

**Pre-service Language Teacher Identity: An Interpretation Based on Gender
Stereotypes**

María Camila Londoño & Josué Duque Monsalve

Graduation Paper Advisor: José Vicente Abad

**Universidad Católica Luis Amigó
Facultad de Educación y Humanidades
Licenciatura en Inglés
Medellín
May, 2020**

Abstract

This narrative research project presents an interpretation of gender stereotypes and how they influence language teacher identity construction. Two pre-service teachers who were completing the last semester of their English Teaching program at the University Luis Amigó in Medellín were both researchers and participants. This self-study project was done through narratives framed within an interpretive constructivist paradigm. Qualitative data were collected about the participant's experiences and their stereotypical positions in different educational contexts. Besides, it was divided in four main categories that emerged from the narrative. The findings indicated that gender stereotypes have deeply influenced language teachers' identity. Finally, gender is a paramount factor that influences both men and women. Men are often treated as though they were not adequate to teach young children. However, men are favored when it comes to classroom management, especially in high school, unlike women, who seem to struggle with adolescents because of their presumed lack of authority.

Key words: Gender stereotypes, identity, teacher identity.

Resumen

Este proyecto narrativo investigativo presenta una interpretación de estereotipos de género y cómo ellos influyen en la construcción de la identidad de los docentes. Dos profesores en pre-servicio quienes estaban cursando su último semestre del programa de enseñanza de Inglés en la Universidad Católica Luis Amigó en Medellín, fueron a la vez investigadores y participantes. Este proyecto autobiográfico se realizó a través de narrativas enmarcadas dentro de un paradigma interpretativo constructivista. Se recogieron datos cualitativos sobre las experiencias de los participantes y sus posiciones respecto de los estereotipos en diferentes contextos educativos. Además, los datos se dividieron en cuatro categorías principales que emergieron del análisis. Los resultados indicaron que los estereotipos de género influenciaron profundamente la identidad de los profesores. Finalmente, el género es un factor muy importante que influencia tanto a hombres como a mujeres, ya que los hombres supuestamente no son adecuados para el trabajo de enseñar a aprendices jóvenes. Sin embargo, a los hombres se les prefiere en cuanto a la enseñanza de adolescentes y al manejo de clase, a diferencia de las mujeres, quienes enfrentan dificultades en esta área debido a su supuesta falta de autoridad.

Palabras claves: Estereotipos de género, identidad, identidad de los maestros.

Degree Requirement

This narrative research project is submitted as a requirement to graduate from the Bachelor's Degree in English Teaching (Licenciatura en Inglés) at the School of Humanities and Education, Universidad Católica Luis Amigó, in Medellín, Colombia.

Table of Contents

1. Introduction	6
1.1 Statement of the Problem	6
1.2 Literature Review	8
1.3 Research Question	11
1.4 Objectives	12
2. Method	12
2.1 Research methodology	12
2.2 Context	13
2.3 Sample	14
2.4 Data collection	14
2.5 Data Analysis	16
3. Results	17
4. Discussion	19
4.1 Interpretations and Implications	19
4.2 Conclusions and Recommendations	20
References	22

1. Introduction

1.1 Statement of the Problem

Nowadays English teaching has become highly attractive due to the high demand of people aiming at learning this language. Thus, an extensive variety of learners are yearly embracing the teaching community in order to become English teachers. These prospective teachers come from diverse contexts, ethnicities, and backgrounds, but they all share the will to educate others. Nonetheless, language teaching has not always been open to welcome everyone, especially when it comes to children education. Traditionally, teaching young learners was usually performed by women, and closely related to motherhood as well. Hence, Women were in charge of housework, including the children's education, whereas men's role was to generate income through labor. Finally, plenty of students have very traditional perceptions about gender roles in teaching; hence, teachers are frequently judged by their role, behavior, and personality, generating a negative impact in the construction of their identity as teachers.

For many years in the Colombian context men have been considered male-chauvinist; nevertheless, in education the presence of male teachers in preschool is recognized as an occupation that women must perform, and society misjudges the possibility of men working as teachers in early childhood education. As a result, men who are early childhood teachers are strongly affected by this social problem, since they are surrounded by discriminatory comments.

Furthermore, Raman (2019) states that "classroom management is about being an authoritarian teacher" (p.80). This shows how authority behaviors are constructed in classrooms, particularly in the case of female teachers; they must use different strategies to control students and to be recognized by them. Currently, female educators are typecast as permissive, and that might explain to some extent why learners misbehave and do not accomplish the duties required by the teacher. This paradigm has transcended to present-day contexts, even though there have been important changes as regards human rights, beliefs, and freewill that have supposedly benefited both women and men. However, perspectives on the relationship between occupation and gender still represent a high challenge to overcome nowadays.

Clearly, gender stereotypes is a topic of discussion that is present in social, cultural, and educational contexts. Educational interactions can generate expectations on students about teachers according to their gender; that is, in the classroom, students describe the teacher behavior using different forms of observation and revealing an internalization of gender stereotypes. In addition, Kemal (as cited on Dandapat, 2013) argues that female teachers are stereotyped and undervalued for their gender, since they are considered to have poor performance and this affects their confidence in their abilities and their self-esteem .

Being an educator grants the development of an alternative identity that is in constant change, and as Abad (2019) states “it refers to the ever-evolving construction of meaning through which teachers interpret, explain, and construct their personal and professional selves” (p.6). Thus, teacher identity takes an imperative role in any teacher’s life and it can be affected by external factors, such as contexts, peers, or even students. Likewise, teacher identities are subject to change depending on the social context where teachers are immersed, affecting their teaching performance. Additionally, teacher identities are deeply connected to the teachers’ personal selves, including their gender. Hence, the purpose of this study is to understand how gender stereotypes affect English language teachers in regard to their teacher identity construction.

Stereotypes are common and they spread easily through diverse forms of communication. For example, nowadays social media are strong stereotype facilitators that reach with ease most people, promoting their expansion. Thus, we wanted to carry out this project since to create awareness in respect of these stereotypes and their possible effects, not only on in-service and pre-service teachers, but also on whoever is interested in becoming an English language teacher. Furthermore, we believe that this issue directly affects the academic community and English language teachers in specific, shrinking or expanding their job possibilities, building biased thoughts of what it means to be English teachers, and finally affecting their teaching performance, depending on their gender. Therefore, with this study we want to encourage the community to snap the reproduction of gender stereotypes within educational contexts and, most importantly, to inspire teachers to take action when facing situations that seem to plainly disfavor them because of their gender.

It is important to deepen the studies conducted on English language teachers and the stereotyped conception of the feminine and masculine roles that arise on educational contexts because it is an issue that affects negatively teachers by creating low job expectations and teaching performance. Moreover, it is necessary to help students be aware, so they can appropriate culture and create a healthy social relationship that allows them to be aware of these stereotypes and present critical stands in order to avoid subjectivities that can be presented in the classroom. Finally, the results will allow to determine how, either positive or negatively, gender stereotypes are a factor that influences the identity construction of English teachers.

1.2 Literature Review

1.2.1 Stereotypes

Stereotypes are overgeneralized beliefs about a particular category of people; they are reflected through social interactions and they do not emerge overnight; stereotypes need of time and diverse input repetition. In fact, as Ünal, Tarhan, and Çürükvelioğlu (2018) state, “stereotyping starts as early as infancy and needs therefore to be tackled in the earliest stages in life” (p. 42). Hence, stereotypes are phenomena presented throughout everyone's lives and they need to be fought as soon as possible. Additionally, Gil (2016) says, “stereotypes are the beliefs the greater population has that all of the people in a group share a single characteristic” (p.1). This is one of the most striking features: that stereotypes are recognized as conservative visions that are created from sociocultural interactions generating social repercussions.

1.2.2 Gender and Sex

Education has accompanied humankind since its very beginning and teachers have taken many roles throughout history. Ünal, Tarhan, and Çürükvelioğlu (2018) affirm that though they have been in constant change, these roles still present a pattern of gender, as in the case of women who are in charge of children education and homecare, unlike men, who have had diverse performance areas, mainly for livelihood, protection, and authority (p. 41); thus, through social interactions and time, gender stereotypes have arisen. However, it is imperative to understand that gender is a social and cultural interpretation that considers psychological and behavioral aspects to refer

to women and men (Bem, Martyna & Watson, 1976). Thus, gender is used in order to associate positions that are socially constructed; nonetheless, people usually relate gender to sex; for that reason, it is necessary to explain their differences. Hence, as Tanrikulu (2017) defines it “gender identity is psychologically grouped as masculine, feminine, androgen and undifferentiated while sex is biologically divided into two groups: female and male” (p. 501).

1.2.3 Gender Discrimination based on Stereotypes Found in Studies

In the education field, the interaction between teacher-student is crucial to teacher success. As Vaillant (2007) affirms, it generates broad expectations of the teachers’ performance and what students think about their stereotypical gender positions and all of their beliefs, representations and descriptions, which arise from symbolic aspects of the differences between male and female educators and the ways they teach. Hence, society requires more responsible educators in their professional career, in which they fulfill the expectations of contributing meaningfully to the student’s learning process (pp. 11, 12).

Additionally, those stereotypes presented in social and educational settings have foster stereotyped images. Women have been socially stigmatized for their role as mother, for being passive, incompetent and weak, which creates perceptions about them as being inadequate for teaching, instead, men have been recognized for their ability to perform in the pedagogical field by their determinedness, authority and endurance. “Feminization of teaching continues to make the profession less prestigious” (Moroz, 2017, p.117).

On the other hand, not only female teachers are affected, but also male teachers are influenced by gender stereotypes, as found in diverse studies carried out in different countries like China, where men who worked on Early Childhood Educational and Care centers (ECEC) were influenced. Xu and Waniganayake(2018) affirm that “it has been noticed that some of these pre-service trainees would not work in ECEC centers after graduation. Employment in ECEC centers has also long been regarded as a women’s occupation” (p. 3). In addition, it has been found that male teachers working on ECEC could be considered feminine. Moreover, Xu, Y and Waniganayake, M (2018) research

discovered that “research shows that the percentage of men who work in ECEC centres largely hovered around 1-3% in most European countries, with a few exceptions - such as Norway, Denmark, and Turkey that exceeded the average with a rating of over 5%” (p .3). That is a concerning low percentage of male teachers working on ECEC, proving the stereotyped image created on men that keeps them from practicing there.

Furthermore, according to Dandapat and Sengupta (2013), “teaching jobs are by far the best jobs for females because they find it easier to balance among their multiple roles as mothers, wives and employees”. Thus, women are pigeonholed in a profession since “most male post-graduates think that ‘male and female cannot be assigned same duties /responsibilities’ and ‘both do not have similar intelligence and abilities’”. In brief, there were certain characteristics that seem to prevail depending on the gender. For instance, “the participants think ‘sturdy’ as essentially male trait and ‘Independent’ as common trait. Both male and female respondents think that ‘Shy’ ‘passive’ under ‘submissiveness’ domain is essentially feminine” (Dandapat and Sengupta, 2013, p.88).

1.2.4 Gender Stereotypes and Teacher Identity

In the same way, Varghese (as cited on Lander, 2018) argues that there are three principal elements in the construction of language teacher identity: social, cultural and political factors. The social image of the educators is involved in gender stereotypes; therefore, they can generate teacher identity crises, hindering the teachers’ point of view as regards their profession. Moreover, a demoralization can cause a negative impact on the quality of education that teachers provide to their students. Bolivar (as cited on Vaillant, 2007), claims that “expectations and realities, stereotypes and work conditions are part of the configuration of self-concept, self-esteem and social image” (p. 11). Teachers’ identity is permeated by personal experiences; each one of them provides a meaningful perception, since the definition of themselves depends on their role in society. Further, according to William and Burden (1997), “The teacher-as-educator is one who is constantly re-evaluating in the light of the new knowledge his or her beliefs” (p.57). The teaching practices and the reflections about their roles allow educators to keep in mind that teacher identity is a process that is being deconstructed and reconstructed, shaped or reshaped throughout their career as a result of their previous experiences.

One of the initial tasks in teacher training is the teacher identity and its relationship with how it responds to the context in which an educator is performing. In the case of women as educators, they assume social discriminations due to their sex. They must face diverse challenges (Moroz, 2017, pp. 79, 93). For that reason, their identity is shaped by those expectations and by the formative context, obtaining a social recognition. Therefore, sociocultural interactions can create periods of crises that start from the different social contexts; additionally, through these interactions, stereotyped perspectives are created, strongly charged with discrimination that negatively influences teacher identities, promoting desertion of the profession due to the way society devalues female and male teachers.

1.3 Research Question

How do gender stereotypes influence pre-service English language teachers' identity construction?

1.4 Research Objectives

1.4.1 General Objective

To interpret the influence of gender stereotypes on pre-service English language teachers' identity construction.

1.4.2 Specific Objectives

1. To identify the most recognizable gender stereotypes about English language teachers.
2. To determine the influence of gender stereotypes expressed in different educational contexts on teachers' identity constructions.

2. Method

2.1 Research Methodology

The study subscribes to the interpretive constructivist paradigm. As proposed by Guba and Lincoln (1994), this paradigm assumes that

realities are apprehendable in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures), and dependent for their form and content on the individual persons or groups holding the constructions. (p. 111)

According to Polkinhorne (as cited on Mendieta, 2013), “Narrative is the type of discourse that draws together diverse events, happenings and actions of human lives” (p.137). Mendieta sustains that narratives are “shaped by the knowledge, experiences, and feelings of the narrator as well as by the interlocutors and the cultural, historical and institutional settings in which they occur.” (p. 137). Furthermore, as Riessman (as cited in Mendieta, 2013) points out, identity is constructed through the telling of stories. Since we want to investigate teacher identity construction within the culture of an institution, narrative inquiry appears to be the most suitable research methodology for this project. This approach will broaden our understanding about how language English teachers show their perspectives and meaningful experiences in relation to stereotypes.

For this project, two English teachers reflected upon their experiences about stereotypical positions in different educational context. Through the narratives, we exposed the most relevant fragments of information needed to give an answer to our research question. In addition, the scope of this research is descriptive and it can be catalogued as a cause and effect study as it seeks to interpret how gender stereotypes impact teacher identity construction.

2.2 Context

Colombia is a country in development that it is not only aiming to improve its economy but also looking for social equality; however, this development consists of a

long process that has gone through many breakthroughs though is still getting shaped and needs more time and effort in order to successfully achieve its objectives. Specifically, Medellín is the capital of Antioquia region. It is known for being the second city in Colombia that offers more educational opportunities than other cities, which brings students all around the country. Further, Medellín, as many towns in Colombia, has been through a transition of changing its traditional paradigm to a more open view that embraces diverse relationships between jobs and genders; nonetheless, it is easily seen that there are patterns in terms of picking a job depending on gender. For instance, women are more likely to become preschool teachers, and they do not apply for jobs that demand high physical resistance such as construction work. Whereas men are harder to categorize into a specific job, but they can be hardly seen as elementary school teachers.

This research project explores the connections between pre- service language teacher identity and gender stereotypes. To that aim, two English teachers who were studying at University Luis Amigó, Medellín, participated in a narrative research, reflecting their experiences about stereotypical positions in this specific educative context. Lastly, it is imperative to clarify that this research was carried out through a global pandemic crisis that made face-to-face data collection impossible ; hence, the methodology of the study suffered changes, such as the participants and the instruments, but its nature remained the same.

This is a biographical study, meaning, we were researchers and we studied ourselves. Thus, we both worked as English teachers for different educational contexts. Moreover, participant one worked for a private school with second and seventh graders. Also, she worked in a Catholic girls-only high school located in a very quiet area, and some of the students lived near the school. On the other hand, participant two worked in a language academy, a private institution that offers English courses for all the community; hence, he taught children, youths, and adults.

2.3 Sample

The participants were two pre-service teachers who were in their last semester of the English Language Teaching program at the University Luis Amigó in Medellín. Both teachers were in their early twenties. Participant one had worked for one year and

half as an English teacher in a private school and her last months she has been working for a Language Academy with kids and teenagers. Participant two had worked as an English teacher for two years and as a Spanish teacher for a year in the U.S. Besides, their English level was between B2 and C1. In addition, criterion sampling was used, since the participants met some of the criteria that allowed to reveal meaningful information that was paramount to reach the objectives of this study.

2.4 Data collection

In this study, two pre-service English language teachers provided narratives where they captured their individual experiences, thoughts, history, and beliefs. These narratives were guided by triggering questions created and given by the researchers. Thus, they provided meaningful data about those happenings that were divided into four main categories that emerged from the analysis: (1) experiences with gender and teaching, (2) beliefs (participants), (3) social expectations in relation to gender and teaching, and (4) influence of gender stereotypes on teacher identity. Further, each category also provided subtopics that allowed to widen the process of inferring and analyzing information.

The elaboration of the narratives was developed by answering each question of the structured interview, wherein the participants expressed the feelings and shared the experiences that each of them had had in their workplace, how stereotypical conceptualizations were perceived, and how they influenced their teacher identity construction. Additionally, the researchers took approximately two weeks for data collection and two weeks more for coding the information.

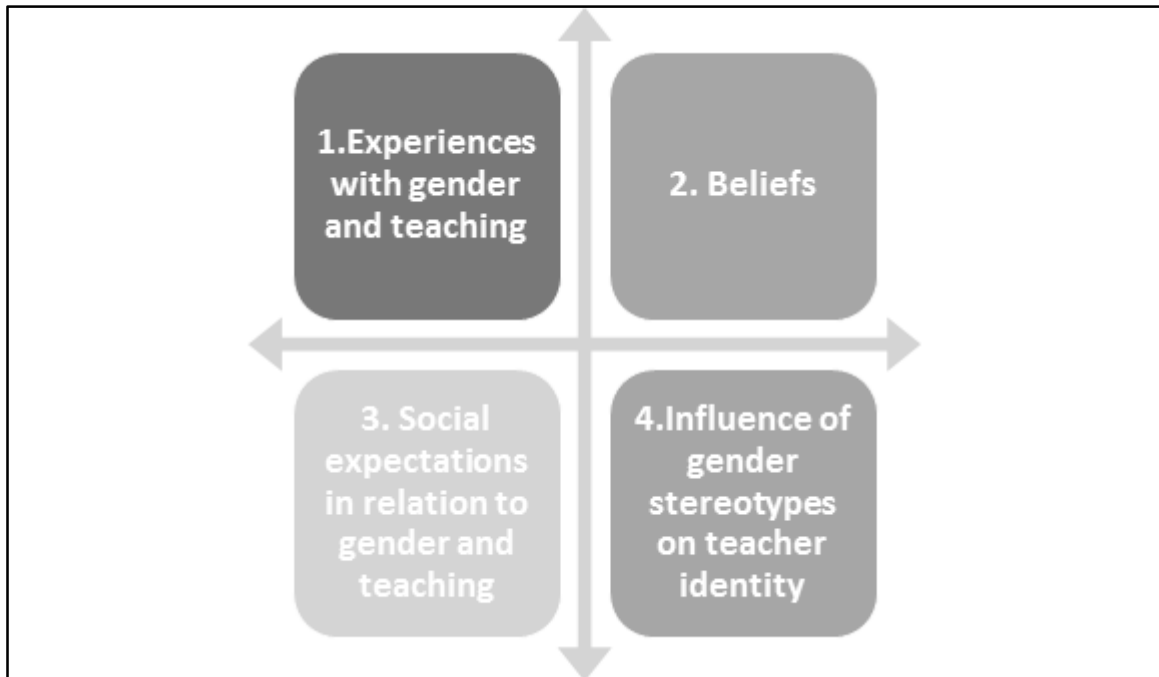
Figure 1. Action Plan

Specific Objectives	Action	Instruments
To identify the most recognizable gender stereotypes about English language teachers.	1. Evaluate participants knowledge about English teachers gender stereotypes.	Protocol. Narratives.
To determine the impact of gender stereotypes expressed in different educational contexts on teachers' identity constructions.	1. Analyzing the impact of gender stereotypes on the teacher identity construction. 2. Analyze the information collected.	Protocol. Narratives.

2.5 Data Analysis

As the data was collected via structured interviews, we used the questions in order to configure the narratives. The data in this study revealed some common categories among the participants, which are shown in Figure 2.

Figure 2. Categories.



Besides, for data analysis, as suggested by Burns (1999), we followed the next steps:

1. Assembling: We prepared the two narratives in a form that facilitated coding.
2. Coding: We created a category tree that defined the basic concepts of the research project. It allowed us to make sense of the data.
3. Comparing: Both narratives had similarities and differences that made possible to capture meaningful information in order to build theories and explain relations and patterns. Further, the category matrix helped us to analyze and interpret each participant's narrative and their experiences that contributed to answer our research question.
4. Reporting: We wrote and submitted the manuscript and presented the project to evaluators.

Considering the requirements to meet reliability and validity, the triangulation method was used. According to Golafshani (2003), “Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings” (p.7). In this case, we used spaced triangulation and investigators triangulation, since the data was collected in different educational contexts, which are a private school and a language academy, and there were diverse genders in the sample. Moreover, two researchers carried out investigator triangulation as we observed and analyzed the same information to ensure greater reliability.

3. Results

In this study, it was shown that as regards the participants’ experiences with gender and teaching, in highly competitive work environments there seemed to be a strong division of teacher functions based on gender. However, teachers may believe that gender is not fundamental in defining a teacher’s capacity to teach.

“Traditionally the school was characterized by hiring male teachers for high school and female teachers for primary.”(Participant one)

This way, the opportunity of working as a teacher of young learners was not even considered by participant two, which denied him the valuable experience that he could have earned. However, participant one felt started when she was given the chance to work in high school, even though she was a female teacher.

“It was a heavy workplace as there was a lot of competitiveness among English teachers. At the beginning I worked with second graders and then I had the opportunity to teach through all grades, which surprised me, as a female teacher did not teach class in high school.”
(Participant one)

Thus, teachers seem to be assigned on certain school levels depending on their gender. It generated frustration to those teachers who did not visualize themselves teaching the assigned population. A crisis arose at the time participant one faced a change that was not very common in this school: she had to teach in high school. She developed her class thinking about what her students’ needed and the ideas she had

about traditional classroom management.

This research also has shown that the participants developed stereotypical thoughts about teaching before they began to perform their role as teachers, due to their experiences as students and their social interactions.

“I thought that being a teacher was a terrible experience, where you had to deal with rude students and their problems, also studying during all my life and control the discipline. The idea to be a teacher was not exciting for me.” (Participant one)

Gender stereotypes created situations where teachers faced challenges, felt strong emotions, and made decisions on where to teach. Hence, their teacher identity was directly affected, since all these components are in relationship with it. The idea of teaching was framed into a negative concept, due to the experiences that participant one had. Besides, it directly influenced the perception that teachers had about teaching and the population they visualized themselves teaching.

“It’s weird to see men teaching in primary schools here” (Participant two)

“They told me they only hired female teachers because it was an only-girls school”
(Participant one)

This is a common situation that takes place all over public and private schools in Medellin; consequently, men can be prevented from projecting themselves as young-learner teachers. As it is shown in the next statement, given by participant two.

“They were not hiring men to work in that elementary school, so I did not even try”
(Participant two)

Both participants experienced situations where their gender was considered crucial, either holding them back to gain experience, or propelling them to perform their teaching act, a situation that polished and modified their teacher identity as they gained experience regarding what their gender implies in their professional development.

4. Discussion

4.1 Interpretations and Implications

The authors of this study reported that in different educational environments like language academies exist preferences based on gender. For instance, a male teacher is presumably more competent to teach at high levels because there is the idea that he he had better developed his linguistic skill. Besides, individual teachers' beliefs regarding gender and teaching do not correspond and sometimes conflict with the school beliefs. However, school may reinforce the idea that male teachers are better at some aspects, like class control. On the other side, females are presumably better at others, like playing a nurturing role; thus, these differences in beliefs between teachers and schools can generate frustration in teachers.

In addition, teachers might develop stereotypical thoughts about teaching before they begin to perform their role as teachers, because their social context has traditionally considered the female teachers more flexible and the male teachers more authoritative. Hence, rather than express frustration about these events, the participants in this study adopted a positive perspective on these influences on their profession. Without thinking about gender, each teacher has taken risks to change many stereotypical perceptions.

New challenges and social demands arise from those expectations about teachers. Men are expected to be highly authoritative and knowledgeable, though less caring for their students. In the case of women, they are expected to meet the children's needs and to be less authoritative, though more caring and understanding. Therefore, parents feel more comfortable entrusting their children in the hands of a woman. This feminization of teaching makes part of a traditional perspective, meaning, it creates negative ideas about gender, which disfavor teachers for their actual abilities. However, beliefs created by society are modified in the teaching world, as each teacher intends to change those stereotypical perceptions within their practice. It was observable that based on their gender there are certain characteristics that according to society teachers should meet, creating a challenge for those teachers who do not possess the expected features. Perhaps, their experiences in the school presented all of those stereotypical conceptions or in some cases the family helped to shape those thoughts.

This study was limited to inquire male and female teachers; however, the spectrum of gender is widening, creating bigger possibilities on how gender stereotypes could influence teacher identity. For this reason, we recommend increasing the number of participants who identify themselves with diverse gender identities. Moreover, we find a deep connection between gender and sexual identity that we consider worth studying, though it may imply a significant growth on the nature of the study.

This research project was a self-study, allowing us to (a) learn about ourselves, (b) recognize some of the gender stereotypes that we have both experienced and spread, and (c) reflect upon our gender roles as regards teaching English in our society. Finally, it has helped us to analyze our own behaviors and expectations towards teaching, giving us the opportunity to improve our practices in the classroom, motivating us to stop the reproduction of gender stereotypes in our social contexts, and fostering our understanding of gender identity and its connection with teacher identity.

4.2 Conclusions and Recommendations

To sum up, it was found that; (a) traditional perceptions on gender profession roles have not significantly change throughout history; (b) there is gender discrimination among young learners teaching, in which female teachers are preferred over male teachers; (c) female teachers have been socially discredited, denying them the rights of performing under the same conditions as men, and (d) gender stereotypes can impact the teachers' identity construction by hindering their job expectations, performance, and points of view towards teaching.

In conclusion, it is important to highlight that gender stereotypes foster gender discrimination in language teachers; hence, they do not only impact their identity construction, but also their teaching performance, beliefs towards language teaching, and professional development. On this regard, there was very little information about different forms of gender besides male and female, and their relationship with teacher identity construction. The purpose with this study was to widen the gender spectrum and to involve not only gender identity, but also sexual identity as regards how teacher identity is influenced.

References

- Abad, J. V. (2019). *The Practicum Identity Crisis: Threats and Opportunities for Pre-Service Teachers' Professional Growth*. Medellin. Unpublished Manuscript.
- Bem, S. L. Martyna, W., & Watson, C. (1976). *Sex typing and androgyny: further explorations of the expressive domain*, São Paulo.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge university press.
- Burden, W. &. (1997). *Psychology for language teachers*. New York: Cambridge University Press.
- Dandapat, A. K. & Sengupta, D. (2013). *Women and gender stereotyping in higher education: A case study of Vidyasagar University post-graduates*. Vidyasagar Teacher's Training College, West Bengal, India.
- Gil, Indira. (2016). *Construction of Stereotypes and Their Effects on Education*. Florida International University, USA.
- Golafshani. (2003). *Understanding Reliability and Validity in Qualitative Research*. University of Toronto, Toronto, Ontario, Canada.
- Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. In N. K.
- Heikka, Johanna & Halttunen, Leena & Waniganayake, Manjula. (2016). *Perceptions of early childhood education professionals on teacher leadership in Finland*. Early Child Development and Care.
- Lamas, Marta. (2000). "*Diferencias de sexo, género y diferencia sexual*". Escuela Nacional de Antropología e Historia. Distrito Federal, México.
- Lander, R. (2018). *Queer English language teacher identity: A narrative exploration in Colombia*. Institute of Education, London, United Kingdom.
- Mendieta. (2013). *Narrative research: An alternative approach to study language*

- teaching and learning*. Universidad de la Sabana, Bogotá, Colombia.
- Moroz, Oksana. (2017). "*Where Gender and English Language Teacher Identity Intersect: Narratives of Two Ukrainian Teachers*". Indiana University of Pennsylvania.
- Raman, Çavus, oğlu (2019). *I want to shout "like a man": Gendered discourses among EFL Teachers*. Department of English Language Teaching, Faculty of Education, Near East University, Near East Boulevard, Turkey.
- Tanrikulu, Ceyda. (2017). *Sex and gender identity differences in psychological job outcomes among salespeople*. Adana Science and Technology University, Department of International Trade and Finance, Adana, Turkey.
- Ünal, F. Tarhan, S. & Çürükvelioğlu, E. (2018). *Gender and perception of profession*. Faculty of Education. Bartın University, Bartın, Turkey.
- Vaillant, Denise. (2007). "*Nuevas Tendencias en la Formación Permanente del Profesorado*" *La identidad docente*. Barcelona. I Congreso Internacional.
- Xu, Y & Waniganayake, M. (2018). *An exploratory study of gender and male teachers in early childhood education and care centres in China*. Compare: A Journal of Comparative and International Education.