teacher identity, gender justice, and critical pedagogy.

This article also seeks to engage more deliberately with Brazilian applied linguistics, acknowledging a gap in Colombian scholarship. Moita Lopes (2002) proposes an interdisciplinary approach to language education that resists rigid disciplinary boundaries and embraces the complexity of identity, emotion, and power in the classroom. Borba & Ostermann (2019) and Ostermann & Meneghel (2021) deepen this by illustrating how gender and sexuality are constituted in and through discourse, making classroom interaction a site of embodied politics. The contributions of Zolin-Vesz et al. (2024) and Tilio & Carréra-Szundy (2021) on queer pedagogies in additional language education further illustrate how Latin American scholarship can guide inclusive and decolonial educational practices.

Together, these frameworks allow us to examine how Colombian EFL scholarship has critically addressed—or failed to address—the complexities of gender and identity. They also offer tools for reimagining language education as a site of epistemic disobedience (SANTOS, 2018), where learners and teachers alike are invited to unlearn normativity and co-construct more inclusive futures.

Language, Power, and Identity

Without any doubt, language is a medium of communication and a mechanism for constructing social realities. Norton (2000) argues that language learning is intrinsically tied to identity negotiation and access to symbolic and material resources. Her notion of investment highlights how learners' motivation is influenced by recognizing their identities within the language classroom. Similarly, Cummins (2000) emphasizes the empowerment of minority students through developing linguistic and cultural capital, particularly in bilingual education. In EFL contexts, language policies and teaching practices often reflect dominant ideologies that privilege specific ways of speaking, being, and knowing. This reinforces exclusionary practices and limits the participation of students whose identities fall outside normative frameworks. Queer and Critical perspectives advocate for an inclusive pedagogy that validates diverse identities, promotes vital dialogue, and challenges linguistic hegemonies.

Integrating Critical and Queer theories in the analysis of gender, language, and identity provides a transformative framework for bilingual education in Colombia. It urges educators to reflect on their positionalities, disrupt normative discourses, and co-create inclusive learning environments. This theoretical approach also aligns with the BILSOC research line, which emphasizes the development of

communicative and intercultural competencies, curricular integration, and constructing bilingual communities.

METHODOLOGY

This research adopts a qualitative and interpretive approach aligned with Critical Theory, emphasizing reflexivity and social transformation. Specifically, a Narrative Literature Review allows for a flexible exploration of scholarly voices, aligned with the researcher's lived experiences, positionality, and critical perspective on gender and identity in Colombian EFL classrooms.

Narrative Literature Review is a methodology that is usually followed in Health, Sciences, and Engineering because of the high volume of research studies published around the globe every year; however, regarding almost unexplored topics in education, like gender identities' construction at Colombian EFL spaces, this methodology allows to display the available information not only to visualize the studies related to this topic, but also to encourage to keep innovating educational practices by researching not explored areas.

This article follows a Narrative Literature Review because, in contrast with Systematic Literature Review, this method offers flexibility regarding the corpus search and selection (Ferrari, 2015), positions the researcher's expertise and opinion as a valid criteria (Zilmer; Díaz-Mejia, 2018), diversifies the Literature Review methods by offering narrative alternatives to carry to research approaches (Olesen, 2012), allows a broader overview of the topic (Green et al., 2006), and aligns with current research trends where the researcher's voice is significant in the research (Ramos-Holguín; Peñaloza-Rallón, 2020).

This Narrative Literature Review follows what Juntunen & Lehenkari (2021) and Ferrari (2015) have suggested as a possible structure for this type of research, as Narrative Literature Reviews have not been standardized compared to Systematic Literature Reviews. In that sense, we followed nine steps to develop the Literature Review (Juntunen; Lehendakari, 2021) and the IMRAD structure to write this article (Ferrari, 2015; Wu, 2011).

In that sense, we began by *Selecting the Topic*, which is the relationship between gender, language, identity, and bilingual education. Next, we focused on *Defining the Objectives*, which are to identify how gender identities construction has been addressed at Colombian EFL spaces and to reflect on the relationship between gender, language, and bilingual education, and *Formulating the Research Question*, how gender identities constructions have been addressed in Colombian schools EFL spaces to reflect on the relationship between gender, language, and bilingual education?. Afterwards, we looked for strategies for *Developing and Validating a Review Protocol*, a Narrative Literature Review, for the above reasons. Later, we began *Searching the Literature* in Colombian EFL journals, such as Profile,

GIST, ENLETAWA, Íkala, Colombian Applied Linguistics Journal, FOLIOS, and HOW. Then, we organized the information before *Selecting the Literature* to filter the corpus based on the research question and objectives. After that, we created a matrix for the *Analyzing* phase, looking for specific information such as the title, author, or authors, primary purpose, setting, participants, main topics, methodology, data collection instruments, data analysis, and findings. In the matrix, we included a reflection section as a way for *Synthesising* what we have found in them. Last, we discussed our insights to develop the *Concluding* phase, and finally, we began the article writing to *Report* our findings to the community (Juntunen; Lehenkari, 2021).

RESULTS

Initially, the idea was to conduct a Literature Review of undergraduate and graduate theses by searching Colombian university repositories. However, due to the limitations in accessing them, we decided to search in Colombian EFL journals since some required permissions were unavailable. Seven EFL journals were considered for the review to establish the initial corpus, which consisted of 66 articles related to gender, identity construction, and EFL spaces, as shown in *Annex A*.

We carefully reviewed each one to delimit it based on our research interests, the research question, and our experiences as Queer EFL teachers; 19 were selected. These articles are listed in *Table 1*; however, we will begin by discussing the Initial Corpus findings before moving to the ones found in the Final Corpus.

This study employed specific inclusion and exclusion criteria to ensure the selected literature was used when constructing the final corpus. Articles were included if published in peer-reviewed Colombian EFL journals between 1998 and 2024, were available in full text, and addressed themes related to gender identity, language, or bilingual education in school-based settings, particularly those written in English or Spanish. Priority was given to studies that offered empirical insights or critical reflections with pedagogical implications for EFL classrooms.

Table 1 - Final Corpus Based on the Researchers' Criteria

No.	Document	Author	Journal	Year
1	Affirming Diversity Through Reading.	Posada, J.	Colombian Applied Linguistics Journal	2004
2	Female EFL Teachers: Shifting and Multiple Gender and Language-Learner Identities.	Rojas, M.	Colombian Applied Linguistics Journal	2012
3	LGBT Students' Short-Range Narratives and Gender Performance in the EFL Classroom.	Rondón, R.	Colombian Applied Linguistics Journal	2012

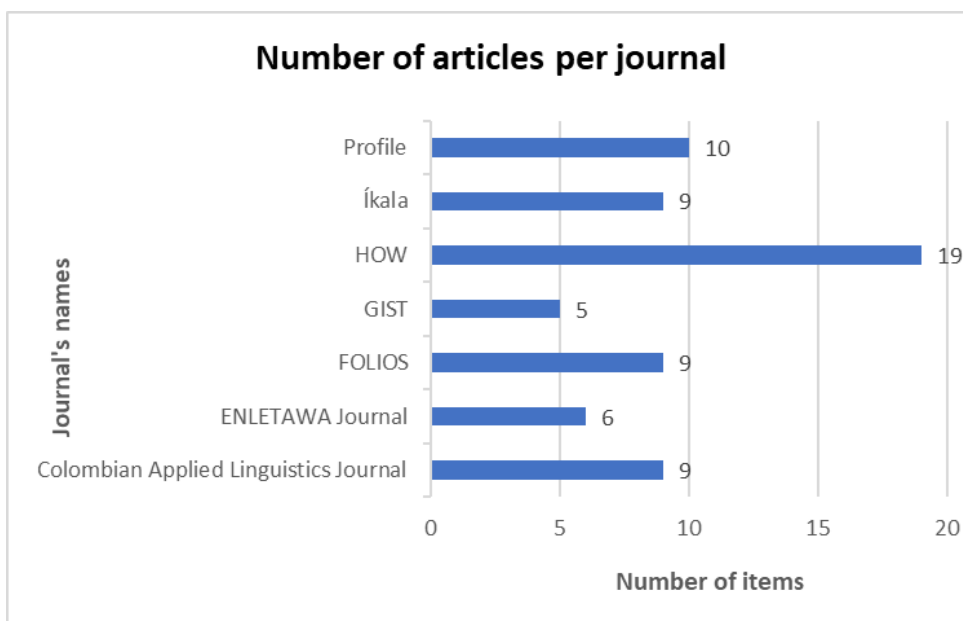
4	A Learning Experience of the Gender Perspective in English Teaching Contexts.	Mojica, C. & Castañeda-Peña, H.	Profile	2017
5	EFL Students' Social Identities Construction through Gender-Based Short Stories.	Benavides, C.	Colombian Applied Linguistics Journal	2017
6	Queer English Language Teacher Identity: A Narrative Exploration in Colombia.	Lander, R.	Profile	2018
7	Étude sociophonétique sur la perception de la voix masculine et les stéréotypes associés à l'orientation sexuelle.	Aguirre, J.	Íkala	2018
8	Leadership, Risk Taking, and Social Gender Roles among Colombian Female Undergraduate Language Learners.	Peñaloza-Rallón, A.	Profile	2020
9	CLIL and Comprehensive Sexual Education: A Case of Innovation from Argentina.	Banegas, D. & Lauze, C.	Profile	2020
10	Sexualidades Mediatizadas: Estado del Arte, Jóvenes, Educación y Medios Digitales.	Parra, S.	FOLIOS	2020
11	EFL Students' Perceptions on Gender Stereotypes through Their Narratives.	Vásquez-Guarnizo, J., Chía-Ríos, M. & Tobar-Gómez, M.	GIST	2020
12	LGBTQ Teacher's Identities within Heteronormative School Environment.	España, J.	ENLETAWA Journal	2021
13	Equidad de Género en Colombia: Una Mirada Holística de Este Problema Sociocultural.	Vásquez-Guarnizo, J.	ENLETAWA Journal	2021
14	Building EFL Pre-Service Teachers' Professional Identity: Does Gender Matter?	Pérez, E., Serrano, R. & Pontes, A.	Profile	2022
15	The Use of Inclusive Language in the Speech of University Teachers and Students.	Pichardo G. & Sánchez D.	ENLETAWA Journal	2022
16	EFL Teachers' Gendered Identities Constructions in Their Doings, Sayings, and Relatings.	Rodríguez, A.	Colombian Applied Linguistics Journal	2022
17	An EFL Student-Teacher's Cuir Identity: Narratives from a Pedagogical Practicum Experience.	Aguirre, E. & Ubaque, D.	Profile	2023
18	Gendered Subjectivities in English Classroom: A Critically Queered Examination of Sex-Segregated Education.	Sierra, J.	Profile	2023
19	Positioning and Tensions among Discursive Acts in Colombian EFL Classrooms: Interpretations of Linguistic Identity.	Silva, K.	Profile	2024

Source: the authors. *Note.* This Table summarizes the corpus considered for this Narrative Literature Review.

Conversely, articles were excluded if they focused exclusively on adult learners or higher education without direct relevance to middle school contexts, lacked empirical grounding or meaningful engagement with gender issues, or were duplicates, opinion pieces, or theoretical notes disconnected from classroom practice. These criteria ensured the selection of studies directly contributing to a critical understanding of how gender, identity, and language intersect in Colombian EFL education.

As mentioned before, the Initial Corpus was composed of 66 articles found at seven Colombian EFL journals, HOW being the journal holding the highest number of published papers, with 19; followed by Profile, with 10 published papers; then, Íkala, FOLIOS, and the Colombian Applied Linguistics Journal, with 9 published papers each; after them, ENLETAWA Journal, with six published papers, and finally GIST, with five published documents, as summarized in *Figure 1*.

Figure 1 - Number of articles per journal in the Initial Corpus



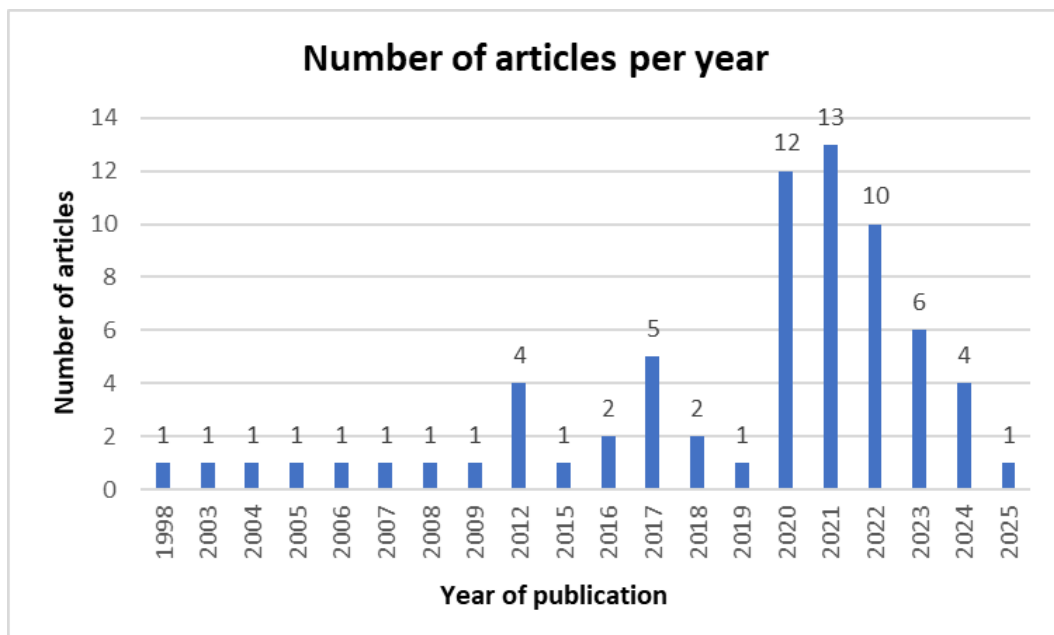
Source: the authors. *Note.* This graphic summarizes the number of papers available in each journal considered for the initial corpus.

On the other hand, regarding the years of publication, we can notice that the first published paper that addressed the gender implications in the language field was *Los Estudios de Género Sociolingüístico*, written by Castañeda-Peña and Soler in 1998. This is interesting as Harold Castañeda-Peña is one of the pioneers in integrating gender research in the ELT field in Colombia. In addition, it reveals four years in which gender was missing from the Colombian ELT published papers, as shown in *Figure 2*.

Notwithstanding this research interest, after 2021, the number of published papers regarding gender in the ELT field decreased significantly, which may be related to the return to face-to-face classes after the World Health Organization (WHO) declared the end of the COVID-19 pandemic on May 5th, 2023. This could mean that classes were influenced again by heteronormative and binary environments that have always permeated Colombian schools, invisibilizing and excluding all those students who felt out of the men-women spectrum (Miller, 2012; Miller; Gillian, 2014).

Regarding the Final Corpus, we could identify some patterns, such as Profile being the journal with the highest number of articles, as it had a total of eight published papers related to gender, identity, and language, followed by the Colombian Applied Linguistics Journal with a total of five published papers, then ENLETAWA Journal with three published papers, and finally GIST, Íkala, and Folios with one published paper each, as shown in *Figure 3*.

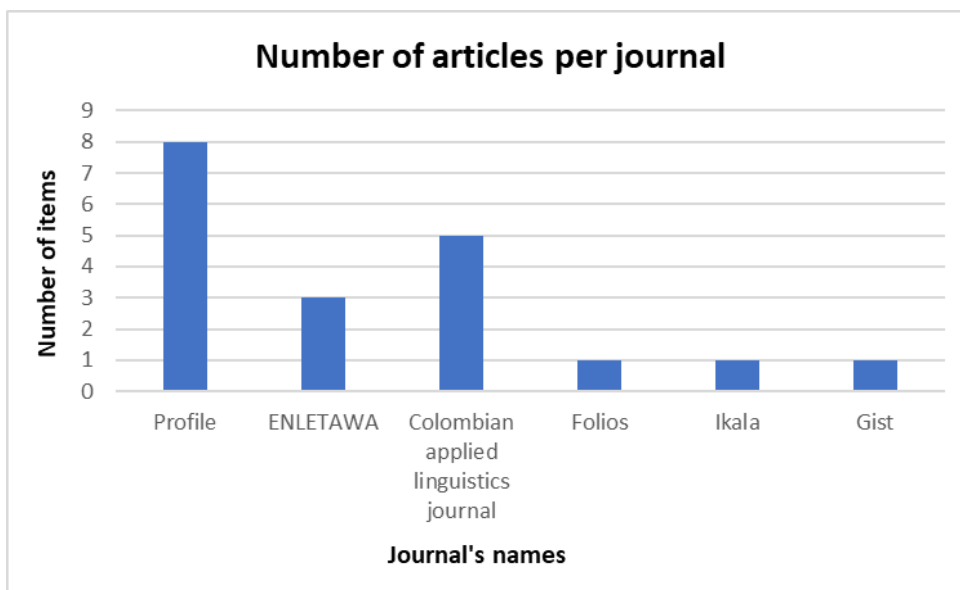
Figure 2 - Number of Published Papers by Year (Initial Corpus)



Source: the authors. *Note.* This graphic summarizes the number of articles published per year considered for the Initial Corpus.

As with the Initial Corpus, the number of articles per year was a pattern that caught our attention. Usually, Literature Review methodology considers the year of publication as a criterion to consider when including or excluding articles from the corpus; however, as we recognized that there were relevant papers published more than five years ago, which was one of the reasons why we opted for a Narrative Literature Review.

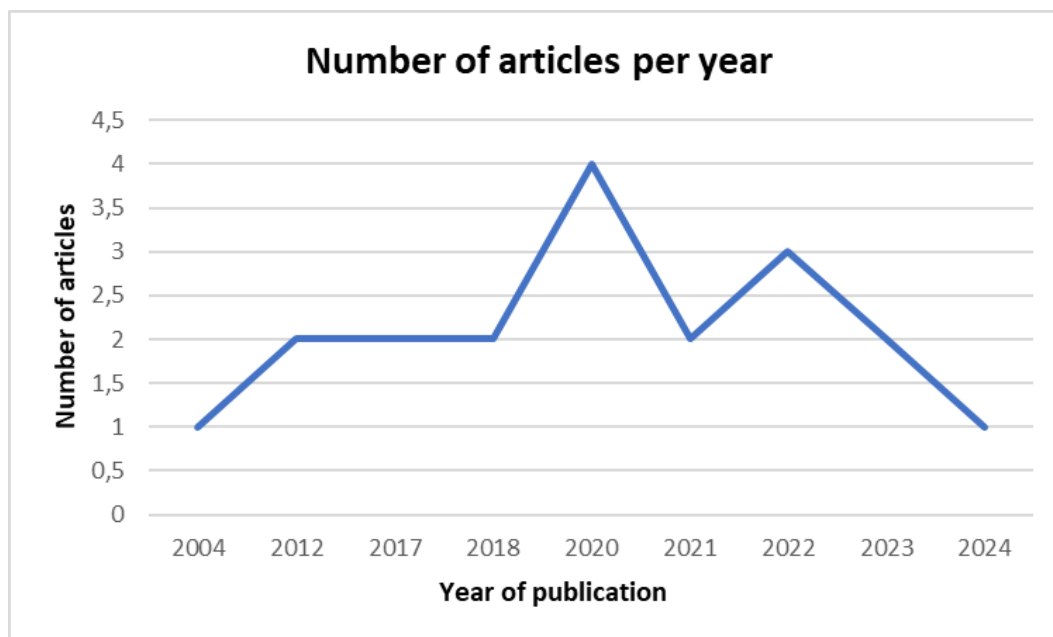
Following that, *Figure 4* summarizes the statistics related to the year of publication and the number of published papers, focusing on our final corpus only, in which the 21.05% of the documents were published in 2020, 15.78% in 2022, 10.51% in 2012, 2017, 2018, 2021, and 2023, for a total of 52.55% of the corpus. The remaining 10.62% corresponds to 2004 and 2024, 5.31% each year.

Figure 3 - Number of Articles per Journal in the Final Corpus

Source: the authors. *Note.* This graphic summarizes the number of papers available in each journal considered for the final corpus.

Additionally, we can infer that 2020 was the year most papers were published at national ELT journals, coinciding with the COVID-19 pandemic. According to Hainsworth et al. (2024), the pandemic had a strong influence on the teenagers' gender identity construction and awareness as they were able to develop their identities through self-reflection, self-realization, self-acceptance, and self-expression; also, experimentation played a fundamental role as “having more time alone also gave participants time to change and experiment with other parts of their outward identity expression such as hair and makeup” (Hainsworth et al., 2024, p. 8).

On the other hand, as the pandemic locked us at our homes, teachers were challenged to move from face-to-face classes to online ones. Swargiary & Roy (2023) stated that the COVID-19 pandemic allowed teachers and educational institutions to not only reconsider their curricula in terms of flexibility and adaptability, but also to integrate technology into their teaching practices as an alternative strategy to “mitigate challenges related to maintaining focus, instructors should explore active learning techniques that promote student engagement. This includes interactive discussions, virtual collaborations, and real-world applications of theoretical concepts” (Swargiary; Roy, 2023, p. 11).

Figure 4 - Number of Published Papers by Year (Final Corpus)

Source: the authors. *Note.* This graphic summarizes the number of papers available in each journal considered for the final corpus.

DISCUSSION

Keep in mind that knowledge is given through language (Woll et al., 2022), it is fundamental that language teachers, including English as a Foreign Language (EFL) teachers, take into account the type of contents, discourses, and ideas they promote in their classes (Banegas; Lauze, 2020). In this vein, through this article, we did a Narrative Literature Review to answer the following question: how gender identities constructions have been addressed in Colombian EFL spaces to reflect on the relationship between gender, language, and bilingual education?

Hence, we looked for published papers in which gender has been addressed in ELT environments to reflect about how gender identities, sex assigned at birth, gender expression, and sexual and romantic attractions have been inquired by teachers, who promote bilingual education by teaching English in a country whose mother language is Spanish, in Colombian schools settings as “male domination is a dynamic system that has been reproduced generation by generation and even though the subordinate groups that do not fit in that rigid ancient mould try to resist, it is constantly re-constituted by daily-life gender interactions and sociocultural relationships” (Carrigan et al., 1985, p. 598). The analysis of the 19 selected studies revealed critical intersections between gender, identity, language, and bilingual education in Colombian EFL contexts. We grouped these findings into three thematic axes – (1) *Gender and Identity*, (2) *Gender and Language*, and (3) *Gender and Bilingual Education*—while attending to how these categories interrelate, often overlapping and reinforcing systemic norms, but also

offering sites of resistance and pedagogical possibility.

Gender & Identity

A recurring finding is that gender identity in EFL classrooms is often constructed through implicit and explicit disciplinary practices, where binary and heteronormative norms are normalized. Colombia has been permeated by sexism in different sociocultural spheres, with education not the exception to this (Vásquez-Guarnizo, 2022).

At educational institutions, discrimination against women has been a common scenario due to a sexist and androcentric tradition that has positioned men as the only ones capable of doing science. Peñaloza (2020) conducted a study entitled *Leadership, Risk Taking, and Social Gender Roles Among Colombian Female Undergraduate Language Learners*. In this article, we can identify that gender is a key aspect in gender positioning. The participants' discursive pattern renders their leadership invisible, perpetuating the notion that authority and innovation are masculine domains. In addition, women are implicitly expected to embody supportive, nurturing roles, reinforcing traditional femininities as the only way to be a woman in today's society, which shows that social gender roles and patriarchal norms often constrain these women. Thus, it is evident that gender norms affect how women communicate their skills professionally. However, they possess leadership and risk-taking abilities, as they are also influenced by heteronormativity and sexism.

In that vein, while it is possible to identify certain attitudes, ways of expressing or acting are still categorized under the binary of man or woman, and this influences the gender roles and identities expressed by teachers, which was confirmed through the research study entitled *EFL Teachers Gendered Identities Constructions in their Doings, Sayings and Relatings*, carried out by Rodríguez (2022). Through it, the author found that teachers shifted between dominant and resistant gender positions, like Mona, a female teacher, who adopted "masculine" traits to gain authority, or Humberto, a male teacher, who used humour to reinforce power and hierarchy. On the other hand, it revealed how gender permeates students' positioning as male students engaged in more active discussions while female students remained passive. Teachers' attitudes towards students varied based on gender, often privileging male voices. This author shows how teachers' discursive positions fluctuate between resistance and conformity, indicating the pedagogical tensions that arise when educators attempt to navigate institutional expectations and personal convictions. What we described reveals a power imbalance based on identities and gender. Teachers play a determining role in inequitable interactions in the classroom, as gendered power dynamics affect participation. Some students felt silenced, while teachers' discourse shaped students' perceptions of gender norms and roles.

As demonstrated above, education has been permeated by gender. In light of this, Pérez et al.

(2023), through the research entitled *Building EFL pre-service teachers' professional identity: Does gender matter?* noticed that most participants associated their Professional Identity (PI) with motivating students in the language process by managing the classroom and building strong interpersonal relationships. In other words, their PI was related to the *rapport*, understood as the connection between students and teacher that makes the classroom a friendly classroom through a cordial, joyful, and courteous connection (Harmer, 2007), they could create with their students, in which gender differences were significant as women placed more importance on acquiring new teaching methodologies, psychopedagogical training, and more extended practicum periods. At the same time, men prioritized having an adequate teaching capacity. Even though this article is presented from a binary perspective based on the sex of participating teachers, the results are enlightening in understanding how teachers' gender roles permeate their teaching practices. They support our hypothesis that English teachers' education programs must integrate a gender perspective into their curricula.

Gender stereotypes also permeate researchers' beliefs, as Posada (2004) showed through the research article *Affirming diversity through reading*, because it was expected that women would write more emotional, personal, and passive narratives than men, but results revealed the opposite. It was also noticed that most students could only name *classical* male writers, such as William Shakespeare, Bram Stoker, and Herman Melville; in contrast, female and African-American authors were largely unknown. In addition, some students became more aware of gender and racial biases after reading non-canonical texts by including more diverse voices in EFL textbooks. In the end, students found *Eleven*, *Harriet*, and *I, Too Sing America* more relatable than *The Oval Portrait* as they connected with themes of discrimination and identity, recognizing their relevance to Latin American highlighting the importance of the teachers' and researchers' roles in breaking down gender, race, and gender role impositions in the classroom.

On the other hand, España (2021), with the article named *LGBTQ Teacher's Identities within Heteronormative School Environment*, revealed another not commonly explored perspective: teaching actors' identities. It showed that teachers experience systematic marginalization due to heteronormative expectations in schools, a workplace where discrimination is common, ranging from microaggressions to threats of job loss. This pressure to fit into the oppressive education system leads many LGBTQ teachers to self-censor, affecting their self-esteem, self-concept, and self-image. These experiences are echoed by Silva-Alfonso (2025), who documents the exclusion and lack of institutional support faced by trans educators in public schools. Such accounts highlight the epistemic violence inherent in teacher education programs and institutional discourses, aligning with Borba's (2014) arguments on discursive violence and queer educators' negotiation of visibility and vulnerability.

As gender-dissident English teachers, we are concerned about our employment situation and the

discrimination we will face in the current Colombian educational context, as this study demonstrates. However, we are glad and comforted to know that these violent situations are being brought to light through studies like this, which can lead to a significant reduction in them in the long term.

To conclude with this section, teachers, students, and researchers are all impacted by gender's ongoing shaping and influence on Colombia's educational system. Numerous studies have shown that deeply ingrained gender norms reinforce traditional roles, restrict chances for women and those who identify as gender nonconforming, and perpetuate inequality. The necessity for a change to inclusive and equitable education is further highlighted by how these power dynamics appear in professional identity construction, classroom interactions, and academic discourse. However, there is hope for change due to increased awareness and scholarly investigation of these problems.

These findings reflect Butler's (1990) idea of gender as performative and open to disruption when pedagogically mediated. Educational institutions can create a more equitable and inclusive learning environment by including gender perspectives into curricula, encouraging diversity in research, and opposing patriarchal and heteronormative norms. The first step in eliminating these disparities is acknowledging them, making sure that education is a vehicle for inclusion rather than exclusion.

Gender & Language

Language itself is shown to operate as a regulatory mechanism within EFL education. Vásquez-Guarnizo et al. (2020) illustrate how classroom dialogue, when framed around storytelling, can surface internalized gender ideologies. In that sense, language is a tool we have not only to communicate with the people around us but also to interact with our surroundings, and even more so in this globalized society where the internet has become a key axis for communicating and sharing with others; however, schools are still scenarios where people can share and reproduce sociocultural norms, including those related to gender.

Nowadays, as a means of communication, we can see how the internet is a colonizing weapon to reproduce Western cultural imaginaries and worldviews, as shown by Parra (2020), and the research study *Sexualidades mediatizadas. Estado del arte, jóvenes, educación y medios digitales*. In it, the author explored the role digital media play in shaping young people's understanding of sexuality, and discovered that the information available on the internet and media often replaces formal sexual education as it becomes the only way to learn about the topic, because sexuality education policies in Colombia remain limited as they only focus on biological aspects rather than gender and identities discussions. Additionally, this research reaffirmed that gender stereotypes persist in digital content, influencing how young people perceive masculinity, femininity, and LGBTQ+ identities.

Thus, teachers' roles are crucial, especially in the language teaching field, as language is the

vehicle to communicate our thoughts with the people around us. With this in mind, questioning gender-biased ideas and discourse in the classroom are fundamental, as shown by Vázquez-Guarnizo et al. (2020), though the article *EFL Students Perceptions on Gender Stereotypes Through Their Narratives*, in which the participants' narratives were analysed through a three-steps analysis: thematic, structural and interactional analyses to comprehend what participants have experienced related to gender stereotypes. For that, the authors examined, interpreted, and re-interpreted, constructed, and reconstructed participants' narratives to raise awareness about gender stereotypes by gaining insights into how participants co-construct themselves. From this analysis, as well as group discussions and reflections upon participants' drawings, three themes emerged: We are all Equal, Changing Roles, and Gender Discrimination, where it was possible to identify that the participants recognized themselves in a changing world that seeks equality and non-discrimination for everyone without gender differentiation. Up to this point, it is necessary to highlight that this reflecting process emerged as a response to their previous generations' mistakes, as they do not want to follow them.

Herein, it is vital not only to know what is the students' perception of gender, but also to design, construct, and implement educational spaces where students can reflect about their ideas about gender, just like Benavides (2017) proposed in the article *EFL Students' Social Identities Construction through Gender-Based Short Stories*. In it, the author shows that teenage students engaged in discussions to reflect both traditional and non-traditional gender perspectives to challenge gender stereotypes and socially constructed roles. This was possible because students read and discussed gender-based short stories that led them to reflect and reinforce their critical thinking while simultaneously working on their language skills. One of the most interesting findings of this research was that classroom discourse shaped participation as students who held non-traditional gender views faced criticism. In contrast, more dominant students shaped classroom narratives, influencing peer opinions.

While it is essential to address gender stereotypes to understand how these are collectively constructed, applying activities and strategies to problematize them turns EFL classes into spaces to reinforce critical thinking while encouraging students to use English to position themselves. Hence, debating and critical positions to inquire students about sociocultural issues and gender are relevant when building citizens of the world, as Globalization and schools are asking us for.

By the time we wrote this article, inclusive language was an unexplored topic, as it was considered controversial, irrelevant, and a waste of time. As Queer teacher, we recognise the importance talking about it has, but we are also aware about the lack of interest and awareness most of the people have about this topic. Fortunately, researchers like Pichardo et al (2022) decided to challenge academia when researching *The use of inclusive language in the speech of university teachers and students*. This research found that 100% of participants had heard of inclusive language, but only 21.2% used it

occasionally; 78.8% did not use the *-e* suffix like *todes*, citing discomfort or lack of necessity. Also, most participants claimed that they use generic masculine forms such as *amigos*, *compañero*, or *profesores* instead of explicitly including both genders, masculine and feminine. Another finding revealed that teachers rejected inclusive language more than students, as most considered it unnecessary or just another trend. In contrast, the pronoun *they* in English is more accepted than gender-neutral markers in Spanish, as it aligns with existing linguistic structures.

The abovementioned broadens the scope of gender stereotypes and the discrimination suffered by divergent identities toward other ways of being, identifying, and inhabiting bodies on the planet. Research studies like the ones done by Pichardo et al. (2022), Landre (2018), and Silva-Alfonso (2025) break the binaries created through language, giving place to Queer communities, theories, imaginaries, and ways of being to defy and transgress heteronormativity, which allow to provide Queer people a space to be name and felt identified within the language they acquired and use to express themselves. While Landre (2018) highlights how institutionalized expectations about "neutrality" in teaching often mask gendered microaggressions and the erasure of queer voices, Pichardo & Sánchez (2022) and Silva-Alfonso (2025) identify tensions between grammatical normativity and gender justice. They show how inclusive language in Spanish (e.g., "elle") is often dismissed as grammatically incorrect, despite offering critical possibilities for identity recognition.

In this manner, Landre (2018), through the article *Queer English Language Teacher Identity: A Narrative Exploration in Colombia*, explored the relationship between language identities and Queer identities in Colombian EFL teachers. This research found that Queer identities and language identities are mutually constructed and coexist within professional spaces in Colombia, and how EFL teachers are incredibly aware of their discourses to avoid discrimination by saying *my partner* instead of *my boyfriend* or *my girlfriend*. Additionally, it was noticed that institutional context played a significant role, as public universities were described as more LGBTQ+ friendly, while private universities and catholic institutions in general represent challenges, including instances of discrimination. Homophobia in the workplace was a recurring issue, as one participant reported being denied a job due to his sexual orientation. In contrast, another participant reported homophobic remarks from a school principal, and another Queer teacher felt compelled to work harder to be recognized as a competent professional.

Within this perspective, and reinforcing the need to visualizing Queer communities in the educational field, where teachers' gender identities, gender roles in the classroom, and diverse discourses have led them to suffered discrimination by some normative teachers at academic institutions, as evidenced by Aguirre et al (2023), in the article *An EFL Student-Teacher 's Cuir Identity: Narratives from a Pedagogical Practicum Experience*, in it, the author gave us a non-binary perspective, including the *Cuir* community and theories, to analyze the *Cuir* identity of an EFL student-teacher during his

pedagogical practicum to explore how teachers' identities and language pedagogy are mutually constructed. For that, Antony, an EFL student-teacher who identified himself as a *Cuir* person, shared how his identity was shaped by institutional constraint and personal resistance as he experienced exclusion and marginalization through comments about his appearance, coercing him to suppress his identity to avoid conflict but on others, and challenging him to find strategies for dealing with traditional norms in the classroom. Additionally, Aguirre & Ubaque (2024) explore how queer teachers creatively engage with English as a more flexible linguistic space to articulate gender-fluid identities, reinforcing Sedgwick's (1990) point on language as a terrain of secrecy, disclosure, and transformation.

This made it clear to us that there are still strict regulations on how teachers can express their gender identities in classrooms, and LGBTQ+ educators must continually deal with risks and opposition, which shapes their instruction and interactions with students. Through the challenging experiences of a *Cuir* instructor, it questions conventional heteronormative and binary concepts in language instruction. These insights align with Ostermann's (2008) feminist discourse analysis, in which language is not a transparent vehicle but a site where social hierarchies—including those of gender—are maintained or subverted.

In summing up this second section, language is a potent instrument for influencing social norms, such as gender perceptions, and is a means of communication. Research has demonstrated that classrooms, institutional structures, and digital media all contribute significantly to the creation and maintenance of gender narratives, occasionally reiterating prejudices and stereotypes. Nonetheless, teachers, especially those who teach languages, have the chance to confront these prejudices and encourage critical dialogues that enable students to consider and reinterpret gender norms. Research highlights the value of inclusive language and the continued difficulties LGBTQ+ people, including educators, face in overcoming discrimination and institutional obstacles. Teachers can establish environments where various identities are acknowledged and affirmed by tackling gender stereotypes in language instruction and adopting inclusive pedagogical approaches. By doing this, language instruction transforms into a revolutionary force that advances inclusivity and equity in society.

Gender & Bilingual Education

Given that language directly mediates our relationships with others and their ways of being and thinking, as well as providing us with a perspective and conscience of our context, it is reasonable to argue that language teachers are in the best position to address gender inequality that is legitimized through language for all the reasons mentioned above.

Bilingual education appears as both a site of opportunity and risk. Mojica & Castañeda-Peña (2017) advocate for integrating gender consciousness into EFL curricula, proposing critical content as a

way to counteract the reproduction of sexist and heteronormative assumptions. Their work is echoed by Banegas & Lauze (2020), who propose CLIL methodologies to introduce intersectional content without compromising linguistic goals. In that sense, to provide an updated perspective about how gender is addressed in Colombia, we considered the essay by Vásquez-Guarnizo (2021), entitled *Equidad de Género en Colombia: Una mirada holística de este problema sociocultural*, starting from the political realm that these viewpoints and fights against discrimination, inequality, and sexism imply. In it, the author aimed to analyse gender equity in Colombia from a sociocultural perspective, examining the progress made, existing challenges, and the role of education in fostering gender awareness. According to this article, gender inequality still exists in Colombia, especially in the fields of education and employment. Stereotypes also affect hiring practices, with men being preferred for leadership positions. On the one hand, LGBTQ+ people experience discrimination in the workplace. They are frequently shut out of formal job markets, while on the other hand, Colombian school curricula lack gender-sensitive content, which limits students' comprehension of equity and inclusion. Lastly, through curricular revisions, educational institutions must take a more active role in advancing gender equity.

This study supports the notion that bilingual educators can help by promoting inclusive and equitable learning spaces and the role of the educational field in changing societal attitudes. Interestingly, gender inequality is still a significant issue in Colombia despite legal progress and the need for stronger inclusion policies in schools and workplaces; however, studies by Sierra-Gordillo (2024) and Silva-Alfonso (2025) illustrate the persistence of structural inequalities. For example, English proficiency requirements in elite institutions often marginalize working-class and rural trans students, reinforcing linguistic and gender hierarchies. These findings resonate with Zolin-Vesz et al. (2024) and Tilio & Carréra-Szundy (2020), who argue for queer pedagogies that move beyond content inclusion toward transforming the very logic of language instruction.

Alternatively, Rojas (2012), and the article *Female EFL Teachers: Shifting and Multiple Gender and Language-Learner Identities*, showed how in environments without the presence of male figures, interactions can show an imbalance of power and participation in conversational activities in which gender has a central role as some students asserted authority by correcting others and taking control of discussions, positioning themselves as leaders mirroring teacher discourse, and also these students had more opportunities to practice English and reinforce their linguistic confidence, while others were silenced or hesitated to participate, affecting their learning opportunities. It was found that students' perceptions of femininity affected their willingness to participate, and those who embraced dominant femininity were more likely to engage in debates, showing how power imbalances in classroom discourse shape language learning; however, teachers would develop techniques to deal with this power dynamic to establish an equal classroom climate, keeping in mind that language is a space for identity

negotiation as well as a tool for communication.

The need to face on this issue constantly as a teacher is relevant, we are dealing with a phenomenon that has been normalized and legitimized through language for decades, to the point of being imperceptible to those who inhabit it, as Sierra (2023) showed us in the article *Gendered Subjectivities in English Classroom: A Critically Queered Examination of Sex-Segregated Educational*, which reveal that students reproduce gender norms through language use in the classroom, boys often reinforce hegemonic masculinity using teasing and exclusionary language, while girls challenge gender norms by questioning traditional assumptions. Also, gender policing is common; boys who express non-conforming behaviours are labelled as *not man enough*; girls are discouraged from engaging in traditionally masculine activities. Instances of resistance were identified, where students challenged imposed gender roles through humour, confrontation, or silence. Finally, segregated schooling reinforces the binary gender system, limiting opportunities for interaction across genders and reinforcing stereotypes.

On the other hand we can identify that not just about gender roles, something related happens with abilities and skills as can be seen in the Silva (2024) article called "*Positioning and Tensions among Discursive Acts in a Colombian EFL Classroom: Interpretations of Linguistic Identity*" in which was evidence that; students internalized hierarchical classifications, positioning themselves as either "competent" or "incompetent" English speakers; also peer interactions reinforced power dynamics, high-achieving students corrected peers' pronunciation and grammar and lower-achieving students experienced exclusion or self-censorship. Notwithstanding, contradictions emerged in students' attitudes towards English, such as that it is necessary for success, and challenged the usefulness of formal grammar instruction. Finally, resistance to English language hegemony was observed because some students questioned the relevance of English as a global standard. In contrast, others argued for a more flexible and communicative approach to language learning. This study sheds light on how linguistic identity is socially constructed in the EFL classrooms, revealing tensions between institutional discourses and students' lived experiences. The findings suggest educational policies should move beyond rigid classifications and embrace a more holistic view of language learning.

This unconscious behaviour of legitimizing heteronormativity and inequity in the classroom can also occur from teacher pedagogical attitudes as shown by Mojica et al. (2017) in the article title *A learning experience of the gender perspective in English Teaching contexts* in which researchers found that teachers became aware of gendered practices in their classrooms like unequal participation opportunities for male and female students also sexist discourses stereotypes present in student interactions and teaching materials. In addition, some teachers designed interventions to challenge gender norms, such as modifying seating arrangements to encourage equal participation and creating

teaching materials that challenge gender stereotypes.

Another two crucial findings were that, on one hand, teachers made an effort to address sexist discourse in their classrooms without imposing their views. On the other hand, the course helped teachers move beyond a purely linguistic focus and recognize their role in shaping students' social and cultural understandings. This research highlights the importance of incorporating gender awareness into English teacher education programs and integrating it into the curriculum, as it directly impacts how students perceive and experience gender in the classroom.

Also, it showed us a participatory and reflective approach that allows teachers to engage actively with gender issues in their classrooms. It is essential to reinforce the understanding of language learning not just as grammar or vocabulary, but it is about the transmission of cultural and social norms in which language teachers play a crucial role in challenging gender stereotypes, in the case of this study, through their teaching materials. As is the case of Banegas et al (2020) in the article *CLIL and comprehensive sexual education: A case of innovation from Argentina to integrate content and language integrated learning (CLIL) with Comprehensive Sexual Education (CSE) in an EFL classroom at a secondary school in Argentina*; in which as a results was found that students reported increased motivation when learning English through relevant topics, also oral and written language skills was improved, especially vocabulary and summarizing techniques. On the other hand, it was found that discussions on gender issues encouraged critical thinking and personal reflection, and students appreciated the use of authentic materials, which made learning more engaging. Finally, posters and presentations demonstrate linguistic and conceptual growth, showing that CLIL can effectively integrate content and language learning.

The last one it is just an example of how we can integrate as a teacher a vital topic as gender a put in the centre of the discussion the language learning motivating students not just learn and interact in English but also create a critical position and depth understanding around a topic that touches them as individuals in their identity-building and as a society in creating less violent, more equitable, and fairer interactions. On the other hand, Ubaque-Casallas & Castañeda-Peña (2020) and Peñaloza-Rallón (2020) also emphasize the emotional dimension of bilingual teacher formation, calling attention to the affective labor queer educators invest in resisting institutional silence. Their findings show the urgency of embedding emotional literacy and critical reflection on gender into bilingual teacher education programs.

To conclude with this third and last section, as language is a medium that shapes identities and cultural norms and is a tool for communication, language teachers play a critical role in resolving gender inequity. According to research, students' engagement and identity creation are impacted by classroom interactions that frequently reinforce gender norms, power dynamics, and language inequalities. Educators can combat these entrenched disparities by creating inclusive environments, critically

analysing instructional materials, and implementing equity-promoting pedagogical practices. Teachers should encourage students to consider and challenge social conventions by incorporating gender awareness into language instruction, which will ultimately help create a society that is more just and equal. Given that language affects both personal identity and larger social institutions, its thoughtful and ethical use in educational settings is essential to forming inclusive and diverse viewpoints.

The reviewed literature paints a multifaceted portrait of how gender, identity, and language intersect in Colombian EFL education. One of the clearest insights is that language classrooms are not politically neutral but structured by epistemologies that reinforce or contest social hierarchies. The dominance of heteronormativity across classrooms, curricula, and institutional cultures reflects a broader cultural script that marginalizes non-binary and queer identities.

Nevertheless, amid this structural conservatism, there are pedagogical gestures of resistance. Teachers and students are beginning to reframe the classroom as a space of becoming, where gender can be questioned, language can be queered, and identities can be affirmed. These moments align with Brazilian scholars' visions, particularly Moita Lopes' (2002) insistence on the interdisciplinary nature of language education and Borba's (2018) account of teaching as affective and political work.

Teacher identity emerges as a particularly salient concern. In Colombian and Brazilian corpora, the teacher is understood as a cultural agent whose subjectivity is entangled with broader norms. The research supports Ostermann's (2008) assertion that teaching is a gendered performance shaped by institutional discourse and affective labor. Studies that center LGBTQ+ educators help reposition teaching as a site of epistemic resistance and relational care.

The *Final Corpus* also suggests that inclusive pedagogy is not only about adding queer content but about transforming how knowledge is produced and legitimized. This implies a shift from curricular tokenism to epistemic justice, as proposed by De Sousa-Santos (2018), who calls for *Ecologies of Knowledges* that center the voices of historically marginalized subjects. In this context, bilingual education becomes a double-edged sword. While it can enable access to global discourses and offer linguistic tools for self-expression, it can also reproduce racialized and classed exclusions if not critically framed. As Zolin-Vesz et al. (2024) and Tilio & Carréra-Szundy (2021) note, teaching in English is insufficient – we must teach otherwise.

These findings challenge us to envision EFL education not merely as skill transmission but as an ethical, affective, and political act. The reviewed studies—when read in dialogue with both Colombian and Brazilian queer linguistics—demonstrate the urgent need for critical gender literacy, anti-normative pedagogy, and institutional accountability in shaping inclusive, affirming, and liberatory educational spaces.

CONCLUSIONS

This Narrative Literature Review reveals a dynamic negotiation field that mirrors Latin American societies' broader tensions and resistances grappling with gendered, racialized, and colonial legacies. Through a critical and queer lens, we analyzed how Colombian EFL research has begun to address the role of gender and identity in classroom discourses, pedagogical practices, and institutional configurations. The 19 studies reviewed show that although critical reflections on gender are emerging, much of the research continues to be confined by heteronormative, binary, and cisnormative frameworks. These discursive boundaries reflect Boaventura de Sousa Santos (2018) calls *Abyssal Thinking*, where specific knowledges, bodies, and identities are rendered invisible or invalid. In Colombian EFL, this invisibility often manifests in curricula, textbooks, and teacher education programs that fail to represent the lived realities of queer and trans students and educators.

However, this corpus also reveals counter-narratives—educators who, often under adverse conditions, enact pedagogies of resistance. These include queer teachers navigating visibility in hostile contexts (España, 2021. Aguirre; Ubaque, 2024), students using storytelling to deconstruct gender binaries (Vásquez-Guarnizo et al., 2020), and researchers proposing critical frameworks for inclusive bilingual education (Mojica; Castañeda-Peña, 2017. Silva-Alfonso, 2025). These efforts resonate with Brazilian contributions such as Moita Lopes' (2002) notion of language education as performative and interdisciplinary, Borba's (2018) concept of the emotionally engaged teacher, and Zolin-Vesz et al. (2024) and Tilio & Carréra-Szundy's (2021) advocacy for queer pedagogies that refuse accommodation to dominant norms.

Moving forward, we advocate for five critical shifts in Colombian EFL research and practice: Epistemological pluralism, by valuing diverse knowledge systems, including queer, decolonial, and feminist perspectives, as foundational—not peripheral—to language education; Teacher identity as praxis, by recognizing that teaching is a gendered and affective performance and preparing educators to engage critically with their positionalities; Critical gender literacy, by embedding analyses of power, discourse, and normativity into curricula and materials, from early language education to teacher training; Affective pedagogy, by creating emotionally safe and affirming spaces that validate diverse experiences and identities; Regional academic solidarity, by strengthening dialogue between Colombian and Brazilian scholarship to co-construct decolonial, trans-inclusive, and justice-oriented approaches.

Ultimately, teaching beyond the norm is not a metaphor but a pedagogical and political imperative. It means embracing classrooms as spaces of collective inquiry, disruption, and imagination—where the normative is questioned and unlearned. It is an invitation to rethink the role of the EFL teacher as a border crosser, a knowledge translator, and a cultural worker who teaches not just a language, but a way of inhabiting the world differently.

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ANNEXES

Annex A

Initial corpus

No	Document	Author	Journal	Year
1	Los Estudio de Género Sociolingüístico	Castañeda- Peña, H. & Soler, S.	FOLIOS	1998
2	La Voluntad de Saber como Práctica de Liberación	Estrada, A.	FOLIOS	2003
3	Affirming Diversity through Reading	Posada, J.	Colombian Applied Linguistics Journal	2004
4	Exploring Gender Differences in the EFL Classroom	Durán N.C	Colombian Applied Linguistics Journal	2006
5	Socio-cultural Stereotypes: Exploring Students' Perceptions Regarding Social Issues	Barrera, M., & Cantor, S.	HOW	2007
6	'I said it!' 'I'm first!' Gender and Language-Learner Identities	Castañeda H.A	Colombian Applied Linguistics Journal	2008
7	The Reading Strategies Used by Male and Female Colombian University Students	Poole, A.	Profile	2009
8	Children as Subjects with Rights in EFL Textbooks	Herrera D.M	Colombian Applied Linguistics Journal	2012
9	Female EFL Teachers: Shifting and Multiple Gender and Language-learner Identities	Rojas M.X	Colombian Applied Linguistics Journal	2012
10	LGBT Students' Short-Range Narratives and Gender Performance in the EFL Classroom	Rondon F	Colombian Applied Linguistics Journal	2012
11	Boys' and Girls' Gendered Voices in EFL Debates	Cabezas, L., Camacho, P., & Florez, L.	HOW	2012
12	Equidad de Género en las Orquestas Profesionales de Colombia	Galinfo L	FOLIOS	2015
13	Othering: Towards a Critical Cultural Awareness in the Language Classroom	Moncada, S.	HOW	2016
14	A Learning Experience of the Gender Perspective in English Teaching Contexts	Mojica, C., & Castañeda-Peña, H.	Profile	2016
15	EFL Students' Social Identities Construction Trough Gender-based Short Stories	Benavides C	Colombian Applied Linguistics Journal	2017
16	Women and Men Facing Lexical Innovation	Cañate-González P	Colombian Applied Linguistics Journal	2017
17	Globalization, Cultural Diversity, Education	Vez-Lopéz, E.	ENLETAWA Journal	2017
18	Heterosexismo y Homofobia en la Novela Latinoamericana de Tema Homosexual	Gomez-Sanchez, D	FOLIOS	2017

19	Queer English Language Teacher Identity: A Narrative Exploration in Colombia	Lander, R.	Profile	2017
20	Ni inclusión, ni equidad. Otras miradas para la formulacion de políticas educativas con justicia social	Soler Martín, C., Martínez Pineda, M. y Peña Rodríguez, F.	FOLIOS	2018
21	Étude sociophonétique sur la perception de la voix masculine et les stéréotypes associés à l'orientation sexuelle	Aguirre, J.	Íkala	2018
22	Becoming Language Teachers: Exploring Student-Teachers' Identity Construction Through Narratives	Torres-Cepeda, N & Ramos-Holguín B	GIST	2019
23	Sexualidades mediatizadas. Estado del arte, jóvenes, educación y medios digitales.	Parra, S.	FOLIOS	2020
24	Violencias y resistencias en la Cárcel Modelo de Bogotá. El caso de la población LGBTI*	Silva Lievano, E	FOLIOS	2020
25	"I'm here and I am queer". Queer teacher identities in ELT. A Colombian study.	Ubaque-Casallas, D., & Castañeda-Peña, H.	FOLIOS	2020
26	EFL students' perceptions of gender stereotypes through their narratives	Vásquez-Guarnizo, J. & Chía-Ríos, M.	GIST	2020
27	Examining the effect of gender and education level on Iranian EFL graduate students' perceived reasons for committing plagiarism.	Alimorad, Z.	GIST	2020
28	Inquiring into the coloniality of Knowledge, power, and being in EFL textbooks.	Núñez, A.	HOW	2020
29	Non-normative corporalities: Transgender/blind identity in a English ass a foreign language student teacher	Castañeda-Peña, H., & Ubaque-Cassallas, D.	HOW	2020
30	The impact of raising awareness of the speech act on speaking ability across gender and proficiency level	Ghayebi, K. & Farrokh, P.	HOW	2020
31	Rural English language teacher identities: Alternative narratives of professional success	Cruz-Arcila, F.	Íkala	2020
32	Intercultural Communicative Competence: In-Service EFL Teachers Building Understanding Through Study Groups	Cuartas Álvarez, L. F.	Profile	2020
33	Leadership, Risk Taking, and Social Gender Roles Among Colombian Female Undergraduate Language Learners.	Peñaloza, A.	Profile	2020
34	CLIL and Comprehensive Sexual Education: A Case of Innovation From Argentina.	Banegas, D. L., & Lauze, C.	Profile	2020
35	Equidad de genero en colombia: una mirada holística de este problema sociocultural	Vassquez-Guarnizo J.	ENLETAWA Journal	2021

36	LGBT Teacher's identities within heteronormative school environments	España, J. A.	ENLETAWA Journal	2021
37	Social Networks, Creators of Stereotypes	Díaz, A. M.	ENLETAWA Journal	2021
38	Sobre la opresión de las mujeres por parte de otras mujeres: una zona gris en la relación madre e hija*	Acevedo Zapata, D. (2021)	FOLIOS	2021
39	Moving from what English teachers know? How do English teachers experience knowledge? A decolonial perspective in the study of English teachers' knowledge	Castañeda-Londoño, A.	GIST	2021
40	Comprehending interculturality and its future directions in English language teaching and teacher education in the Colombian context.	Ramos-Holguín, B.	HOW	2021
41	Criticality and English Language Education: An Autoethnographic Journey	Mora, R	HOW	2021
42	Culture and interculture: What are we talking about? A challenge for the EFL community.	Rico-Troncoso, C.	HOW	2021
43	Feminism in a female teacher's discourse in an EFL classroom	Patarroyo-Fonseca, M.	HOW	2021
44	Language pedagogy and identity. Learning from teachers' narratives in the Colombian ELT	Ubaque-Casallas, D.	HOW	2021
45	Local identity studies of gender diversity and sexual orientation in ELT	Castañeda-Peña, H.	HOW	2021
46	Write on, women! Discovering personal skills through feminist pedagogy and narrative	Rallón, A., & Peñaloza-Rallón, A.	HOW	2021
47	Internationality and multilingual re-instantiation: Joint construction in bilingual genre pedagogy	Kartika-Ningsih, H., & Rose, D.	Íkala	2021
48	EFL teachers' gendered identity constructions in their doings, saying, and relatings.	Rodriguez A	Colombian Applied Linguistics Journal	2022
49	The use of inclusive language in the speech of university teachers and students	Pichardo-Nieves, G. & Sánchez-Hernández, D.	ENLETAWA Journal	2022
50	Toward more equitable language learning and teaching frameworks for our ELT community: Moving from EFL to ECL to CE	Mora, R	GIST	2022
51	Promoting dialogic action through the expansion of English language learners' communicative repertoire	Gómez-Giraldo, J.	HOW	2022
52	Engaging decolonial 'Pedagogizations' at Colombian doctoral teacher educational program in English language teaching.	Castañeda-Peña, H., & Mendez-Rivera, P.	Íkala	2022

53	Entretexidos: Decolonial threads to the EFL, the community, and EFL teachers' education programs in Colombia.	Carvajal, N., Hurtado, F., & Lara, M.	Íkala	2022
54	Indelible coloniality and emergent decoloniality Colombian-authored EFL textbooks: A critical content analysis.	Nuñez, A.	Íkala	2022
55	Scholars raising their voices up: discourses of hegemony and resistance in ELT in Colombia	Mosquera-Pérez, J.	Íkala	2022
56	Building EFL Preservice Teachers' Professional Identity: Does Gender Matter?	Pérez-Gracia, E., Serrano-Rodríguez, R., & Pontes-Pedrajas, A.	Profile	2022
57	Culture-related issues in teacher education programs: the last decade in Colombia.	Ramírez-Espinoza, A.	HOW	2023
58	Embodied femininity in language pedagogy. A study of two language teachers' experiences.	Camargo-Ruiz, K. & Aponte-Moniquira, D.	HOW	2023
59	Intersectional identity studies in Colombian ELT: A profiling research study.	Benavides C	HOW	2023
60	Understanding gender in the dynamics of the hidden curriculum: An ELT Colombian case study	Mojica, C.	HOW	2023
61	Envisioning paths towards peacebuilding in foreign language teacher education	Aristizábal-Cardona, A., & Ortiz-Medina, J.	Íkala	2023
62	Using translanguaging to decolonize English language teaching in Colombia: A narrative inquiry	Ubaque-Casallas, D.	Íkala	2023
63	Dios nos hizo diferentes: Children's spiritual activism in an EFL classroom.	Peñaloza, A. & Marroquin, A.	HOW	2024
64	An EFL Student-Teacher's Cuir Identity: Narratives From a Pedagogical Practicum Experience	Aguirre-Garzón, E., & Ubaque-Casallas, D.	Profile	2024
65	Gendered Subjectivities in English Classrooms: A Critically Queered Examination of Sex-Segregated Education	Sierra-Gordillo, J.	Profile	2024
66	Positionings and Tensions Among Discursive Acts in a Colombian EFL Classroom: Interpretations of Linguistic Identity	Silva-Alfonso, K.	Profile	2025