

Gender and English language teaching: Emergence and learning

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The field of Gender and ELT studies has grown in the last decade through research on teacher education and student identities. It has sought to address issues of sexual inequalities, particularly those related to discourse, linguistic usage and speakers, material design and beliefs. Unfortunately, it has been neglected by English language curricula in teacher education courses as regards the issue of diversity, as well as the way in which teachers might deal with this issue in the ELT classroom. This bilingual volume attempts to bring this discussion to the fore based on research initiatives carried out in the Global South.

The first and second chapters, “Género & ELT/Gender & ELT”, by Harold Castañeda-Peña, present the main themes of gender research (pedagogies and practices, materials, beliefs, rights and identities) in ELT classrooms in Colombia.

The third and fourth chapters, “Generolectos y enseñanza-aprendizaje del inglés como lengua extranjera/Genderlects and English language teaching and learning”, by Carolina Camacho, draw on literary analysis and sociolinguistics to discuss how the concept of gender can impact language for women and men.

The fifth and sixth chapters, “Identidades sexuales y de género dentro de la enseñanza-aprendizaje de inglés en Colombia: narrativas de experiencias de

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aula L2 de estudiantes gays y lesbianas de una universidad privada/Gender and sexual identities in EFL in Colombia: Narratives of L2 experiences of gay and lesbian students at a private university”, by Mariana Escobar Gómez, focus on the narratives of L2 learners of English in higher education that address their non-heteronormative sexual orientations.

The seventh and eighth chapters, “Experiencias narrativas de aprendizaje en clave de contenidos de clase de lengua extranjera de estudiantes queer/The narratives of queer students in content-based foreign language classes”, by Paula Galeano Bohórquez and Juan Felipe Sánchez Guzmán, present research initiatives which include a framework of content-based foreign language learning narrative experiences about gender.

The ninth and tenth chapters, “Experiencias narrativas de estudiantes sobre prácticas discursivas heterosexistas en el aula de inglés como segunda lengua/Narrative experiences of students in the L2 classroom related to heterosexist discursive practices”, by Camila Arias and Ricardo Díaz, reflect on research about teacher training experiences as regards discursive practices, as well as on gender identity and sexual orientation in the L2 classroom.

The eleventh and twelfth chapters, “Discursos de violencia y la (co) construcción de identidades de género en el aula de clase de inglés como lengua extranjera/Violent discourses and the (co)construction of gendered identities in an EFL classroom”, by Camila Farfán, challenge violence discourses and their relationship with the construction of language learners’ gendered identities in EFL classrooms.

The thirteenth and fourteenth chapters, “Las creencias y prácticas pedagógicas de profesores de inglés relacionadas con el género: experiencias en aulas de un solo género/Teachers’ gender beliefs and teaching practices in single-sex EFL classrooms”, by Laura Malagón Cotrino, analyze the beliefs of four EFL teachers concerning the co-education of boys and girls. The findings suggest binary pedagogical practices among teachers.

The fifteenth and sixteenth chapters, “Materiales de ELT y derechos de l@s niñ@s: género, agencia y educación para la ciudadanía/ELT materials and children’s rights: Gender, agency and citizenship education”, by Diana Marcela Herrera, take up questions related to a series of EFL Colombian textbooks for primary school students from a critical discourse perspective, with a view to understanding how children and their rights are conveyed by textbooks.

The seventeenth and eighteenth chapters, “El discurso generizado en la clase de lengua extranjera/The gender discourse in the EFL classroom”, by Catherine Benavides, aims to analyze students’ discourses and their interactions after reading stories that touch on gender issues.

The nineteenth and twentieth chapters, “Surgimiento de discursos reflexivos sobre género en una clase de inglés/Emerging reflective discourses on gender in an EFL class”, by Jorge Chaparro, draw on the implementation of a feminist pedagogy in an EFL classroom with 23 young adults in a university in Bogotá, Colombia.

The twenty-first and twenty-second chapters, “Cuestionamiento de discursos hegemónicos de género: el surgimiento del tercer espacio/Challenging hegemonic discourses of gender: Emergence of the third space”, by Jonathan Delgado Ochoa, present an interdisciplinary study based on feminist post-structuralist discourse analysis, conversation analysis and critical discourse analysis to understand how hegemonic gender discourse is constructed.

The twenty-third and twenty-fourth chapters, “La formación de docentes de inglés: una experiencia pedagógica sobre cómo incorporar una mirada de género a las prácticas y contextos de profesores(as) de inglés en Colombia/The professional development of EFL teachers: How to incorporate a gender perspective into contexts and practices of Colombian teachers”, by Claudia Patricia Mojica, reflect on how teachers can be made more aware of gender issues in their teaching environments.

The twenty-fifth and twenty-sixth chapters, “Intentar decolonizar el género en un programa de formación inicial de docentes de lenguas/Attempting to decolonize gender in a B.A. ELT program”, by Carlo Granados-Beltrán, investigate how fixed ideas around gender and sexuality may be decolonized.