

Preventing Sexual Harassment Language in Second Language Teaching

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Abstract

Over the centuries, women have fought for their rights and against discrimination. This has impacted different areas of society, including ELT education and classrooms. Learning a language plays with and impacts aspects of an individual's identity and is a space where marginalization can be reproduced through language. This thesis project focuses on how sexual harassment language is linked to male-female power dynamics in a second-language classroom. Moreover, it is based on the question, *How can teachers prevent sexual harassment language within English education to break oppressive cycles in learning and teaching practices?*

Resumen

Durante siglos, se ha luchado a favor de los derechos de la mujer y en contra de la discriminación, lo cual, ha creado un impacto en la sociedad y en diferentes áreas como lo es la educación de inglés como segunda lengua (ESL, por sus siglas en inglés) y las aulas de clase. Aprender una segunda lengua tiene cierta influencia en la identidad de un individuo, sin embargo, un aula también puede convertirse en un espacio donde la marginación se reproduce por medio del lenguaje. Este trabajo de grado tiene como objetivo comprender cómo el acoso sexual a través del lenguaje está vinculado a las dinámicas de poder entre hombres y mujeres en las aulas de inglés como segunda lengua. Asimismo, esta tesis está desarrollada con base en la pregunta, ¿cómo los docentes pueden prevenir el lenguaje de acoso sexual dentro de la educación de inglés para romper los ciclos opresivos en las prácticas de aprendizaje y enseñanza?

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Introduction

Learning a second language is sometimes difficult because of its complex and adaptive nature. Its overall order is not predictable, but a series of processes over time predetermine it. Power dynamics in the classroom are one of those factors (among many others, such as inside culture, music, TV shows, celebrities, social networks, or movies) that are part of the learning process (Kusyk, 2020). More specifically, the fields of English education and ELT have also felt the effect of recent events in society, such as the #metoo movement (Burke, 2021) and the moment of reckoning about our practices (Johnson & Kherkoff, 2018; O'Mochain, 2019).

As part of their practice, every teacher has faced different situations related to school coexistence throughout their career. A problem that has always been present inside and outside classrooms is sexual harassment, understood as situations linked to male-female power dynamics manifested through language or, sometimes, instructional practices (sometimes tacit, other times open), and an issue considered a public health problem in our society (Chrisler & Ferguson, 2006).

Throughout the years, the school system and society have overlooked this issue, making it more challenging to deal with, especially when referring not to physical violence or gestures but to violence through verbal language. Sexual harassment can surface in teacher-student, student-student, or even student-teacher relations. Currently, more cases where language is used to perpetrate sexual harassment are being exposed, where sometimes students are victimizers of different language practices that assault others because of their gender, like in this case exposed by Robinson (2000),

I was walking across the school quadrangle last week and this boy I don't teach, I didn't even know his name, put his head out the window of the classroom and called out 'Great tits, miss!' I was really embarrassed and furious to say the least (p. 82).

In the case shown above, the teacher decided to "storm up to the classroom and drag the student out of class" (Robinson, 2000). The typical route a teacher would take in situations

like this is to follow the institutional process stated in the school guidelines. The conflict rests in the fact that sometimes teachers do not pay enough attention to actions like this, thus making it difficult to find a practical course of action. Unfortunately, thanks to this, sometimes cases are not adequately treated. Robinson (2000) finishes the story by affirming, "I was even more pissed off that the teacher in the classroom at the time didn't say a thing to him. He told me later that he thought I was a bit over the top reacting how I did" (p. 82).

Despite the change and progress throughout the years, Colombia is a country where misogyny is still present. Even though the Constitutional Court decriminalized abortion during the first 24 weeks on February 22, 2022, between 2015-2019, 5.013 violent deaths of women were reported in Colombia (Angarita, 2021). As a result of living in a violent country, we still find the same issue in verbal and non-verbal language. A survey from a study inside some universities in Colombia revealed that

The most prevalent types of sexual harassment among women are lewd looks or gestures (54%), on the one hand, and unwanted compliments, jokes, lewd comments, or questions with sexual content (51%), on the other hand. Meanwhile, the types of sexual harassment with the highest prevalence among men are exposure on social media for nonconsensual sexual purposes (e.g., *buitreo*) (13.6%) and lewd looks or gestures (11.7%). Therefore, it can be inferred that the most prevalent types of sexual harassment are gestural and verbal, generally considered to be of mild severity (Duque et al, 2022, p. 7).

During my formative years in primary and secondary school, I witnessed many situations where language was used to hurt, provoke, or humiliate someone. This was especially noticeable in cases referring to sexual aspects in many ways. My years in school taught me that this is a constant problem, so huge in my perception that I found it surprising when people did not talk about, discuss, or even find a solution to this situation. Speaking from my experience during my years in high school and through my interaction with other students, there was not a

single girl (needless to say, including myself) who had not faced a problem associated with faces, gestures, inappropriate comments, or compliments related to sexuality.

This project aims to focus on sexual harassment language, recognizing this problem in the school area and how this can affect the learning of a second language; in other words, how gender influences the second language classroom. These ideas are linked to concepts like sexist language and symbolic violence, which are part of feminist theory. According to Fernández and colleagues (2016), “There are material structures that reproduce symbolic patriarchal violence not only through gender stereotypes and roles but also through the invisibilization of women”. Language is a powerful tool that helps perpetuate discourses like these. The challenge is to see how teachers react to and prevent these situations in second language teaching. Learning how to face this situation can help make school a much better place and a safer space for everyone, regardless of whether they are teachers or students.

This study aims to find tools and concepts teachers can use to face sexual harassment through verbal language. That is why I considered exploring the concept of Critical Literacy. The school is one of the places where students learn attitudes, behaviors, and abilities; in other words, it is where they create their gender identity and sometimes associate different characteristics with femininity or masculinity. According to Clatterbaugh (1998), these attitudes, behaviors, and abilities can come from media, literature, or even religion (p. 203).

Critical Literacy recognizes that there is no such thing as neutral texts. It allows students to be open to new ways to interpret the world and gives them agency to argue and analyze texts that surround and relate to their contexts. Critical literacy fights for social justice and “entails debate, argument, and action over social, cultural, and economic issues that matter” (Luke & Woods, 2009, p.16). Issues like sexual harassment language are situations that have been present in recent years, and the victims and expositors of this situation keep gaining strength and relevance in society.

This critical literature review aims to frame the concept of “Sexual Harassment Language” and focus on how this can be present inside the second language classroom and find ways to prevent, treat, and deal with situations associated with this kind of language in the process of second language teaching. The reason for this topic of research is that this problem is complex and tends to be undervalued against physical harassment (Morgan & Björkert,2006). It is also treated using the institutional process stated in the school guidelines, which can lack efficacy. Sometimes it feels like this gives an incomplete solution to the emotional charge. These situations usually end in resignation and acceptance without looking for ways to combat it better. The following research question will guide the thesis: how can teachers prevent sexual harassment language within English education to break oppressive cycles in learning and teaching practices?

Key Ideas for the Study

Before discussing the conceptual framework that informs this review, I find it useful to provide some working definitions for a series of terms that will guide the conversation.

Second Languages

"The idea of second languages describes communication systems present in a specific context that operate next to (sometimes with) the mother language in a determined location" (Uribe & Gómez, 2015).

Teaching

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (Hederman, 1982, p.58).

Sexual Harassment

“Sexual harassment at school can include making verbal or written comments, making gestures, displaying pictures or images, using physical coercion, or any combination of these actions” (Hill & Kears, 2011.p. 6).

Conceptual Framework

To define in more depth the ideas that will be discussed during the article, here are the main concepts and authors that were the study's foundation and helped to lead the development of this thesis.

Feminist Theory

Feminist theory goes beyond talking about women. As hooks (2000) explained, at the core of feminism lies "A movement to end sexism, sexist exploitation, and oppression" (p. 1). Even though it is the first concept that is associated with this theory, and it is not a mistaken idea, feminist theory is also about being critical, fighting for justice, finding joy, freedom, and equality for men, women, animals, and even the planet (Ferguson, 2017). This theory fights for social change. Interdisciplinarity is one of the main characteristics of this theory, it opens new perspectives and ways to see a specific context. The more disciplines get involved in feminist theory, the better. According to Hawkesworth (2012), "staying within a single discipline is inadequate for empirical reasons; multiple intellectual fields are necessary to develop an inclusive account of politics" (p. 2).

Feminist theory also treats the study and effects of social divisions (age, religion, sexuality, gender, class, language, etc.) in women's lives. These social divisions create problematic situations that are lived in real life but also need to be studied. Feminist theory questions and problematizes what being a woman means, according to Woodward (2009) based on the ideas of Judith Butler, "The use of the word 'woman' is problematic in terms of those it excludes, and indeed whether the category woman is meaningful or politically useful at all" (p. 2). These ideas form the basis of one key concept for understanding feminist theory: intersectionality (Crenshaw, 2015). Women's identities go beyond their gender; being a woman in different cases includes being black, a mother, an immigrant, or an LGBTQIA2S+ person. Furthermore, different kinds of oppression can intersect in a woman's life, not only patriarchy.

According to Crenshaw (2015), "Intersectionality has given many advocates a way to frame their circumstances and to fight for their visibility and inclusion" (p. 2)

The constant fight for justice and the critical stance that feminist theories have built are thanks to the past movements and changes in ideologies women have taken into action. The chronology of feminist theory is divided into three parts: first-wave, second-wave, and third-wave. Each belongs to a different conceptual focus, movement fights, and time period.

Woodward (2009), detailed the specific foci for each wave, "from first-wave feminism which focused on rights of suffrage and liberal principles of equal treatment before the law, through second-wave feminist demands for positive action and sometimes separatism, to a third-wave concern with diversity" (p. 105). The main goal is to keep studying, developing, and fighting for the aspects treated in the second and third waves. As well as to identify and keep building on the ideas present in the post-feminism era.

Furthermore, creating connections between feminist theory and education is not only a possible idea but a necessary one to comprehend, be more critical, and solve problems in schools and classrooms. Feminist theory helps to rethink and challenge old, traditional, and established ideas that have remained in time. According to Ferguson (2017), the main goal of feminist theory is to: "Trouble power relations, imagine better worlds, and work to achieve them" (p. 283). This means that feminist theory brings hope and peace to those who are not always in a privileged position and tries to educate and create a much better society.

Symbolic Violence

Recognizing and treating different forms of violence is a necessity for the safety and health of women. It is common to associate violence with physical and bodily actions, but that is not the only way violence is reproduced. Ideologies and beliefs can load violent messages through different structures and hierarchies that can sometimes be hard to recognize or detect. Violence can even be transmitted subtly, besides not necessarily leaving a visible mark or punch, and it is present in everyday life. The concept of symbolic violence, or "A form of

systemic oppression through perpetuating stereotypes, limiting multiple forms of discourse, devaluing indigenous or cross-cultural forms of wisdom, and maintaining invisible rules that advantage some while disadvantaging others.” (Keiffer-Lewis, 2019) was first developed by Pierre Bourdieu, a French sociologist recognized for his academic work in this field. He defines symbolic violence as “relations and mechanisms of domination and power which do not arise from overt physical force or violence on the body (Bourdieu, 2002)”.

Women are victims of this constant domination through different channels, but symbolic violence begins to become stronger and more problematic when, according to Morgan and Björkert (2006), some women would rather suffer from physical abuse than psychological, because, in the case of physical abuse, scars heal and that healing is visible. Mental abuse can affect many aspects of life, and it is easy to “disguise the signs of psychological abuse,” whereas, in cases of physical abuse, everyone usually sympathizes and calls for help. In some cases, the violence is so indirect and subtle that people tend to normalize it and make the victim doubt it.

This proves that language can be a crucial element in the reproduction of violence, as Morgan and Björkert (2006), affirmed, “In specific contexts (public or private/stranger or intimate), several forms of violence can co-exist and that often, one form of violence may be supported and nurtured by another form of violence” (p. 444). The specific context could be schools and classrooms, where different forms of violence can also be taken into action without distinguishing different power relations inside institutions.

Symbolic violence needs to become a more visible aspect, not only for the damage it causes but also because of the damage it can avoid if it is identified and even prevented. Cases of physical abuse start with mental abuse. According to Morgan and Björkert (2006), “Paradoxically, the more feminists fight against direct violence, the more it is subverted and takes the form of symbolic violence” (p. 444). This means it is a type of violence that is only

becoming stronger because it can be reproduced by institutions as well as transmitted by acts that seem harmless, such as jokes.

Critical Literacies

Defining critical literacies goes beyond texts and writing production. Pandya and colleagues (2021) describe critical literacies as "literate practices individuals need in order to survive and thrive in the world, foregrounding the concept that information and texts are never neutral, and the ability to produce powerful texts that address injustices in our lived worlds." (p. 3). Reading and writing are crucial abilities for the education of critical citizens and the future of a more fair and inclusive society. Critical literacies reinforce the importance of storytelling and the necessity of telling complete stories to disrupt stereotypes and standardization. Critical literacies open the world to students and help them see new perspectives. Besides, it helps to break cruel and misinformed prejudices against those in society who are less privileged and constantly at a disadvantage. According to Luke (2012), "The term critical literacy refers to use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of everyday life" (p. 5).

The importance of critical literacies remains in the fight for social justice. Critical literacies are interested in including student lives and cultures in the classroom and the texts in the learning process. Always keep in mind that texts are not always words or phrases. Freire affirms that it is about "reading the world and the word" (Freire & Macedo, 1987). Additionally, reading and writing make possible different proposals to fulfill the objective of social justice and give a voice to stories that are not always heard. According to Luke (2012), "Technical mastery of written language, is a means to broader human agency and individual and collective action—not an end in itself" (p. 6).

Gender

Different from the established idea that equates sex to gender, gender refers to constructed roles, behaviors, and expectations associated with being male or female in a particular culture or society (Kimmel & Aronson, 2013; Lorber, 1994). This refers to identity statements, for example, mannerisms, clothing, occupations, and family and social roles, which are often perceived to be biologically determined but are, in fact, culturally produced and performed (Butler, 1999; West & Zimmerman, 1987). Gender is a multifaceted concept with a strong influence and presence in education. Furthermore, academics from various social fields continue to study it.

According to Kimmel and Aronson (2013), gender is a socially constructed category based on symbolic meaning, through which subjects define and carry out their societal roles. This suggests that gender is not inherent in individuals but is created and reinforced through social interactions. Lorber (1994) adds that traditional practices reinforce gender as a binary system, in which masculinity and femininity are seen as mutually exclusive and hierarchically ranked. This binary system can marginalize and oppress individuals who do not conform to gender norms and expectations. According to Butler (1999), “gender is culturally constructed; hence, gender is neither the causal result of sex nor as seemingly fixed as sex” (p. 9–10).

Butler (1999) affirmed that gender is not just a set of social expectations or norms but is performative—that is, it is continuously enacted and reproduced through bodily gestures, language, and symbolic acts. This means gender identities and expressions can be fluid and open to disruption, rather than fixed or natural. She implies that the performance of gender can be subverted or resisted through acts of drag, cross-dressing, or other forms of gender non-conformity that challenge or disrupt “masculine hegemony and heterosexist power” (p. 44).

This Framework and Today’s Classrooms: Why Bringing These Ideas Together Matters

Feminist theory is a conceptual movement that keeps spreading and becoming known, becoming stronger every time. For this reason, inquiring into some of its main principles is a

way to aspire to a world with more justice as well as to make classrooms a better place to learn. Intersectionality (e.g., Cho, Crenshaw, and McCall, 2013), symbolic violence (e.g., Bourdieu, 2002), and critical literacies, which “[have] an explicit aim of the critique and transformation of dominant ideologies, cultures and economies, institutions and political systems” (Luke, 2012, p. 3). These are concepts that constantly identify unfair situations. In addition, these ideas study and help to achieve inclusivity. Providing information for people that may be victims of harassment, even if it is through language, could create more strategies, programs, and even legal reforms to prevent sexual harassment from happening.

Classrooms are spaces where gender is expressed and diversified, despite the intentions of schools to hide and reproduce homogeneity. Schools need to prevent violence in all its forms, but they also have to go beyond that and celebrate diversity, especially at a time when inclusivity and equality are becoming stronger movements.

Methodology

To frame the main concepts proposed in the study, especially “sexual harassment”, the objective will be to search the feminist theory literature as well as see its relation to education and critical literacy, keeping in mind that the latter has many relations with feminist theory and second language teaching.

Text Selection Process

The selection process is based on an interest in examining and challenging cultural norms and inequalities related to gender, sexuality, and power dynamics in education and language. Aside from developing each of the concepts exposed in the conceptual framework, the purpose was to understand the context and influence of gender inside the classroom to frame the problem of sexual harassment and comprehend the impact of language teaching, as well as the characteristics of verbal harassment and symbolic violence and the structures behind them. Obtaining and examining the available empirical evidence on the chosen topics also served as a guide for the selection.

The publication dates of the texts selected radiate around the last three decades, where it is important to highlight the emergence and rise of women's studies research during the third wave of feminism, also referred to as “post-feminism” (Woodward, 2009, p. 95). Moreover, based on this time frame, one of the relevant authors for this theory was also one of the most referenced in the selected texts: bell hooks. Feminist theory was a guide for creating the proposed framework. A pillar of the search for articles was to explore the topic of gender inside the language classroom to understand that the main concepts of the research have an active presence and influence in schools.

The texts chosen have a more practical and real-world focus than a full theoretical development to visualize how concepts and ideas can appear in different real-life situations. Considering that once an interest in a particular text was expressed, the references made a connection to find another author and context. Some key phrases used to develop the search

for texts were: fear of sexual harassment, gender in EFL and ELT, verbal sexual harassment, gender and language learning, sexist language, and sexual harassment in schools, among other combinations with the same concepts.

Furthermore, the search process was based on the idea of finding texts that could relate to social justice as well as have a link to education and schools, in other words, it could be possible to create a pedagogical link with the ideas of feminist theory and critical literacy. This way, it was possible to find plenty of articles associated with the idea of gender in the field of EFL and ESL. Consequently, it was possible to identify the presence and importance of intersectionality for this study. Marginalization appeared not only for gender issues; class, language, nationality, and race were also characteristics that intersected in some situations of discrimination.

From the different authors found in the selected texts, it is possible to find multiple references; here are some of the most salient within the field: Judith Butler and bell hooks, in the framework of feminism and gender; Pierre Bourdieu as the main reference for the concept of symbolic violence; Michel Foucault framing ideas about oppression; Paulo Freire as one of the main exposures of critical pedagogy; Kimberlé Crenshaw representing the concept of intersectionality; and Allan Luke to define critical literacy, among other authors.

Papers that Enriched the Thesis Project

Here are the main papers that influenced and guided the creation of this monograph. The following papers were selected to support the ideas presented in the conceptual framework.

Table 1.

Summary of Articles That Guided The Review

N	References	Lessons learned in relation to my research question	Relevant Quotes
1	<p>1. Kerry Robinson (2000) #Great Tits, Miss!' The silencing of male students' sexual harassment of female teachers in secondary schools: A focus on gendered authority, Discourse: Studies in the Cultural Politics of Education, 21:1, 75-90, DOI: 10.1080/01596300050005510</p>	<p>This article gives a different angle on what is commonly perceived as sexual harassment in schools. It reflects how misogyny is present not only in society and the family but also in the structure of the education system. This text shows how female teachers are victims of sexual harassment, committed mostly through language. It also allows us to think and study the ways different ideas and</p>	<p>“Sexual harassment can be a major ‘silencer’ for many women, but it was even more effective when accompanied with discrimination based on one’s ‘difference’. p.84</p> <p>“Women were considered to be ineffectual disciplinarians in comparison with most male teachers” (p. 79).</p> <p>“In most households the father is taken as the person who makes the final decision and they often question their mothers’ decisions and I think this carries into the school. They will treat female teachers the way they treat their mothers, or the way they see their</p>

		<p>stereotypes can affect female students or anyone that is considered as “different” inside schools.</p> <p>The author demonstrates the power of intersectionality and how belonging to certain or even several social divisions can make you more vulnerable to violence. How not only sexual harassment is about sexism, but it can also be about racism and homophobia.</p> <p>This text allows us to reflect on the fact that if power relations are</p>	<p>fathers treat their mothers, which is not always pleasant” (p. 85)</p> <p>“Building rapport with students and establishing authority, for many women teachers, is not just about developing positive teaching methods and classroom management skills, but about breaching the gap that stems from deeply ingrained discrimination against women and their value in society, a discrimination that is reinforced and constituted within the schooling system. (p. 88)</p> <p>“Boys from a very early age are aware that accessing hegemonic masculinity privileges them to certain resources and institutionalised power that neither girls nor women will equally share in particular contexts. “ (p. 88)</p>
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		<p>questioned, the relation between teacher-students related to gender, and if there is proof that misogyny is present and structured through school systems, how can this affect female students if this paper demonstrates that female teachers are constantly affected by this same system? And more than being affected, they are being silenced and blamed for the violence they receive.</p>	
2	<p>Kleinman, S. (2002). Why sexist language matters. <i>Qualitative Sociology</i>, 25(2), 299-304.</p>	<p>This essay shows how violence can take different shapes through language and explains the importance</p>	<p><i>Words are the tools of thought. We can use words to maintain the</i></p>

		<p>of treating these topics inside school environments. It demonstrates how the way people use language can be the first step to preventing physical and massive acts of violence.</p>	<p><i>status quo or to think in new ways— which in turn creates the possibility of a new reality. (p. 300)</i></p> <p><i>We know from history that making a group invisible makes it easier for the powerful to do what they want with members of that group. Perhaps that's why linguists use the strong language of "symbolic annihilation" to refer to the disappearance of women into male-based terms. (p.302)</i></p> <p><i>We need to recognize that making women linguistically a subset of man/men through terms like "mankind" and "guys" also makes women into objects. (p. 302)</i></p> <p><i>Working against sexist language is working against men's violence against women. (p. 302)</i></p>
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3	<p>Carbado, D., Crenshaw, K., Mays, V., & Tomlinson, B. (2013). INTERSECTIONALITY: Mapping the Movements of a Theory. Du Bois Review: Social Science Research on Race, 10(2), 303-312. doi:10.1017/S1742058X13000349</p>	<p>Intersectionality is an essential concept in order to promote different movements and ideas from a critical and open perspective. It is necessary to prevent all kinds of violence because it allows us to visualize it.</p>	<p>“There, she employed intersectionality to highlight the ways in which social movement organization and advocacy around violence against women elided the vulnerabilities of women of color, particularly those from immigrant and socially disadvantaged communities.” p. 304.</p> <p>“Rooted in Black feminism and Critical Race Theory, intersectionality is a method and a disposition, a heuristic and analytic tool” (p. 303).</p> <p>“Kimberlé Crenshaw introduced the term to address the marginalization of Black women within not only antidiscrimination law but also in feminist and antiracist theory and politics” (p. 303).</p>
4	<p>Pavlenko, A., & Piller, I. (2008).</p>	<p>This paper allows us to reflect on real life</p>	<p>“Gender shapes interactions in the classroom, asking which participants</p>

	<p>Language education and gender.</p> <p><i>Encyclopedia of language and education, 1, 57-69.</i></p>	<p>situations where gender plays a part on the second language process and how big the implications of gender impact in the classroom and students' lives</p>	<p>have the right to speak and to define meaning, and who remains invisible and why" (p. 61)</p> <p>"What conceptions and discourses of gender do we aim at reflecting in our texts and classes, the ones accepted in the target language communities or the ones that have currency in our own?" (p. 66).</p> <p>"patterns of classroom interaction marginalize specific learners and/or groups of learners, such as immigrant and minority girls, working-class boys or nonathletic boys" (p. 62).</p> <p>"Perhaps, the best-known finding in this field is that in some contexts girls and women may be more inclined to study foreign and second languages and that they may outperform boys or men in this area" (p. 60)</p>
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5	<p>Hill, C., & Kears, H. (2011). Chapter 4. Preventing Sexual Harassment at School. In C. Hill & H. Kears, <i>Crossing the Line: Sexual Harassment at School</i>. American Association of University Women. (pp. 30-40).</p> <p>American Association of University Women.</p>	<p>This guide provided very practical and pedagogical instructions on treating sexual harassment, proving that this kind of literature is necessary for education. It also lets the reader understand every school member's role in these situations.</p>	<p>"The concept of teaching women's studies and empowerment classes to girls and boys, however, is a promising practice for combating sexual harassment at school" (p.33).</p> <p>"trying to be funny and acting stupid are not excuses for sexual harassment" (p. 33).</p> <p>"When students report sexual harassment, they are showing great faith in the educators with whom they choose to speak" (p. 32).</p>
6	<p>Stein, N. (1995). Sexual harassment</p>	<p>This text allows us to visualize different</p>	<p>"Sexual harassment is still not considered to be <i>violence</i>- not by most</p>

	<p>in school: The public performance of gendered violence. <i>Harvard Educational Review</i>, 65(2), 145-163.</p>	<p>contexts and identify behaviors. There are some testimonies of sexual harassment being perpetuated through verbal language. This article highlights how these types of acts are perpetrated a lot in public performances and allows the reader to reflect on this idea and understand the implications of the use of public performances.</p>	<p>teachers or school administrators, not by most law enforcement or public health officials, and not by most nationally appointed or elected political leaders" p. (146).</p> <p>"These stories illustrate injustices of considerable magnitude and suggest that schools may be training grounds for the insidious cycle of domestic violence" (p. 148)</p> <p>"Sexual harassment, when it occurs in schools, is unwanted and unwelcomed behavior of a sexual nature that interferes with the right to receive an equal education opportunity" (p. 148)</p>
7	<p>Morgan, K., & Björkert, S. T. (2006, September). 'I'd rather you'd lay me on the floor and start kicking me': Understanding</p>	<p>This text brings out a lesson and comparison to physical and psychological violence, discusses their implications, and situates symbolic</p>	<p>"Power came to be analyzed by feminists as a 'relation' which structured the interaction between men and women in all aspects of social life and explicit force/violence as a response 'to the failure of, or resistance to, other forms of control'" (p.442).</p>

	<p>symbolic violence in everyday life. In <i>Women's Studies International Forum</i> (Vol. 29, No. 5, pp. 441-452). Pergamon.</p> <p>https://doi.org/10.1016/j.wsif.2006.07.002</p>	<p>violence in real-life scenarios.</p>	<p>“a clear understanding that violence can take both physical and non-physical forms, and that the latter can be as damaging as the former” (p. 443).</p> <p>“Symbolic violence clearly lacks the intentional and instrumental quality of brute violence, and works not directly on bodies but through them...by extending the concept of violence to the symbolic domain, Bourdieu spotlights an often unnoticed mechanism for instituting or reproducing relations of domination” (p. 443)</p>
8	<p>Lau, S. M. C. (2012). <i>Reconceptualizing critical literacy teaching in ESL classrooms. The Reading Teacher,</i></p>	<p>This study proposes how to engage a language class in complex social and moral issues. It could be a way to channel</p>	<p>"ELs are quite capable of complex language learning when they are given adequate support" (p. 2)</p> <p>“It is not about when EL students are</p>

	65(5), 325-329.	and talk about verbal harassment. They show a similar intention by including a unit about bullying that helps students to deal with their day-to-day problems in school which is meaningful for this research.	capable enough to engage with CL, but rather about how we mobilize their existing linguistic, cultural, and cognitive resources to support them in gradually becoming a critical language user" (p.5). "An instructional focus on critical literacy encourages readers and writers of cultural texts so that they can create their own meanings to shape and transform their social conditions" (p. 1)
9	Weiler, K. (1991). Freire and a feminist pedagogy of difference. <i>Harvard educational review</i> , 61(4), 449-475.	This text reflects a different perspective on critical pedagogy and integrates important theories from the conceptual framework and the key ideas of the project like feminist theory and teaching. As well it discusses ideas around education and	"Feminist theory, like other contemporary approaches, validates difference, challenges universal claims to truth, and seeks to create social transformation in a world of shifting and uncertain meanings" (p.12) "if the teacher is democratic, is his or her political dream is a liberating one, is that he or she cannot permit the necessary difference between the teacher and the

		pedagogy that could be integrated into second language teaching.	students to become 'antagonistic'" (p. 17) "How can we build upon the rich and complex analysis of feminist theory and pedagogy to work toward a Freirean vision of social justice and liberation?" (p. 35).
10	Govender, N., & Andrews, G. (2021). Queer critical literacies. In <i>The Handbook of Critical Literacies</i> (pp. 82-93). Routledge.	The authors argue that critical literacies, which focus on analyzing power structures and promoting social justice, can be enriched through queer perspectives that challenge heteronormative assumptions and amplify marginalized voices. This can provide ideas on how to prevent violence.	"Negotiating issues of (a)gender and (a)sexuality means confronting how (student) teachers, teacher educators, learners, institutions, curriculums, texts, media, academics, research, and even governments are implicated in those power relations that marginalise or actively oppress non-normative gender and sexual groups while serving the interests of heteronormativity and (hetero)patriarchy" (p. 82) "Over and above inclusion, it is necessary to interrogate LGBTIQ+ texts in the face of heteronormativity so as to unpack how

			<p>resistance and nonconformity emerge” (p. 84)</p> <p>“Deconstruction without disruption maintains the dominance of normative representations and excludes existing redesigns. And, transformation without deconstruction or disruption risks reducing social action to awareness without harnessing the productive power of diversity” (p. 91)</p> <p>“QCL directly discusses the dynamics in social and educational settings or texts that marginalise or disempower queer people and perspectives” (p. 87).</p>
11	<p>Luke, A., & Woods, A. F. (2009). Critical literacies in schools: A primer. Voices from the Middle,</p>	<p>This paper allows the reader to define and understand the concept of critical literacy and its value inside the</p>	<p>“Relatedly, third wave feminism led to a strong focus on „standpoint” and agency in theory; this includes a critique of critical pedagogy itself as a potential form of</p>

	17(2), 9-18. doi	<p>school as well as how it can be introduced inside classrooms. As well as it is possible to create connections with second language teaching while it highlights ideas about feminist theory and feminist critics.</p>	<p>patriarchal practice” (p. 6)</p> <p>“A critical approach to language and literacy education requires the setting of culturally appropriate and generative contexts for enactment of cultural identity and solidarity” (p. 6)</p> <p>“critical literacyhas become a theoretically diverse educational project, drawing from reader response theory, linguistic and grammatical analysis from critical linguistics, feminist, poststructuralist, postcolonial and critical race theory, and cultural and media studies” (p. 2).</p>
12	<p>Género & ELT. (2021). Doctorado Interinstitucional en Educación - UDFJC. https://die.udistrital.e</p>	<p>From a local perspective, this paper defines the relationship between gender and ELT which allows to</p>	<p>“Education interweaves human relationships. Heterosexual and nonheterosexual people are part of that interweave, on which an ideologically</p>

	<p>du.co/publicaciones/capitulos_de_libro/genero_elt</p>	<p>comprehend better how to integrate more conceptual framework ideas into these two concepts to see how they interact inside a classroom. This text also includes some different local references and teachers' experiences.</p>	<p>heteronormative system has been forcefully imposed” (p. 48).</p> <p>“However, it is also evident that gay and lesbian students suffer from unpleasant experiences when they learn English, as they, intentionally or not, become the target of discrimination and pathological discourses which revolve around the idea that they are ‘disgusting’ “ (p. 49).</p> <p>“There is an urgent need to engage in a critical and decolonial analysis of the ways in which gender identities are treated in ELT and study how EFL students and teachers adopt, resist and define their position as subjects” (p. 53).</p>
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Ethical Considerations for this Review

The purpose of this study, more than to create an effect on the audience, is to visualize and expose a situation that tends to be overlooked. At the moment of choosing the topic of

research, several faculty members highlighted a crucial thought within the development of this project: it is important to recognize that the topic of this study is rather sensitive and thus may trigger different emotions not only for readers but also for the researcher (Rager, 2005).

However, the aim of analyzing certain situations is to fight against the normalization of injustice, going in parallel with the feminist movement, which fights against “sexism, sexist exploitation, and oppression” (hooks, 2019, p. 1). Reading, noticing, and even witnessing the topic of sexual harassment created a need to expose it and, as a future teacher, promote awareness of the victims as well as make their voices heard.

Educational spaces should be safe places for learning and helping others. When this is not accomplished, it is necessary to discuss and look for a solution, which is the main intention of this research. Even though some results could be overwhelming, instead of resigning to the worst, the idea is to fight situations where an individual can feel discriminated against and undervalued because of their gender. According to Adkins and Skeggs (2004), gender is not a theory in and of itself but a concept that supports different fields. The following idea can also be considered in this research to deal with the emotional aspects present in the study, “Gender in this analysis can never be understood as an abstract position but as an always lived social relation which will always involve conflict, negotiation and tension” (p. 11).

The emotional weight in this study could become lighter as we make sense of the damage that keeping certain topics in the dark can cause, as well as recognize how people who experience verbal harassment situations lived through and overcame those experiences in their lives and learned from them. Analyzing and talking about such a sensitive topic could help to deal in the future with harassment inside schools because one of the main problems highlighted in the articles read in the research is the lack of processes and empathetic people to give certain situations the relevance that they deserve.

Collecting data on sexual harassment and verbal harassment can be a strong experience; nevertheless, deconstructing harassment can help us understand it better, know

why it happens, and know its roots. According to Stein (1995), “the antecedents of harassment, she suggests, are found in teasing and bullying, behaviors tacitly accepted by parents and teachers” (p. 29). Harassment goes beyond school environments and somehow reflects societal problems, making it more complicated to be taken seriously. In this same narrative, “Stein makes a case for deliberate adult intervention and the inclusion of a curriculum in schools that builds awareness of these issues” (p. 29).

All things considered, not only sexual harassment language but verbal violence against women remain at large in different aspects of society, aspects such as TV shows, music, and social media keep reproducing messages that have an effect in schools and the educational community. These situations will continue to happen, nevertheless, it is believed that maybe through research it will be possible to find answers, discoveries, and ways to solve uncomfortable situations inside classrooms and school environments.

Understanding Challenging Oppressive Language Practices

To comprehend how the concepts of sexual harassment, language, gender, and second language teaching can be connected, it is important to visualize different contexts where the interaction of the proposed conceptual framework is present and generates multiple conflicts among teachers and students.

Contextualizing the Issue of Sexual Harassment Language in L2 Education

Even though gender and sexual harassment still need research in many parts of the world, focusing on the local area (Colombia), it was possible to identify these two topics as growing fields. To the best of my knowledge, in the case of sexual harassment as a keyword, it was easier to find articles developed in undergraduate education and outside the educational area focusing mainly on physical violence, meanwhile, gender in ELF and ELT had more literature surrounding schools and topics such as social identities, stereotypes, teacher's beliefs, and gender differences. According to Castañeda-Peña (2021), from the several studies he has incorporated in his research, he could identify some tendencies, such as a preference for the research of gender and sexuality representations in textbooks in undergraduate education, and pedagogies and practices, materials, beliefs, rights, and identities in post-undergraduate education, both developed around the public and private spheres.

To frame and contextualize the concept of sexual harassment, and more specifically verbal harassment, in L2 education, it is necessary to look into sociolinguistics (e.g., gender), symbolic violence (e.g., testimonies), and feminist theory (e.g., intersectionality). These fields help to examine the effects of gender inside the language classroom and allow for a better understanding of how violence can be structured. In some cases, it is possible to recognize how these concepts are connected to create a much larger meaning for sexual harassment, place it, and observe it inside a school, more specifically, in language classrooms.

Leaving behind the traditional perspectives of males and females, gender can influence motivation, goals, and wishes to learn a specific language or even participate in an L2 classroom. For example, according to Kobayashi (2002), because of the marginalization of women in Japanese society and limited opportunities, Japanese women prefer “English language learning, English language-related professions, English speaking people, and English-speaking communities” (Kobayashi, 2002, p. 192). Japanese women believe English can have more benefits in the marketplace, demonstrating that gender does influence the process of learning a language and introducing the field to look closer at different kinds of marginalization based on gender.

Moreover, intersectionality is also present in the framework, showing how multiple forms of power create particular social hierarchies and inequalities. Another example of how this can be reflected in the classroom is the situation exposed by Pavlenko and Piller (2008),

An Australian school shows that blond white-skinned Bosnian girls were easily accepted by their teachers and peers and perceived as competent speakers of English, whereas Chinese girls who arrived in the school at about the same time were oftentimes excluded from social interactions and positioned as incompetent (p. 61).

This situation explains how marginalization or even sexual harassment language is about being a woman and other sections that can influence and make an individual vulnerable. Intersectionality keeps being a work in progress where the authors in the field try to identify different contexts and go beyond the formal regimes of race, gender, and class (Carbado et al., 2013), meaning that marginalization can be structured in a diverse variety of ways where the victims receive certain impositions from someone else's privilege. Considering this, what other categories can be intersections in the L2 classroom? As the examples expose, culture and gender can intersect and make people targets of different types of violence while learning a particular language.

Following this, sexual harassment language can be reflected not only through offensive or sexual words. It is important to recognize that sexual harassment is also used to make you feel less and to impose power through the sexual factor. Robinson (2000), affirms that “Sexual harassment can be a major ‘silencer’ for women, but it was even more effective when accompanied with discrimination based on one’s ‘difference’ “ (p. 84). When difference and gender intersect in the execution of violence, it is important to remember the concept of intersectionality because certain students can be more marginalized than others. According to Pavlenko and Piller (2008), in L2 education, “patterns of classroom interaction marginalize *specific* learners and/or groups of learners, such as immigrant and minority girls, working-class boys or nonathletic boys.” (p. 62). This shows that certain behaviors retain meaning and serve the direct purpose of shaming certain individuals based on gender.

The individual idea that students and teachers perceive of gender could create issues inside the classroom; harassment can also be considered any activity where I impose my gender on another person or even a group of people. Even the idea of mansplaining could fit into this category, according to Kleinman (2002) in her essay about sexist language, “Making a group invisible makes it easier for the powerful to do what they want with members of that group. Perhaps that’s why linguists use the term “symbolic annihilation” to refer to the disappearance of women into male-based terms” (p. 302). This is evidence of how one group uses language to assert privilege over another, and it is not difficult to imagine how sexist language can develop into sexual harassment. And how to make that transition so the victim is rendered invisible.

One of the many issues surrounding sexual harassment is the lack of validation and recognition. It calls attention when comparing two vignettes in this article, where the victims were teachers (Robinson, 2000), and the other were students (Stein, 1995). In both scenarios, victims were accused of taking the situation too seriously, and the perpetrator did not receive a

sanction. They were ignored even when, in some cases, students were shown not only verbal but physical harassment, as well as being the victims who received the punishment.

Scenario 1 (teachers)

Most of these women chose not to complain about the harassment for fear of being perceived to be 'bad teachers' by colleagues and senior staff. Also, many of them believed that it was their own inexperience that was the cause of the boys' behaviour (Robinson, 2000 p. 85).

Scenario 2 (a 13-year-old Mexican)

The guys would want you to let them touch you all over. But I was one of the girls that would not do that. Then one day they thought they would do it anyway. So I defended myself like you should. I kind of hurt him. The teacher caught me hitting him. And I got so in trouble for hitting him. The teacher took him out of the room for his story and he lied and said he did nothing. My teacher wouldn't believe my story. I was the one getting in trouble. The school and the principal wouldn't listen to me (p.147)

Acts where harassment is not recognized but instead is silent and unnoticed, even when there is a situation that keeps being repeated or when a group is not physically attacked but silently marginalized, are cases where different types of violence interact and where the origin of other forms of violence comes from symbolic violence. According to Morgan and Björkert (2006), symbolic violence is systematic violence perpetuated through the symbolic universe and is not perpetuated through physical attacks; "it works not directly on bodies but through them" (p. 443). Symbolic violence could explain why verbal and nonverbal language is used to perpetuate violence but still end up being undervalued acts for many parents, teachers, and even principals in schools. Leaving behind confused and frustrated victims whose voices were not heard, and who are stuck in a system where marginalization is structured in a symbolic domain.

In conclusion, a complex background surrounds the context of sexual harassment, where issues like intersectionality and symbolic violence come into play when dealing with various environments. L2 classrooms and schools are generally spaces where people with different backgrounds, ideologies, cultures, and genders interact daily. Sexual harassment is not an isolated act but an accumulation of phenomena that come together to humiliate and impose power.

Toward More Equitable Practices in Second Language Education: An Initial Proposal

When teaching a second language, teachers' treatment and pedagogical use to texts is essential. Students are constantly surrounded by texts, not only in schools but thanks to the internet and ICTs, they have a major exposure where they constantly process information. Paulo Freire highlights the principle that "texts are not neutral." Texts are political and have the power to include or exclude. Second language education is an opportunity to cover multiple social problems through critical literacy practices.

Equitable practices in second language education require the use of texts to analyze and create awareness about issues related to gender to prevent sexual harassment as well as disrupt heterosexist practices and the heteronormativity established, reinforced, and constituted in the schooling system (Govender & Andrews, 2021). As mentioned before, sexual harassment is deeply linked to the ideologies surrounding gender, and traditional bilateral views constantly reproduce violence. In this proposal, the hope and direction include texts as a tool to prevent sexual harassment in schools as well as discriminatory practices that could trigger or even promote verbal harassment.

Texts have the power to make students identify with or even empathize with different situations and characters. Critical literacy takes this into account with the goal of deconstructing old-fashioned educational practices; it mainly looks forward to (1) going against cultural dominance and marginalization, (2) creating inclusion for marginalized minorities, and (3) engaging with the significance of texts, discourses, and ideologies that affect everyday life

(Luke & Woods, 2009). Therefore, as teachers, it is possible to determine that sexual harassment is a situation in which students have the power to question and problematize.

Some Steps to Take in Language Teaching

Preventing sexual harassment language involves the participation of every member of the school community, from administrators to parents and students. Nevertheless, the focus of the study is on second language teaching. What can English teachers do to combat sexual harassment language as part of their learning and teaching practices? As it is mentioned before, in this study the answer involves the practice of critical literacy, but the first step to answering the question is to understand that teachers need to have training and resources to handle sexual harassment language (Hill & Kearsley, 2011), in other words, teachers should know and interact with concepts associated with feminism theory in order to not perpetuate violence based on gender and, most importantly, to understand and highlight the need to combat sexual harassment language since it is not an isolated act from the problems that surround society.

This first step is to promote ways to question the power relations inside the language classroom to move forward to disrupt these relations and create a space where gender is not used to marginalize others. Teachers must show students that every identity is completely welcome inside the classroom. This is important not only for students who are still growing but also for future adults and generations who look forward to living in a world with justice.

The second step involves challenging discriminatory comments and jokes (Hill & Kearsley, 2011) to create the initiative not to tolerate these kinds of acts. As mentioned before, this way teachers should show they are responsible adults that can be trusted. The ideal scenario, according to (Hill & Kearsley, 2011), would be that trust could be maintained not only in teachers, but in any member of the staff, with the purpose of creating a non-tolerable sexual harassment environment in school because the initiative should come from the top of the school hierarchy.

The third step is when critical literacies could take place. When a teacher understands the importance of gender issues, there is a need to act. According to Hill and Kearsley, (2011), “the

concept of teaching women's studies and empowerment classes to girls and boys, however, is a promising practice for combating sexual harassment at school" (p. 33). Promoting social justice inside the language classroom can be a disruptive act to go against discriminatory practices that can be reproduced in learning a language. Reading and writing are tools to fight against symbolic violence and show students how to use their voices to promote the greater good.

Furthermore, a few practices may make a difference inside the classroom. As mentioned before, sexual harassment is a way to silence, undervalue, and discriminate against someone. Through classroom management, teachers can create a culture of respect inside the classroom and create dynamics to encourage friendship, "Students are less likely to sexually harass people they respect, and they will be more likely to stand up for someone they know and like" (Hill & Kears, 2011, p. 34). Here is where intersectionality takes place, with the purpose of understanding that this is a relevant problem no matter the gender, culture, disabilities, language, social class, or race, among others.

To accomplish disruption around sexual harassment language, it is necessary to comprehend how intersectionality impacts this and many other theories. It is not enough to stand for gender equity but to understand what it implies and, in some cases, subtracts. According to Carbado and colleagues (2013), "discourses of resistance can also produce and legitimize marginalization" (p. 304). Gender is a complex topic, nevertheless, it deserves attention and study to achieve justice, and this is something every teacher should commit to. This way, it could be possible to identify new mobilizations of intersectionality in the educational field, such as new categories from the ones that are usually recognized (i.e., gender, race, class, etc.) to add in the intersection and dynamics of the language classroom (e.g., nationality, L1 and L2, specific needs and diagnosis, low-academic grading and performance) with the purpose of finding more intersections and also "bring the often hidden dynamics forward in order to transform them" (Carbado et al., 2013, p. 312).

Texts can also have intersections to analyze, understand, compare, and interpret. Part of this is what makes critical literacy a useful tool to prevent sexual harassment, students can become critical of the world surrounding them. According to Beck_(2005), critical literacy intersections can be highlighted in the following definition of CL, “an attitude towards texts and discourses that questions the social, political, and economic conditions under which those texts were constructed” (p. 392). Comprehending how these intersections impact the message of different texts can help students construct their critical perspectives and arguments around topics related to injustice. For example, Govender and Andrews (2021) discuss the importance of disrupting heteronormativity, analyzing who is excluded and included in every text. They affirm that “any texts can be read with a queer lens” (Govender & Andrews, 2021) but as a society, this has only been recognized as a controversy-filled with marginalization without looking into different lenses.

Identifying the Path Where Equitable Practices Guide Teachers

Based on the ideas proposed above, it is possible to understand that teachers can take many more steps to prevent sexual harassment. Nevertheless, this study has concluded that every step is part of a bigger process to eradicate this practice completely. Established in Queer Critical Literacy, there are four steps to include QCL in the classroom, texts, and curriculum, “Identification, deconstruction, disruption and transformation” (Govender & Andrews, 2021). The proposed steps could also be used as a medium to prevent sexual harassment in schools and classrooms. Every action taken to confront sexual harassment language follows the order proposed by Govender & Andrews (2021). It also offers a general answer to the question, *what can English teachers do to combat sexual harassment language as part of their learning and teaching practices?* Every part of the process can develop micro-actions to achieve the main goal of fighting against sexual harassment and the ideologies around it.

Discussion

The field of sexual harassment language is getting stronger in Colombia because of multiple allegations, protests, and formal complaints in the undergraduate context. Nevertheless, these topics have become too normalized in schools, where there are even public reports of directors covering cases of harassment of students (Bolvar, 2022). There is more literature on college and adult experiences, but it is also important to check how elementary and high school students manage different gendered discourses. Usually, in those years, children learn manners and ideologies from their parents and their environment. Even college experience can be a guide to expanding into new interrogations.

More academics could navigate around the spaces of public and private schools in Colombia as well as how teachers can implement this as a topic inside the second language classroom or even the curriculum in a more methodological way. Discussing gendered vocabulary, sexuality, sexual harassment, domestic violence, and sexism in textbooks, students' experiences, and media could be a new approach to start looking for innovative methods. Furthermore, the field of critical literacy needs to keep intersecting with this topic with more practical pedagogical ideas to help teachers expand on gender. As well as keep searching for new ways to train teachers in gender studies and feminist theory.

Recognizing how violence and marginalization are structured in the school system is imperative to achieve the former ideas. How marginalization works in between different school hierarchies is the first step for a teacher not to be part of violence as well as to develop a critical eye, as Weiler (1991) says, "the continuing force of sexism and patriarchal structures and the power of race, sexual preference, physical ability, and age to divide teachers from students and students from one another" (p. 13). As teachers, it is very important to identify the roots and reasons of different problems that appear in schools and know how to appropriately treat those situations. Acting without understanding or omitting information can be chaotic in schools.

Looking for effective prevention strategies in local education builds a meaningful approach to ending the habits of ignoring and overlooking harassment and creating consequences and pedagogical teaching in the perpetrators of violent practices. It is important to involve educators, institutions, curriculum developers, and policymakers in the relevance of topics associated with gender and harassment to promote justice for victims of these same topics.

Promoting safe learning environments should be a relevant concern for all the members involved in the school community. Research could keep navigating the consequences of these acts and promote policies and methods to create better practices inside second language teaching to combat and disrupt traditional ideologies around languages, gender, teaching, and learning performances.

Conclusion

As mentioned before, these discussions carry a heavy emotional weight because marginalization can be demotivating and overwhelming. Nevertheless, it can be a space for self-expression and a way to identify with others and become more empathic. In education, institutionalized pressure can make sexual harassment language an experience even harder for victims. According to Weiler (1991), "An aspect of institutionalized authority, it is the need for women to claim authority in a society that denies it to them" (p.24). Furthermore, this problem applies not only to women but also to LGTBQIA2S+ folx.

It is important to keep creating relationships around the concept of sexual harassment language to understand the way violence is reproduced, executed, or even learned in schools. According to Govender and Andrews (2021), "By questioning why and how certain identities are privileged through educational and communicative practice, teachers and learners can begin to rethink how classrooms, ways of communicating, text selection, pedagogical decisions, institutional cultures, and government policies have significant material effects" (p. 84). This

should become a step to transform the way teachers understand their role and recognize the power they have to prevent sexual harassment through language practices.

Consequently, critical literacy in Colombia (Mora, 2014; Mora, et al., 2021) can be an opportunity to shape the identity of students as citizens. Even though some attempts have been made to understand this identity related to gender, it is important to keep looking at classrooms and texts as opportunities to create meaningful ideas and acts. Future local research should aim to “develop useful, powerful mastery of texts to transform lived social relations and material conditions” (Luke & Woods 2009, p. 2).

In conclusion, the idea is to impact educational practices by understanding this study as a valuable perspective for future research with the objective of challenging oppressive language practices in second language teaching. As well as to empower the role of teachers, especially the ones who have experienced marginalization, symbolic violence, or situations where their authority has been questioned. Let this motivate folk to promote respect and equity among students and awareness for teachers in the feminist theory field.

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