HOW

Intersectional Identity Studies in Colombian ELT: A Profiling Research Study

Estudios de Identidades Interseccionales en el ELT Colombiano: Un Estudio Investigativo de Perfiles

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Abstract

This article aims at sharing the preliminary literature review of the main developments related to Intersectional Identities in Colombian English Language Teaching and general educational contexts worldwide. First, I trace the research work concerning the topic at both national and international levels through a bibliometric analysis in Scopus to see the main developments regarding intersectionality from a decolonial perspective. Then, I show through a complementary bibliometric study, 50 articles that were collected from different databases, and the trends found as representation of intersectional studies. The analysis indicates two core trends: (1) Intersectional studies in general educational contexts and (2) Intersectional studies in ELT contexts. Finally, I present how this profiling research study shows that the topic of Intersectional Identities in Colombia seems scarce within the field of ELT.

Keywords: Colombian ELT, intersectionality, intersectional identity, profiling research study

Resumen

Este artículo tiene como fin compartir la revisión bibliográfica preliminar de los principales desarrollos sobre las Identidades Interseccionales en la enseñanza de la lengua inglesa (ELT) en Colombia

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y en contextos educativos generales alrededor del mundo. Primero, hago un rastreo de trabajos de investigación referentes al tema tanto a nivel nacional como internacional por medio de un análisis bibliométrico en Scopus para ver sus principales desarrollos relacionados con interseccionalidad desde una perspectiva decolonial. Luego, muestro a través de un estudio bibliométrico complementario, 50 artículos que fueron recolectados de diferentes bases de datos, y las tendencias encontradas como representación de estudios interseccionales. El análisis indica dos tendencias principales: 1) Estudios interseccionales en contextos educativos generales y 2) Estudios interseccionales en contextos de ELT. Finalmente, presento cómo este estudio investigativo de elaboración de perfiles muestra que el tema de las Identidades Interseccionales en Colombia parece escaso dentro del campo de ELT.

Palabras clave: ELT colombiano, interseccionalidad, identidades interseccionales, estudio investigativo de elaboración de perfiles.

Introduction

This profiling exercise looks into the intersection of identities (the integration of different identities such as race, gender, social, etc.) which in one way or another can affect students' language learning process. This research interest is based on a concern about the considerable number of students continuously arriving at most Colombian schools and who belong to different nationalities, racial/ethnic and indigenous communities. This concern is related to the fact that they may be suffering from segregation due to their social identities and the intersection of them even though the number of students from other cities/countries is high. Evidence of this appeared at the school where I work, a public institution located in Kennedy neighborhood in Bogota, (Colombia) with a total of 2730 students from which 455 (16%) belong to countries and cities other than Bogota. Some of them come from countries such as Peru, Ecuador, Venezuela, and some others from Colombian indigenous communities.

When I found the previous educational context, I decided to start a research study based on this group of students as they are not always borne in mind for being considered a minority, according to the statistics of the school (only 16%). That is why, not only students from other cities of Colombia but from other countries are going to be considered in the study, as the intersection of their identities including race and ethnicity are included and the possible intersection of these identities may affect their learning processes. At this point, I started to look for information about research studies that included an intersectional perspective. In other words, I started a profiling research study that "aims to augment, nor replace, that literature review, thereby helping to fulfill the purposes of understanding the structure of the subject, important variables, pertinent methods, and key needs" (Porter et al., 2002). All of this, to see the *who*, *what*, *when*, and *where* research about intersectional identities in ELT has been done. For this analysis, the information given by the database Scopus was used to trace research, and the bibliometric information was considered as well due to the lack of access to many of the documents.

On the one hand, the search on Scopus in June 2021 (Figure 1) showed that the first study including the term "Intersectionality" was reported in 1998. There was a period of stability with few studies from 1998 to 2005 (between zero and four per year) but in 2006 there was a rise with seven research studies which continued until 2020 with 369. During the last decade, the number of studies increased from 26 to 369 but the year 2021 shows 239 by the month of July. These statistics show a growth in the intersectional research field. In general terms, these studies included aspects as race, gender, class, and culture and the way in which these identities are present when segregation appears. As many of these studies are not from educational contexts, mentioning how discrimination is being evident from different fields is important.
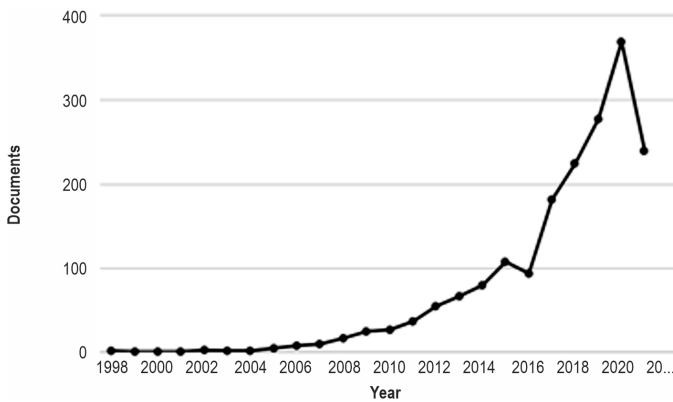

Figure 1. Documents by year

Figure 2 shows the amount of research carried out according to the global territory. It can be said that research related to intersectional studies has been done primarily in the U.S. with more than 1000 articles, the U.K. with almost 300 articles and Canada with nearly 200; Australia, Spain, the Netherlands, Sweden, Germany, South Africa, and India remained with less than 100 publications.

At this point of the search, I say that, according to the Scopus report, there are no reports from Latin American countries about research studies that included an intersectional perspective.

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Looking at the different areas in which intersectional studies have been carried out, Figure 3 shows that half of the studies are concentrated in social sciences with 1409 articles. Besides, the areas of Arts and Humanities only represent 14.8% with 417 reports. This also means that there is an apparent lack of studies in areas such as languages, social studies, and arts that include these kinds of research in which social identities and their intersection can
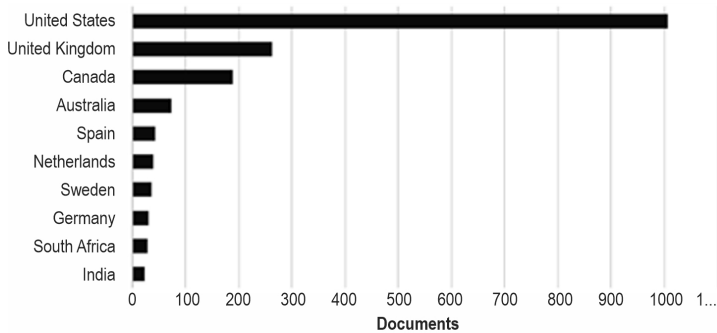
Figure 2. Documents by country
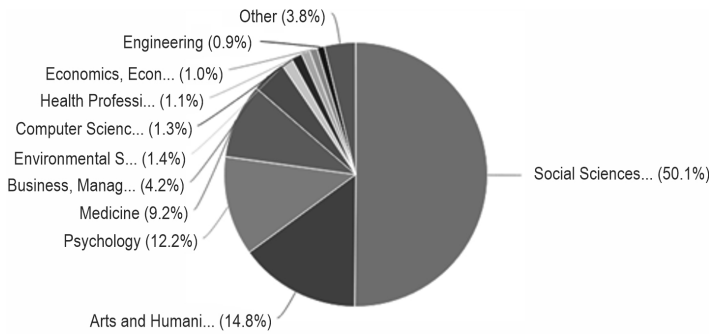
Figure 3. Documents by area

be present. The main reason is to put on the surface that discrimination is not a topic to be developed only in educational contexts but in all areas.

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The bibliometric analysis shows that each time more scholars are getting interested in conducting intersectional studies. The number of articles published on the topic has increased considerably since 2006, which may be happening due to the possible fact that social identities are not seen as separable characteristics of the human being but integrated in recent years. Besides, it could be stated that most of the studies were conducted in the U.S. and mostly in Social Sciences areas. These results support the idea of doing more research studies in Latin American countries, in Colombia for instance, and in the ELT field, as this type of literature seems scarce according to the information gathered by this database.

On the other hand, a complementary bibliometric study was done to explore different databases, as the previous search was focused only on Scopus. The same aspects were considered to compare results in this additional bibliometric search. Figure 4 shows the classification of documents (n=50) per database consulted. Research articles were taken from ProQuest (n=11), ResearchGate (n=10), JStor (n=8), Taylor and Francis (n=8), and there were other databases with less than five research articles each.
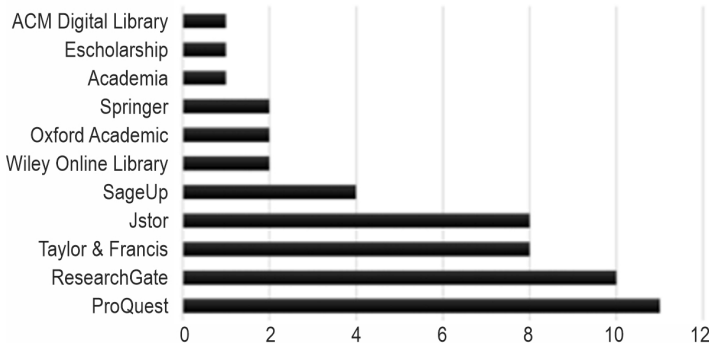
Figure 4. Documents per database

Similar results are displayed in Figure 5 in which the U.S. seems to have most significant number of documents (n=38), followed by Honk Kong and the U.K., each one with only two. The rest of the countries present only one research study. It is imperative to mention that although these are the countries where the research studies were conducted, their research participants belonged to different backgrounds (Latin American and European mainly). This shows that the studies conducted in these countries included people from all over the world which could mean that the same situation of circulation of students from different countries are also happening in other countries.

Figure 5. Documents per country

Figure 6 presents publications from 2007 to 2021, in which only one document was found between 2007 and 2011. There are two documents between 2012 and 2013, four from 2014, and six between 2015 and 2018. Then, three studies from 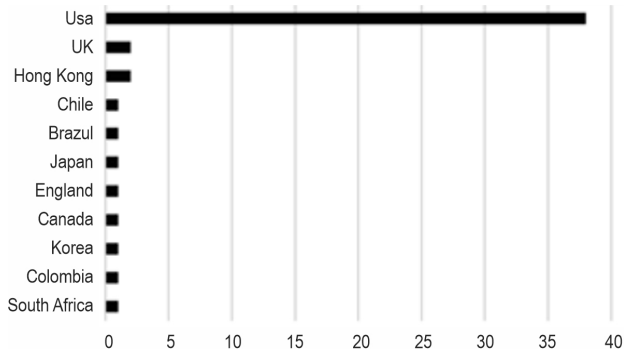2019 and 14 from 2020. Only three studies were found from 2021 in which the main context mentioned is the pandemic and the way in which social identities were worked in the lessons present a concern for technological issues.
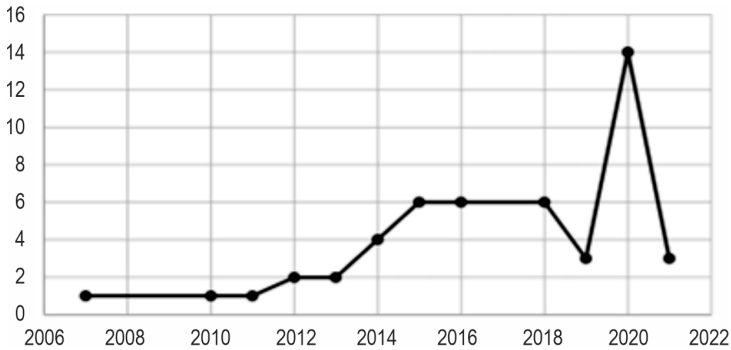
Figure 6. Documents per year

Finally, Figure 7 presents the documents by area according to what was found in the 50 research articles. There are 39 (78%) studies from general contexts including psychology, physics, math, science, and STEM. Only 11 articles (22%) were conducted in ELT fields mentioning the fact that teachers from different backgrounds (African American and Latin-American) are the most interested in working with social identities in the classroom. This low number of studies demonstrates again the necessity to conduct more intersectional research studies in English language teaching.
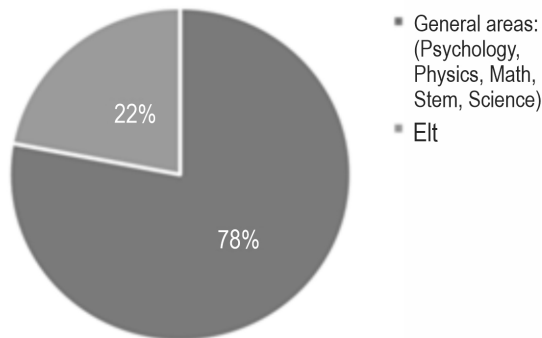
Figure 7. Documents by area

After this complementary bibliometric study was done, the 50 articles that appeared in the 11 databases were submitted to a careful reading in which several important concepts and scholars emerged. Those concepts and scholars are going to be included in the following part as they deserve an analysis to see who have talked about this topic as well as what has been said. To finish, it is imperative to mention that by July 1st, 2021, there were no articles related to intersectionality found in any Colombian journal.

Emerging Concepts and Scholars

Intersectionality

In this section, the definitions and intersected categories given and explained by Crenshaw (1989)All the Blacks Are Men, But Some of Us are Brave! (Hull et al. 1982 and Collins (2000) will be included. These authors are important in this profiling research study as most of the documents from the complementary bibliometric study included their definitions. In addition, contributions from Anzaldúa (1987) and Lugones (2005) will be included as they contribute to how intersectionality is perceived and defined from a feminist and decolonial perspective. To finish, other social categories included in the research articles (as religion, age, ethnicity, language, and professional identity) will be mentioned as they were considered in Anzaldúa and Lugones' studies.

Crenshaw (1989) is an African American lawyer who stated that "one way to approach the problem of intersectionality is to examine how courts frame and interpret the stories of Black women plaintiffs" (p. 141). She affirms that social identities as gender, race, and class are categories that need to be overlapped and constitutive rather than isolated. In her work, she emphasizes three legal cases that included racial and sex discrimination against black women. One of the cases was related to General Motors in 1976, in which five black women sued the company for a seniority policy in which they explained that no black women was hired before 1964 and the ones hired after 1970 lost their jobs after a layoff during a recession. With this, Crenshaw wanted to show how black women were exposed to discrimination due to their sex and race and, from her professional expertise, she tried to create legal categories to face these kinds of segregation that included both social aspects.

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Later, from a feminist perspective, Collins (2000) defined intersectionality as the "analysis claiming that systems of race, social class, gender, sexuality, ethnicity, nation and age form mutually constructing features of social organization, which shape Black women's experiences and, in turn, are shaped by Black women" (p. 299). Thus, she argues that these intersectional identities in society influence cultural oppression patterns, producing unjust results. She also proposes that intersectionality can help achieve social change when it is seen as a critical practice. It can be seen here that Collins includes other identities or social aspects

(as sexuality, ethnicity, nation, and age) in the intersectional field, not only race and sex, as Crenshaw did in the 80s.

An important aspect to highlight is that most of studies still follow these northern authors who do not work from an educational perspective. However, one crucial aspect to consider is that these authors define themselves as women of color, which according to Lugones (2008) refers to women who were victims of racial domination and include indigenous, mestizo, mulatto, and black women who are victims of *Coloniality of Gender* (gender seen as a binary imposition created in colonial times to dominate, understanding binary as a term that needs a corresponding opposite). This situation shows that they are seen as protagonists of decolonial feminism, and their *locus of enunciation* (their geo-political and body-political location, which according to Grosfoguel (2006), is coherent with their work). However, I considered it important to look at the possible contributions that have been made to the intersectional field in Latin America.

On the one hand, Anzaldúa (1987), a Mexican-American, Chicana, and feminist activist, was the author of the book "Borderlands/La Frontera: The new mestiza". In this book, she combines autobiography, poetry, and the use of different languages as Spanish, Chicano-English, etc., to show the richness of diversity in terms of multiple identities that a person can have: "The new mestiza". She was a woman of color, indigenous, lesbian, and marginal who lived in the borderland, a situation that made her struggle with her gender, racial and linguistic origins. In her book, she narrates different experiences she had. She problematizes the heteronormative and patriarchal identities that she was subjugated to because of the role she was supposed to develop in her community: "For a woman of my culture there used to be only three directions she could turn: to the Church as a nun, to the streets as a prostitute, or to the home as a mother" (Anzaldúa, 1987, p. 17). In cultural terms, she explains that for a Chicano-Mexican, there was no space for sexual deviance, and it was considered condemned by the community, a situation that made women feel like "the stranger, the other" (Anzaldúa, 1987, p. 17) in her own home.

On the other hand, Lugones (2005), an Argentine feminist philosopher, talks about the intersection of aspects such as gender, class, race, and sex, which give space to domination. In her article, she mentions that "[there] is a shift from a logic of oppression to a logic of resistance" (p. 61). Regarding gender, feminism fights or goes against white men's subordination; in terms of culture, it refers to the imposition of European cultural knowledge through colonialism. That is why she states the importance of unmasking two different things: social aspects as categories of oppression and intersectionality as a fusion of these inseparable aspects.

What seems important here, is that all these categories were not enough for Lugones because when they are intersected, they do not give space to any extra possibilities. For

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instance, the categories "women" and "black" did not include black women as "women" refers to white, bourgeoise heterosexual women, "black" includes black heterosexual men, and "man" refers to white bourgeoise heterosexual men. These categories did not seem to fit black women, which means they were erased. Consequently, they did not have any human rights because they were not even considered as such. At the same time, these categories could be contributing to inequality and subordination in terms of who has the power and who does not. When talking about fusion, she mentions that aspects such as gender, class, race, and sex should not be separated as she, as a lesbian, Chicana, and Mexican American, never saw it that way. She was always conscious about these aspects as merged characteristics that identified her in every place she was.

Anzaldúa (1987) and Lugones (2005), included two critical aspects: power and fusion, which played an important role in their writings. For Anzaldúa´s culture and family, it was important to obey men, do the chores, become a mother, and receive physical punishment when disobeying. In Lugones' case, power is presented not only as patriarchal domination, but also as oppression in a particular category (women) that does not include all possible options (e.g., black women). This shows that power is present within minorities too, even if they share a particular identity or social category. Besides, both authors mention the fusion of the multiple identities, as they are not separable, as they are present in a single person; thus, aspects such as gender, race, sexuality, and human being cannot be considered as divided or disconnected.

These inseparable aspects (sex, gender, race, and class) are not the only ones that can be intersected. Figure 8 shows the intersected categories presented in the 50 research articles for this profiling research study, it is essential to say that any social aspect can also be intersected. The problem is that these identities become excuses to dominate, discriminate, or even erase humans in any form in any part of the world.
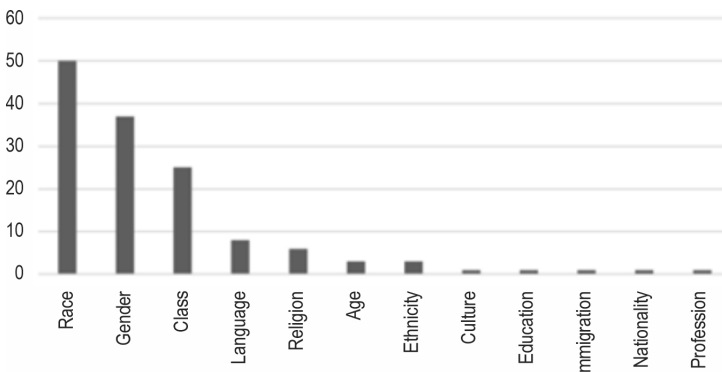
Figure 8. Number of documents intersecting each identity

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Main Contributions from the Profiling Research Study

The following section deals with the two main trends that were found in the research articles related to intersectional studies. For a better understanding, Figure 9 shows the 50 articles and the way in which I grouped them according to the main trends and sub-trends. The first trend includes articles that were related to intersectional studies in general education contexts. The second trend refers to studies that specifically included intersectional studies in ELT contexts. At the same time, these main trends present some sub-trends; within them the authors and articles that compose them are also presented.
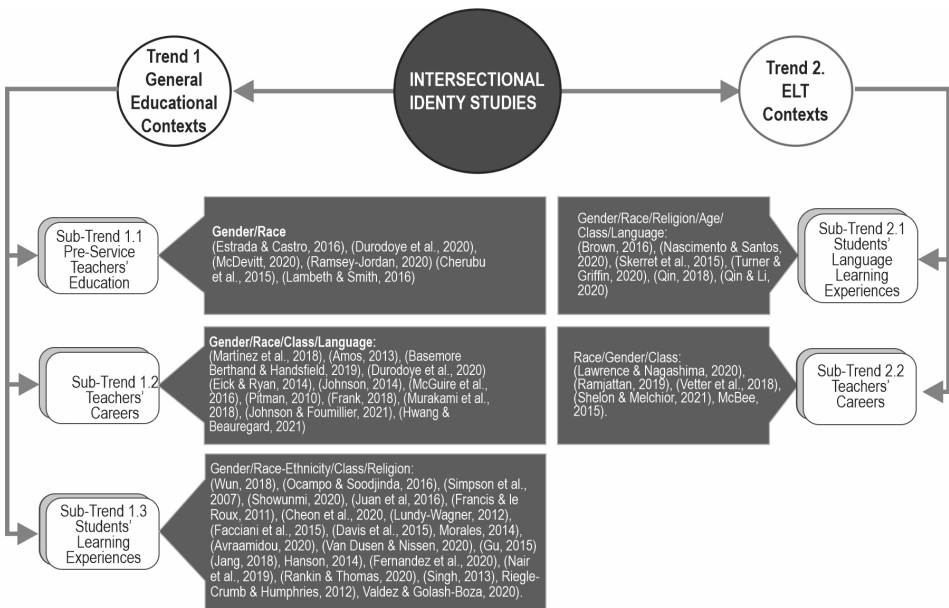
Figure 9. Intersectional Identity Studies. Own elaboration

Trend 1: Intersectional Studies in General Educational Contexts

Most of the research studies were carried out in different contexts (pre-school, middle-school, high school, college, or university) and fields (psychology, physics, mathematics, science, social studies, or STEAM). Three sub-trends were identified:

Pre-service teachers' education. The way in which pre-service teachers see intersectional identities can help students' learning processes as they can give children the

opportunity to better understand and accept diversity. At the same time, pre-service teachers can improve their teaching practices in the future.

Eick and Ryan (2014) mentioned the necessity of looking at pre-service teachers' experiences while their social identities were intersected. Estrada and Castro (2016) analyzed how race and gender were influencing pre-service teacher students' social imaginaries as some women were not even recognized yet because of their condition non-white. Ramsey-Jordan (2020) suggested that pre-service math teachers should pay more attention to cultural and racial differences to improve students' experiences at school.

Other studies worked on the way in which pre-service teachers' experiences could influence their future pedagogical practices. That is the example of McDevitt (2020) who researched the experiences of low-income African American pre-service teachers. Moreover, Cheruvu et al. (2015) sustained that there is scarce literature examining pre-service teachers of color experiences, needs, and perspectives that contribute to their retention in the program while constructing their own identities. Finally, Lambeth and Smith (2016) also talk about pre-service teachers' limited beliefs about their abilities to teach students from diverse race and social classes (Bazemore-Bertrand & Handsfield, 2019).

Teachers' careers. In-service teachers' experiences are considered important as the way their colleagues treated them; students and superiors will also determine the way they will teach their students to see diversity as a positive aspect.

On the one hand, Martinez et al. (2018) argued for the need to understand how intersectionalities of gender and race influence the unique identity of male teachers of color experiences in the tenure process. Pittman (2010) stated that there is a need to research on the teaching experience of women faculty of color as aspects like race and gender became a harmful tool that affected students of color retention and achievement. There is also a lack of studies on the experiences of black teachers that have been segregated for being part of areas such as science, technology, mathematics, engineering, and STEM (Frank, 2018). Johnson (2014) researched the experiences of LGBTIQ teachers as there was a scarce literature giving voice to racial, sexual, and gender minorities. Johnson and Fournillier (2021) examined the lack of studies on experiences of women in educational leadership. Murakami et al. (2018) explored school administrators' experiences in finding the intersection of professional identity and race, which they find imperative to diminish discrimination at schools. Hwang and Beauregard (2021)we challenge the static and dichotomous assumption of the existing intersectionality framework (e.g. privilege versus disadvantage sustained that it is important to work on teachers' experiences when they are marked by migration, gender, and ethnic stereotyping which led to discriminatory practices.

On the other hand, Amos (2013) affirmed that paraprofessional experiences had not been widely explored. Microaggressions appeared in a higher level when identities as ethnicity,

language, and experience became excuses for the community to discriminate school's general service staff. Durodoye et al. (2020) investigated disparities in career outcomes by discipline, underrepresented minority status, and gender separately, and then they turned their attention to race and gender specifically by stratifying academic discipline. McDevitt (2020) researched the experiences of domination in preschool teachers and how these experiences influenced their pedagogical practices. McGuire et al. (2016) sustained that there is a need to ask for the experiences of people who occupy multiple socially marginalized categories, especially the ones related to aspects such as religion, race, gender, etc. Finally, Francis and Le Roux (2011) concluded that pre-service and in-service teachers need to learn how to be more critical to promote social justice in and outside the classroom.

As shown in the previous studies, the importance of teachers' experiences while developing their jobs is huge. How they feel and how administrators, colleagues, and superiors treat them would define their success during their teaching practices, as well as how they would teach their students to accept and experience diversity in a fruitful way.

Students' learning experiences. Due to the intersection of diverse social aspects, these studies show how students had to face different situations that affected their academic life and their learning process.

To begin with, Wun (2018) affirmed there is a need to attend to the experiences of girls of color as some policies seem to be created to support boys of color who are also affected by harsh school discipline. Lundy-Wagner (2012) stated that more attention needs to be paid to students' experiences at university to analyze their influence on its completion as some decide to drop out due to discriminatory experiences while studying. Showunmi (2020) focused on the importance of researching on leadership and identity among black minority ethnic women physically, morally, and spiritually stigmatized by a dominant culture.

To continue, stereotypes are playing a unique role in students' experiences as through media some specific models are being portrayed to show who they have to look like and be according to their gender, race, social class, etc. Facciani et al. (2015) talked about comic books and how women are hypersexualized and presented with subordinated roles according to their gender or race. Cheon et al. (2020) wanted to identify various social identities that make students vulnerable in order to see that those variables sometimes become a suffering for them. Ocampo and Soodjinda (2016) researched students' educational life as 35 of their participants faced discrimination for being gay and Asian-American. Singh (2013) sustained there is a lack of research on transgender youth of color and concluded that "researchers, practitioners, and advocates may better understand and ultimately serve transgender youth of color from a strength-based perspective" (p. 701). Morales (2014) found that black university students were perceived as poor along with race and gender, which promoted microaggressions. Nair et al. (2019) also studied

microaggressions in different marginalized groups by considering the different social aspects as intersected not separated.

In addition, as teachers, it is seen that most stereotypes are related to the major that students are expected to study in their future affecting their experiences while studying. Avraamidou (2020)in this single case study I explore the barriers, difficulties, and conflicts that Amina, a young Muslim woman, immigrant in Western Europe confronted throughout her trajectory in physics and the ways in which her multiple identities intersected. The main sources of data consisted of three long biographical interviews, which were analyzed through a constant comparative method. The analysis of the data provided insights into how intrapersonal, interpersonal, sociocultural factors, alongside a myriad of experiences nurtured Amina's intersectional identities and what this may mean for Muslim women's participation in physics. The findings are summarized in two main assertions: (a worked on students' career aspirations in high school as they found that there are no studies about Muslim women life stories, especially the ones who are related to physics. Van Dusen and Nissen (2020)we problematized the measurement of equity by using two competing operationalizations of equity: Equity of Individuality and Equality of Learning. These two models led to conflicting conclusions. The analyses used hierarchical linear models to examine student's conceptual learning as measured by gains in scores on research-based assessments administered as pretests and posttests. The data came from the Learning About STEM Student Outcomes' (LASSO affirm that predictions on test results are always better for white people than for black women. Jang (2018) also worked on math test results and the intention of South Asian female students to continue their higher education in careers related to STEM. Hanson (2014) argues that a lack of attention to diversity limits research on Asians in the U.S. and their experiences in science. Rankin and Thomas (2020) researched on black women experiences and how they negatively impact their recruitment and retention in the field of computing.

Besides, when looking at students with a difficult legal situation, their experiences are not encouraging. "Intersectionality can be useful in understanding the individual and personal experiences of living within and belonging to these [social] systems, particularly as a multiply marginalized individual" (Juan et al., 2016, p. 236). Fernandez et al. (2020) sustained that the experiences of afro Colombian immigrant women have not been studied in Chile. Race and sex are related to stereotypes and are also common aspects that make students vulnerable because getting a job in the future becomes difficult for them. Valdez and Golash-Boza (2020) researched the necessity to reconsider the status of undocumented students as it could reshape their identity and sense of belonging, which would not affect their process of becoming college students.

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Furthermore, students are sometimes classified by teachers as good or bad according to their race or social class. Riegle-Crumb and Humphries (2012) explored teachers' biased

perceptions of students in different gender and racial/ethnic groups considering their math ability. Davis et al. (2015) sustained the importance of successful experiences for diverse undergraduate students through the mentoring of teachers with similar diversity characteristics. Simpson et al. (2007) also sustained that instructor support is important for diversity and self-reflexivity as sometimes race, gender, sexuality, socioeconomic class, ability, and language are intertwined with discrimination which can affect learning and teaching processes. Gu (2015) studied inequality as Pakistani students had to negotiate their culture, religion, and social stereotypes as not even the teachers understood their culture.

The previous trend related to general educational contexts included 39 research studies in which pre-service teachers' education, careers and students' learning experiences were considered. The following part includes the explanation of the second trend and its sub-trends which are related to ELT contexts specifically.

Trend 2: Intersectional Studies in ELT Contexts

The second trend is composed by only eleven research studies. These studies included the intersection of different identities but this time they were carried out in ELT contexts; interests based on students' language learning experiences and teachers' careers were also found in the following sub-trends.

Students' language learning experiences. Students' experiences when learning a foreign language are also important. The way in which they experience learning will determine success or failure not only with a subject but also with the school in general and it sometimes ends up with a drop out decision.

On the one hand, Brown (2016) affirmed that there is no research on the experiences of homosexual L2 learners when they study abroad and when ages, gender identities, and sexualities intersect. Turner and Griffin (2020) demonstrated that black girls experience a deficit view in written literacies (multimodal spaces) which influence their own future and life possibilities in years to come. Qin (2018) and Qin and Li (2020) found out that immigrant students and their negotiation of identity have not been explored. Their condition affected their performance at school. Besides, the intersection of immigration, race, and gender have not been well explored in the second language acquisition (SLA) field. Aspects as being homosexual or black or immigrant became the clue to discriminate and make students suffer during their school life.

On the other hand, how students perceive themselves based on what is shown in English as a foreign language (EFL) materials and in other media also affect their experiences with the language. Nascimento and Santos (2020) researched on the production of discriminatory meanings related to racialized occupational hierarchies (jobs/professions) through global

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EFL textbooks. Skerrett et al. (2015) stated that ELT has been disconnected from students' lives and through some activities as blogging participation, alternative voices and perspectives were given the opportunity to not be marginalized or silenced. What is found in textbooks and general media can affect students' vision of their own future.

Teachers' careers. Teachers are also affected by segregation as their social identities intersect. When EFL teachers are seen as subjects who need to follow a specific stereotype, they are also being judged even more when they are not native speakers of the target language. This situation can also negatively interfere in their teaching practices as they do not feel support from their own community.

To begin with, Lawrence and Nagashima (2020) discussed intersectionality in ELT teachers' identities as they should be an important aspect of teacher development. Racialized teachers' experiences were more significant when telling events related to their own lives. McBee (2015) stated that ideologies related to language and race can contribute to the discrimination of ELT teachers for not being what they were expected to be as non-native speakers of the language. It is important to work on language variations, Ramjattan (2019) researched ELT teachers' experiences of racist nativism microaggressions and also the influence of the way a teacher presents himself/herself to students. Vetter et al. (2018) sustained that most ELT teachers graduate without experiencing critical conversations about social aspects, which impacts the teaching and learning processes. Shelton and Melchior (2021) claimed that it is imperative to research on ELT teachers' agency as an important tool to work on social justice in foreign classrooms.

All in all, ELT teachers' careers are being affected by the stereotypes, microaggressions, and ideologies that do not make them have their own identity. Now, after analyzing the main trends found in the profiling research study, I mention a few considerations.

Considerations about Intersectional Studies in Colombian ELT

First, it is important to consider that our classrooms are becoming more diverse as students from different backgrounds come to our cities and communities. Due to aspects such as displacement or violence, we, as teachers, now have students not only from different parts of Colombia but from different countries. Students from non-Colombian traditional heritage need more attention as their culture or race sometimes become a barrier, and they tend to change their traditions to avoid being discriminated or treated as different. That is one of the reasons why my research focus is important now: the intersection of students' identities and their academic experiences while learning a foreign language deserve to be heard.

Besides, when looking at the definitions of the word "intersectionality", we have to consider that it has changed a lot since its first postulate. At this moment, new social categories have been included in intersectional studies as they are now seen as integrated rather than added. Categories as language (Lawrence & Nagashima, 2020; Ramjattan, 2019; Amos, 2013; Skerrett et al., 2015; Qin & Li, 2020; Cheruvu et al., 2015; McBee, 2015; Frank, 2018), religion (Avraamidou, 2020; Brown, 2016; Qin & Li, 2020; Eick &d Ryan, 2014; McGuire et al., 2016; Nair et al., 2019), age (Turner & Griffin, 2020; Frank, 2018), nationality (McDevitt, 2020), and profession (Murakami et al., 2018) were also found in this profiling research study. They are now fused and can become an excuse to discriminate against others as seen in the above-mentioned studies.

It has been shown with this profiling research study that intersectional research in ELT needs more attention in Colombia. The number of research studies gathered for this study demonstrated that scholars have been investigating on the field but in diverse contexts which shows that intersectionality in ELT needs to be more addressed. The fact that students from different parts of the world still arrive to schools shows the diversity with which teachers deal in their classrooms nowadays; thus, working with intersectionality would be of good help to diminish discrimination not only at school but in any context. It seems that there is a scarce literature related to this field as intersectional studies have been developed in some other areas as science, mathematics, STEM and technology. It seems important to start thinking about conducting intersectional studies in the ELT field, specifically in Colombia as only one study addressing the topic was found.

As ELT field is the base of this profiling research study, and a huge gap was found in Colombian research on the topic, it could be interesting to start thinking about a possible intersectional pedagogy, which could become a possible future research study. This gap is related to the apparent lack of studies in Colombia that include the intersection of diverse social identities and how this intersection can affect students' English language learning. Diverse social aspects or categories can be worked with the students in the classroom to improve the way they see each other as diverse with multiple identities that intersect but with the same rights. Besides, as it was shown in different research studies (Ramjattan, 2019; Morales, 2014, Amos, 2013; Nair et al., 2019), intersectional microaggressions were present in the academic life of many students who on the one hand, decided to drop out or on the other, decided to stay and finish their studies despite their suffering through the years. Furthermore, the implementation of an intersectional ELT teaching and learning would be necessary as some of the research studies showed that pre-service and in-service teachers sometimes struggle a lot when working with students from different backgrounds and identities (Lawrence & Nagashima, 2020; Ramjattan, 2019; Amos, 2013; Bazemore-Bertrand & Handsfield, 2019; McDevitt, 2020; Ramsey-Jordan, 2020; McGuire et al., 2016). Teachers sometimes do not even know their students' heritage,

culture, customs, and reality, yet start imposing what the educational system asks them to without noticing these students' suffering, which affects their learning process.

To conclude, after analyzing the data gathered for the present profiling research study, it can be said that the literature based on intersectional identities in ELT shows a particular gap. This, in my consideration, will be the main topic of my future doctoral research study which will probably benefit not only students but also, teachers who decide to research on the intersectional field in Colombia.

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