

Constructions of Masculinities and Femininities in EFL Students' Written Texts from a Critical

Literacy Perspective

Héctor Hernán Castillo Guasca

Universidad Distrital Francisco José de Caldas

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Héctor Hernán Castillo Guasca

Thesis director: Eliana Garzón Duarte, M.A.

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Note of acceptance

Thesis Director

Eliana Garzón Duarte, M.A.

Jury

Wilder Yesid Escobar Alméciga, M.A.

Jury

Carlo Granados Beltrán, PhD (Ca)

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Abstract

This classroom discourse analysis intended to identify how masculine and feminine constructions were built and revealed in EFL students' critical literacy processes in a ninth-grade with forty-two students at a public school from Bogotá, Colombia. The study was aimed at developing students' awareness of their daily gendered social relationships by means of critical literacy activities applied in four-hour sessions per week during three months in a cooperative learning environment. Students' artifacts, field notes (based on video class recordings), voice recordings and their transcriptions, and qualitative interviews were the instruments for data gathering. The analysis of the data was done using elements of the grounded theory from a poststructuralist paradigm. It was found that boys and girls revealed and constructed their masculinities and their femininities in terms of gendered ideologies. It was also found that boys and girls could develop a critical position of these social gendered ideologies and hence they can diminish their effect in the politics of the classroom.

Keywords: Gender, literacy, critical literacy, masculinities, femininities, cooperative learning.

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Chapter One

Introduction

EFL classrooms are integrated by boys and girls whose behaviors and visions of worlds are different (Tudor, 2001b). They have grown up in the middle of a society that nurtures them directly and indirectly with a sort of established imaginaries, synchronically and diachronically (Blaise, 2005; Peterson, 2001; Kimmel, 2011; Baxter, 2010). One of these imaginaries is related with the socialization processes of boys and girls while they are educated. Depending on their sex, either boys or girls are treated as feminine or masculine. They are “sorted, separated, and socialized” (Kimmel, 2001, p. 2). In doing so, we have a “differential socialization” (Kimmel, 2001, p. 3). Such difference in socialization makes us learn, behave accordingly and reproduce a set of sociocultural gendered “traits, behaviors, and attitudes” (Kimmel, 2011, p. 4) which define masculinity and femininity. An example of this differential socialization is presented by Popenoe (1950), as cited in Kimmel (2011) when he asserts that women in the fifties were dedicated to the house chores while men represented the authority and were the providers in American heterosexual couples. The establishment of this difference in home roles shows a tendency to a “universal inequality between men and women” (Kimmel, 2011, p. 2). This example illustrates how the boys and the girls in the fifties learnt to construct their masculinities and femininities from their context where they lived in. They learnt to participate in a community of practice (Paechter, 2007a) and probably tended to reproduce what they had been taught. Another interesting example of a gendered imaginary is the assignation to boys or girls with a color, either blue for boys or pink for girls (Blaise, 2005) which still continue being a trend in Western cultures. These gendered ideas are set in our minds either consciously or unconsciously and are part of the identities that individuals hold in the communities of practice that they are part of.

One of those communities of practice is the school. The school is a place where boys and girls meet and where social gendered ideologies converge both particularly and locally. These social ideologies are connected to wider cultural gendered values (Paechter, 2007a) that define the constructions of masculinity and femininity. Unraveling how these masculine and feminine sociocultural gendered imaginaries are interwoven in the classroom and how they may influence boys' and girls' processes of foreign language learning is a task to do in the EFL context (Castañeda, 2008; Rojas, 2011).

In this sense, this qualitative research study looks into how EFL students construct and reveal their masculinities and femininities in their written texts with a ninth grade made-up of forty-two students at a public school in Colombia. Some critical literacy activities were designed and applied during three months in four-hour sessions following some of the suggestions given by McLaughlin & Devoogd (2004). The critical literacy lessons developed students' awareness about their gendered social interactions. The teaching approach that was used to implement the critical literacy lessons was cooperative learning that used some of the structures described by Kagan & Kagan (2009). To gather data, the EFL class sessions were videotaped during three months and registered by means of field notes based on video recordings and voice recordings; students' texts were collected and analysed; and qualitative interviews to eight students which were applied before the pedagogical intervention within the research process. These data were analysed using elements of grounded theory and classroom discourse analysis following a poststructuralist paradigm. The remaining part of this chapter focuses on the statement of the problem, its definition, the objective that leads it, and finally the reasons that support the inquiry are presented.

Statement of the Problem

There were important differences about the opinions that boys and girls had in terms of the English subject depending on their gender and the social fabric that the students had within the classroom which led to establish that masculine and feminine students' constructions had an impact in the EFL learning process. This assumption was generated from an electronic Likert scale survey. It was designed in Google Drive and sent to the students' e-mails so they could answer it on line. Its analysis is now presented.

Ninth graders, -13 girls, and 29 boys aged from 13 to 18- were surveyed to identify objective and subjective needs (Richter & Brindley, 1980, as cited in Nuñez et al., 2009) (See appendix A). In the responses of this instrument, it was initially noticed that students gave lots of importance to the English subject (See appendix B1); they considered being good achievers in the English class (See appendix B2), their language learning was supported by pair work; most of the students strongly agreed in asserting that they saw groups as a mode of learning (See appendix B4); they thought that sharing likes was a condition to make those pairs; being from a specific region was an aspect to be taken into account when forming small groups (See appendix A); language learning tendency was characterized by being involved in writing activities (See appendix B3).

When the students' responses to this survey were analyzed deeply, there were significant differences as to varied aspects of the English class. Boys or girls highlighted a specific issue of the class. For example, there was a great difference in the responses when they were asked about their literacy processes. Boys seemed to have learnt mainly from writing activities while the girls, despite of accepting this fact to a certain degree, tended to be neutral and disagreed with it. This tendency was also seen in reading. Boys tended to affirm that they learnt more from reading

activities while the girls tended to assert that they did not (See appendix B3). Another example of these students' divergences is related to the boys' slight preference to work individually while the girls preferred to work in groups (See appendix B4).

The analysis of the Likert scale survey seems to reflect how the students' gender has an impact in EFL. It seems to show that there are preferences related to the way literacy is developed. It seems that boys have a stronger inclination to the subject while girls do not. This situation may be related to the small number of female students in the course and may limit the development of girls' literacy. In this perspective, it seems that there are no egalitarian conditions to develop EFL literacy. On the contrary, there are studies which seem to demonstrate that foreign literacy development is wider developed in girls than in boys (Maynard, 2002; Bausch, 2014), boys are under-achievers.

Ninth graders also held differences in the social fabric that they had within the English as a foreign language (EFL) classroom in terms of the social organization. There was first a clear tendency to make up seating groups. These seating groups were composed basically by boys or by girls. These seating groups seemed to show a clear tendency to form groups according to the gender of the students. This fact may contribute to maintain the statu quo of the social gendered relationships because it limits the interrelationship between boys and girls.

There was also a physical distribution of the available room. The seating groups tended to be located at a specific place in the classroom. Note for example how almost all the girls tended to establish in the same backside and central area of the classroom (See illustration 1). Meanwhile boys inclined to locate in the front of the classroom. There were just two girls that seemed to be isolated. The distribution of the physical space seemed to offer the best places of the classroom to boys (the most natural illuminated spots, the closest positions to the board, the

area which seemed to offer a better view of the outside, the potential places where misbehavior could be carried out) while the girls tended to occupy the same place that let them to be in close contact with other girls. It is worth to notice how girls seem to be surrounded by men as it they were protecting their female classmates.

Boys and girls seemed to prefer to maintain a statu quo, that is to say, they kept the same groups for a long time. Students were not asked to sit down at a specific place; they organized in the way they wanted. Despite they had the opportunity to sit in different places, there was a fixed position that was kept in many classes. This fixation made possible to establish a sociogram (See illustration 1).



Illustration 1. Sociogram that explains the location of 903 students

As portrayed above, these EFL students preferred to learn with cooperative learning which seemed to satisfy their needs. There were significant differences in the appreciation of the English class. Such variations seemed to be related mainly to students' gender because gender

“is one of the axes around which social life and through which we understand our own experiences” (Kimmel, 2011, p. 5). This appreciation of gender implies that we have been taught differently and that both men’s and women’s experiences have different cultural values. Hence, it seems that “the adoption of masculinity and femininity implies the adoption of "political" ideas that what women do is not as culturally important as what men do” (Kimmel, 2011, p. 4). These findings in the needs analysis showed how EFL learning was strongly connected with masculine and feminine constructions in the continuum of the classroom social fabric. Such connectedness led to guide the research question and the research objective which are now explained.

Research Question and Research Objective

EFL students in a classroom are daily dealing with a language learning process at school. These learners are embedded in a community that establishes a set of ideologies to be followed. Such ideologies include the ones that enclose gender (Peterson, 2001; Blaise, 2005; Yusof & Hashim, 2010). Those ideologies are reflected in many ways. Literacy processes, especially writing, seem to offer a tangible reflection of feminine and masculine constructions. So, how EFL students construct and reveal their masculinities and femininities in their critical literacy processes is the question that leads this research study; identifying the ways in which students construct and reveal their femininities and masculinities in their critical literacy processes becomes the aim to be achieved. The reasons that justify this inquiry are depicted in the following section.

Rationale

EFL learning process involves the development of basic receptive -listening and reading- and productive -speaking and writing- skills (Nunan, 2004, as cited in Herrera, 2012). The former imply internal thought processes while the latter gives clues in relation to what extent

they have been developed. Being able to identify the state of an EFL process gives clear signals to an EFL teacher of how to handle his/her pedagogical interventions within the EFL classroom (Nuñez *et al.*, 2009). Literacy, especially writing, offers the EFL teacher the possibility to have tangible, measurable (Williams, 2012), diachronic, and synchronic access to students' production and can be a source to assess objectively the state of foreign language learning development (Williams, 2012; Kormos, 2012). Besides, literacy -especially writing- also offers some advantages to EFL learners because of the lack of time pressure and the possibility to feedback in terms of what is written (Williams, 2012). Writing is also especially advantageous for those shy students who are afraid to confront a group and the sort of uncomfortable situations that the learners may have when addressing an audience -derisions, lack of security, etc.- (Kormos, 2012; Williams, 2012; Manchón, 2011a). In this scenario, literacy with the portrayed scope seems to tackle the great diversity of students who are in an EFL classroom.

The identification of how masculine and feminine constructions are given in the classroom and the development of literacy should not only worry the EFL teacher. The EFL teacher should also seek the transformation of the interwoven social ideologies in the schoolroom. This process should be carried out by an initial process of awareness of how the gender roles may influence our lives. In doing so, the EFL teacher looks for spaces of creating equitable relationships by means of agency and why not, to alleviate the pain that those unjust relationships (not to have a voice, being object of dominance, being undervalued, etc.) may generate, if any (Freire & Macedo, 2005). In this line of thought, critical literacy seems to offer the tools to promote social change in the context of EFL students. This perspective encompasses with discourse studies within educational settings which look for unveiling the inequity that is present in social practices.

This chapter has focused in identifying the problem, the objective, and the rationale of this study. The second chapter describes the most outstanding previous studies related to gender; it also reviews the main theoretical constructs –gender, masculinities and femininities, critical literacy, and writing- that are used as a basis of this study. The third chapter explains the poststructuralist qualitative research design with its emphasis on classroom discourse analysis as well as the instruments of data collection. The fourth chapter tackles the instructional design from a cooperative learning vision and it also describes the curricular platform that guides the construction of the lesson plan. The fifth chapter presents the analysis of the gathered data posing the categories. The sixth chapter tackles the conclusions and the limitation of this study. Finally, there is the list of references that were used to support this inquiry.

Chapter Two

Literature Review

The following theoretical framework is divided in two main sections. The first one deals with the background to the study where a classification of research studies is done in terms of the way that language and discourse have been researched. The second part reflects the issue of gender in relation with language and EFL. The conceptions of masculinities and femininities that are central to this study are also explained. Critical literacy (CL) is tackled by a short revision of literacy and then CL is explained broadly. This section finishes with a revision of the main tendencies in writing.

Background to the Study

Bucholtz (2003) asserts that discourse is language in context. Discourse enables establishing the existing relationship between language and gender within a given situation. Then, discourse becomes the materialization of such a relationship. That is why discourse analysis appears to become one of the most outstanding methodologies to research gender issues within the EFL classroom.

The foci of these studies have been the way that discursive practices are used and what gendered reflections this use shows. Some of these studies stress discourse as an anthropological tradition (Bucholtz, 2003). This point of view highlights how language is used in the cultural practices of human beings. Such a perspective also cares for the existing differences between men and women; but most importantly, the closed relationship between culture and language use. In this sense, some studies have reflected important differences favoring girls in the writing process. For example, Varol & Yilmaz (2010) found that the girls were more autonomous learners; Rodger, Murray, & Cummings (2007) stated that girls preferred cooperating teaching

methods when writing and Chu-yao (2008) established that girls tended to write more. On the contrary, Zare-ee & Kuar (2012) stated that when writing girls were less assertive and argumentative; Mahdavy (2013) identified that the ideal L2 self was higher among English language learners because of the social and economic promotion that this situation represented and finally Ahât (2013) discovered that learning an L3 in Uyghurus Chinese region was disadvantageous for learners because of the economy and the gender differences.

These studies show a tendency to deal with gender from the perspective of differences that privileges males over females or females over males. The perspective of differences is not an interest in this study because gender is understood from a different view.

The critical tradition takes texts as its study center (Bucholtz, 2003). Such an approach deals with the identification of ideologies underneath the culture. These ideologies shape human beings' language use in a multiplicity of ways, being gender one of them. A characteristic of the critical tradition is the reconfiguration of cultural ideologies, i.e., the deconstruction of the ideas that identify them. In this perspective, Murphy-Graham (2009) demonstrated how in a Sistema de Aprendizaje Tutorial -Tutorial Learning System- (SAT), the curriculum had an impact in the deconstruction of gendered students' relationships in their immediate contexts; Yusof & Hashim (2010) noticed how their students' artifacts revealed students' worries about gender, especially, the change of those traditional imaginaries of their cultures, subverting fixed femininity constructions which came from their heritage; Peterson (2001) identified the strong bonds of gender assumptions in children's narrative writings because of gender conformity; Blaise (2005) realized that children in the kindergarten maintained hegemonic discourses of masculinities that they had learnt previously in their immediate contexts, however, some girls resisted the heterosexual matrix when they confronted the standard thoughts about being a girl; Charles

(2007) found that discourses of female passivity and subordination had been challenged by contemporary discourses of girl power.

All these studies reflect my research interest in three ways. Firstly, because they try to unravel how human beings are subjects receiving the effects of gender constructions (Blaise, 2005; Kimmel, 2011; Sunderland, 1994). In this sense my study intends to identify how EFL learners construct and reveal their masculinities and femininities through their writings. Secondly, they make the individuals conscious of the influence of gender in their daily relationships (Wodak, 1997). And finally, this awareness could be the initial point of undoing gender practices that lead to egalitarian conditions (Butler, 2004).

The recent anthropological tradition takes into account the trajectories of the discourse (Bucholtz, 2003). This aspect sees gender as unsteady and manipulable and quite connected to other critical issues like political ones, all of them situated historically. In this sense, H. Castañeda-Peña (2008) shows that EFL pre-school students' gender, from a discourse of multiplicities, was fluid in the construction of social networks, especially a friendship network. Pre-school students' masculinities and femininities seemed to share the same level. A. Castañeda (2012) also establishes this sense of equity with seven adult EFL learners who display online discourses of egalitarian knowledgeable learners. From a gender positioning stance, Camargo (2013) also reveals the existence of social networks in an EFL fifth grade. But contrary to H. Castañeda-Peña's and A. Castañeda's evidences, Camargo (2013) notices that there are some patterns of selection in conforming these social networks which seem to favor girls. In her discourse study, Duran (2006) reveals how boys seem to dominate the EFL classroom silencing girls's voices. This finding is quite related to Rondón's study (2012). By analyzing six short narratives, Rondón shows how six LGTB EFL students find moments of marginalization and

rejection in the EFL classroom due to the power of heteronormativity. Davidson's research (2009) shows how three males challenge dominant societal norms of male competition and domination, while creating and maintaining safe spaces for expression. These men committed to redefining, reclaiming and redirecting their fluid masculinities. Zareie (2013) finds how Iranian women used blogging in Internet to be conscious of their condition in social/political/economical spaces, shared their own ideas and diffused these ideas among others as a new sphere for presentation/self-expression and identity redefinition/construction.

The most interesting aspect of these studies is the potentialities that they have in order to begin to change the statu quo of gendered western societies (Kimmel, 2011)

Some previous research studies that have tackled gender from these three perspectives have been depicted. The next section discusses the key concepts that are the basis of this research study.

Theoretical Framework

The issue of gender, masculinities, and femininities. Second and foreign language learning (SFL) has been the core of applied linguistics throughout these decades of this new discipline (Davies, 2007). As historical needs and new perspectives of sciences have changed, the concerns of applied linguistics have to be redefined accordingly. With the appearance of the feminist movement in the 70s, applied linguistics researchers interested in the issue of SFL, directed their attention to gender and its implications on language learning. These initial studies are characterized because they focus on dealing with gender as differences where the male/female dichotomy prevails, as shown by Kubota (2003). In her paper, she demonstrates that such dichotomy reinforces the fixed notion of female deficit and male superiority in language use. Such an appreciation reinforces sexism, which is seen as a way to keep women under subordination (Poynton, 1989; Sunderland, 1994).

In order to keep away from this dichotomous controversy, constructivist and poststructuralist feminist approaches tackle gender as a “social construct that is dynamic and always shifting” (Kubota, 2003, p. 35). In this sense, Wodak (1997) states that both femininity and masculinity are “ways of living certain relationships” (p. 4). This affirmation highlights the fact that gender is constructed socially. In the same line of thought, Kimmel (2011) claims that differential socialization configures both men and women, i.e., culture shapes femininity and masculinity through socialization diachronically and synchronically. Such shaping has differences depending on the cultural values which define a society. This clarification states that gender must be understood in a continuum (Baxter, 2010), i.e., gender can be subject to changes in time as it is enacted. The following quote summarizes the sense of gender that is part of this research study:

Gender is both a cultural and an individual concept. A society's or group's culture shapes, or "genders", the people within it according to their biological sex (or, occasionally, perceived sex, for example when a baby is thought to be a girl but in fact is a boy). The resultant concept of gender associated with males is called "masculine" and those with females "feminine". A culture includes beliefs, social practices and institutions, such as child-rearing practices, family, school, economic structures and employment structures. In that these vary, different cultures shape biological males in different ways and biological females in different ways. Different cultures accordingly espouse different concepts of gender (Sunderland, 2000, p. 2).

Here Sunderland proposes directly the idea of masculinity and femininity construction immersed in a social context. Further, she reaffirms Kubota's assertion about gender being a social construct as Rojas' study (2011) demonstrates. In her research, Rojas, starting from discourse analysis describes how a female group of university students construct their femininity in terms of power relationships. Another approximation to femininities and masculinities is given by Sunderland (1994), who says that the societal consensus of these behaviors may not coincide with the actual behavior of an individual. This concept introduces the idea of fluidity in gender constructions, i.e., gender is a construct which depends on many factors like culture, age, the historical time, etc. The idea of gender fluidity is central to the queer theory approach.

Queer theory establishes that hegemonic masculinity is the responsible for clearly defining the constructions of what is feminine and masculine (Blaise, 2005; Davidson, 2009). This definition implicates the use of heterosexuality understood as a structure that shapes gender relations. This conformation establishes that there is no femininity by itself. What there exists is an emphasized femininity (Kimmel, 2011), consisting in shaping women's behavior in terms of what heterosexuality defines. This conceptualization takes into account women's obedience, subordination, and adaptation to what men want. The materialization of hegemonic masculinity (Connell, 1995, as cited in Kimmel, 2011) is given by discourses of heterosexuality that manifest

and enact the power of hegemonic masculinity over the individuals of a society, including other men (Kimmel, 2011).

Hegemonic discourse uses language to materialize their power. Poynton (1989) states that language may offer linguistic evidence of such gender construction from the different treatment by parents in children's rearing. Thus, linguistic evidences are quite connected to the development of literacy both in L1 and L2 as argued by Sunderland (2004) and Baxter (2010) as well. They assert that discourses are the basis, revealing, producing, and reproducing social ideologies that, of course, portray gender. From this perception, it is important to study literacy processes within the EFL classroom. That is why some key elements of literacy are now reviewed and then critical literacy is studied deeply.

Critical literacy. Literacy scopes have widened from the traditional concept of the ability to read what is printed and to write texts (Bausch, 2014; Pennycook, 2001; Freire & Macedo, 2005) to more sociocultural mediated practices (Kist, 2005; Gee, 2000, as cited in Kist, 2005; Moss, 2007; Bausch, 2014). This is what has been called new literacy studies that Kist (Lankshear and Knobel, 2003, p. 16, as cited in Kist, 2005) defines as "a specific sociocultural approach to understanding and researching literacy". In this sense, Kern (2000) defines literacy in the specific context of academic SFLL education as follows:

Literacy is the use of socially-, historically-, and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their context of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose sensitive, literacy is dynamic –not static- and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge. (Kern, 2000, p. 16).

This definition introduces a component of criticality that matches Freire's emancipatory literacy whose objective was to empower the oppressed individuals and to provide tools so they could "reappropriate their history, culture, and language practices" (Freire & Macedo, 2005, p. 109). This emancipatory Freirian conception of literacy joined with the critical social theory, became the base of the development of critical literacy and its interests in issues like gender, class, and ethnicity (Morgan, 2002).

Critical literacy has had different foci of attention (Pennycook, 2001). One of them is related to critical literacy seen from genre. This perspective emphasizes the different patterns that language can take and how to promote the access of these patterns to all the members of a social conglomerate in egalitarian conditions. Another focus of attention points to the development of voice and critical pedagogy. This approach centers in unraveling the structures of the society that do not let citizens speak. As these structures are revealed by means of pedagogical practices, citizens' voices are heard and then they have the possibility to look for changes in their lives and contexts. Such an approach has its roots on Freire's (2005) thoughts. A third focus deals with critical discourse analysis and critical language awareness. This viewpoint prioritizes the analysis of texts to configure the ideologies that support a social group and which materialize in discourses. This also prioritizes the effects of these discourses in the conformation of the social groups' ideologies. This focus follows Fairclough's (1989) principles of discourse analysis. A fourth focus posits literacy as a social practice in the terms that were explained above. The last has to do with a poststructuralist view which posits the truth as "something produced by social and cultural organization" (Pennycook, 2001, p. 106) which coheres with the stated paradigm of this research in chapter three.

For the purposes of this study, critical literacy is understood as a stance that seeks to liberate subjects of the dominant ideologies of a social group which is under the control of some specified cultural patterns. To do so, this perspective of reading and writing gives the strategies that the learners need to understand what it is behind the text. This discovery process lets learners identify the dominant ideologies that sustain the cultural, social, and historical principles of a given social context. Once the learners are aware of such governing standardized patterns, those processes of changing social relationships in the immediate context need materialization through action. In so doing, they get empowered to transform and diminish the impact of dominant ideologies and stop “serving, the wider social order” (Freire & Macedo, 2005, p. 105). In the next section, writing is explained as it constitutes the core EFL productive ability that is prioritized in this research study.

Writing. Writing has been seen as a complex skill for EFL learners to learn. It has been widely researched by applied linguistics in terms of a skill consisting basically on learning to write in another language (Manchón, 2011b). For example, in Srijongjai's study (2011), she identifies the predominant learning styles of a group of English majors in a B.A. program through their writings; Hashemian & Heidari (2012) present some results that take into account the influence of motivation of 30 M. A. students of TEFL in writing texts.

Taking into account this view of writing, Hyland (2003) proposes a classification of some of the tendencies of teaching and learning writing. Focus on language structures, focus on text functions, focus on creative expression, focus on the writing process, focus on content, and focus on genre are under such a division. From them, focus on the writing process conceives this skill as one in which the writer is worried to convey meaning in a continuum. This continuum implies reformulation of expressed ideas, use of helping sources, and all the necessary strategies to

communicate what the author really wants to convey. This approach has been quite explored in research about writing (Hyland, 2011). Considering writing as a process is one tendency that is going to be tackled in this study.

Write-to-learn perspective. This new perspective of writing has been worked by some scholars who share the idea that writing itself can become a source of second language acquisition (SLA) (Adams, 2003; Liu, 2013; Izumi, 2002; Harklau, 2002; Williams, 2012). That is why most of them take the output hypothesis described by Swain (1995) as their base. Swain's hypothesis is made of three components. The first one is noticing the gap where the learner finds a difference between what he knows about language and what he is able to communicate with that language. The second constituent is hypothesis testing which explains how the learners' language output is a way of examining both its comprehensibility and its correctness. The last element is called metalinguistic function which consists in supervising the language output and adopting it in their SLA process through the language itself.

Swain's output hypothesis is further widened by Schmidt (1990), especially in the noticing gap hypothesis. This researcher introduces consciousness as an aspect to be taken within such a proposal. He asserts that consciousness takes an important role in the language learning process and makes other processes within the learning easy.

Both Swain's and Schmidt's ideas are used to introduce corrective feedback (CF) as one strategy that can be used to adjust learners' language. CF intends to promote L2 learners' attention on the form of language when they are participating in a learning task (Van Beuningen, 2010). CF has the potentiality that it is taken into account once the meaning is conveyed. This is an advantage because CF does not interrupt the course of communication.

The studies on the new conception of visualizing writing as a source of language learning or as a source to learn a specific content area are new and quite limited as Harklau (2002) and Kormos (2012) suggest in their research studies. Besides, it is argued that the writing skill offers some advantages compared with other skills (Williams, 2012; Harklau, 2002; Kern, 2000). Among the benefits that they take into account are: the slower pace, the permanence, the potential use of writing by shy students, the editing process, etc.

Both Swain's and Schmidt's theories and write-to learn perspective of writing seem to be the ones that better suit the prospect that is going to be tackled in this research study. They encompass the views of curriculum, language, classroom, learning, and most importantly the personal pedagogical practice that I do within the EFL classroom. Its materialization in the pedagogical platform is presented in chapter four.

As shown in the background of the study, there is a strong linkage with discourse analysis when researching issues in applied linguistics. This highlights the importance of tackling this study towards discourse analysis (See chapter 3) because of the fact that students' artifacts are used as data collection resources.

There is a tendency to consider gender as a social construction characterized by its diachronic and synchronic fluidity, its situatedness, and its big impact on all the spheres of the daily human relationships (Kimmel, 201; Sunderland, 2004; Meyerhoff & Holmes, 2003). It is also important to stress how gender takes for granted many of the gendered behaviors that favor either males or females in a given society.

The new write-to-learn perspective seems to offer strong potentialities to be a source of L2 learning. Being writing a skill that has some particular features, it can constitute per se a way to encourage language learning.

Writing and gender identity. When a student is writing, s/he is leaving traces of some of the features that identify her/his identity in terms of her/his race, class and of course her/his gender (Paechter, 2007) in her/his written discourses (Sunderland, 2004). These written discourses can be interpreted to see what emerges from the teachings that a boy and a girl has received from their sociocultural context (Wodak, 1997). In doing so, it is possible to identify the gendered ideologies behind the text. But it is not only the parents' teachings that define what gender identity should be, i.e., what is masculine and what is feminine. The community of practice, in this case the school, is the place where students' interact and where the characteristics of their identities are portrayed. This portrayal is not unique as identity is fluid in the continuum of the social relationships (Sunderland, 2004).

Chapter Three

Research Design

This chapter presents the research methodology that supports this study. It includes the research paradigm, the research approach, and the research type. It also describes the setting, the participants, the sampling method, and the researcher's role. Lastly, it describes the data collection instruments that were used during the pedagogical intervention and at the same time the ethical issues concerning this research study.

Research Paradigm

The general objective of my research study is to identify how students construct and reveal their femininities and masculinities in their written texts. These feminine and masculine constructions are socially constructed, fluid, and situated. That is why my research study is framed within the poststructuralist paradigm (Hatch, 2002b). This paradigm expresses the idea of the existence of multiple realities and multiple truths. Each one of these realities is organized in a certain way and dictates the patterns of behavior to the individuals of a situated social group. Such an organization is a truth for that moment, for that place and for the individuals who are involved in the social fabric. Both masculine and feminine imaginaries are within the students' daily context and are brought to the EFL classroom with all the social standards on which they are constructed. Despite these previous social constructions, they can flow as the interaction is given.

A possible outcome of this research study is students' awareness in terms of the daily gendered relationships that they hold. Such students' awareness is expected to be reached through students' participation in EFL lesson plans. The activities of the lesson plans are thought to guide the students in understanding their gendered interactions and their direct relationships

with the construction of social conditions. In so doing, this research study is based on looking for changes in the students' lives within their daily gendered relationships (Creswell, 2009b).

As students may identify their gendered relationships, they may also be aware of non-egalitarian conditions. When they do it, they may notice how there are social ideologies that maintain authority, disparity, and continuity (Creswell, 2009). It is hoped that students who do not have these tools of power may begin to be conscious of such situations and at the same time reflect upon how to be freer of those power patterns and behave accordingly. Thus the politics and political agenda of the classroom are affected by such awareness (Creswell, 2009b). They begin to be more empowered. In this line of thought this research study is also concerned with the general preoccupations of critical theory as stated by Crocker (2009) and Patton (2002).

Research Approach

Establishing how masculinities and femininities are constructed and revealed in students' daily interactions in an EFL classroom defines this study as a qualitative research. Human participants are embedded in L2 learning within a social venue, the classroom -a natural setting-, which is part of research participants' realities (Hatch, 2002b). Determining what social ideologies and what power issues mediate in the constructions of what feminine and what masculine are from the students' perspectives is also significant in a qualitative study (Hatch, 2002b; Creswell, 2009a; Snape & Spencer, 2003; Dawson, 2007). Doing so, research participants' voices are heard (Hatch, 2002b).

Defining how EFL learners reveal and construct their masculinities and femininities in the classroom allows to have a representation of a situated reality that is "unique, dynamic and complex" (Hatch, 2002b, p. 9). In the process of such an interpretation, it is necessary to collect data from different sources which drive to a practice of reflection in understanding how the

individuals in this specific venue maintain those social constructions of gender. This understanding is the result of uniting the pieces together to have a whole picture of how gender may have an incidence in the social phenomenon of study. So doing, this research study is inductive, it goes from the particularities to the establishment of “analytic generalizations” (Lincoln & Guba, 1985, as cited in Hatch, 2002b, p. 10)

Type of Study

Participants in this study are involved in an EFL learning process in a specific venue, the classroom. This setting is a mini-society that has its own principles, practices, and rituals (Kumaravadivelu, 1999). Here boys and girls meet and communicate. Such communication is given through language-in-use “to enact activities, perspectives, and identities” (Gee, 2001, p. 4). It is through language-in-use that research participants enact their masculinities and femininities. These masculine and feminine constructions are crossed by societal ideologies which dictate specific behaviours in the male and female worlds as it happens in the classroom. There are power issues behind these ideologies (Weiss & Wodak, 2003; Weningner, 2008). In this sense, classroom discourse analysis becomes the type of research of this study as it tackles how gendered ideologies have their effects in students' male and females constructions.

The instructional design with the lesson plan (See chapter four) sought to develop critical literacy processes. By means of the lesson plan, data was collected. When these data was analysed, they showed the particular ways that students portrayed their gendered ideologies in the particular context of the EFL classroom (Paltridge, 2006). The analysis explained how students' gender ideologies were subject of macrosocial structures that sought to maintain oppression and the statu quo of patriarchal society (Weningner, 2008).

Setting or Context of Study

The participants of this research study attended a public school that was located in Veinte de Julio neighborhood. The neighborhood belongs to San Cristobal locality, UPZ number 34 (Unidad de Planeamiento Zonal- Zonal Planning Unit-). This district was constructed in a farm which belonged to Antonio Nariño, who is a very important historical hero in Colombia. The vicinity was founded in 1929 and became very well known in Bogotá city for the construction of the Divino Niño Jesus parish in 1937 by Juan del Rizzo, Salesian priest. The parish is a religious pilgrimage site visited by many people, mainly on Sundays, due to its religious importance (See appendix C9). The neighborhood is a place of outstanding economic development. There are formal businesses represented by important supermarket branches like Metro, Exito, Surtimax and K-tronix. There are informal businesses characterized by street vending that is seen everywhere, invading public spaces (See appendix C10 and C12). The goods that are most sold in this street vending are religious objects, perishable food and clothes (See appendix C10, C11, and C12). The neighborhood also counts with the south-west Transmilenio portal which makes the neighborhood accessible from all the points of Bogotá city.

Veinte de Julio School is a public and elementary High School which has offered education services for 44 years. This school was founded in 1970 as a primary school. With the Decree No. 002, 1996 of Bogotá's District Council, the educational institution began to offer basic secondary education. In this school, students take English as a Foreign Language (EFL) as one of the subjects within the school curriculum. The school has a morning and an afternoon shift. Right now 1400 students attend the school in both shifts. Despite the school is located in a third stratum, most of the students' families belong to either one or two strata (The stratum is the

way that Colombia classifies the properties in socio-economical terms –Stratum 1 is the poorest and stratum 6 is the richest). They tend to live in rented houses or tenancies.

Participants

In order to carry out this research study which dealt with a social issue, it was chosen a sample of students for studying how their masculine and feminine constructions were given in an EFL classroom (Ritchie, Lewis & Elam, 2003). This sample included forty-two ninth graders, whose ages ranged from 14 to 17 years old. Two boys and two girls dropped while the pedagogical intervention took place. Some students had problems with their attendance, situation which implicated that their participation was not taken into account when they were absent. The ninth grade course was made by 29 male and 13 female students. The mixed course permitted me to collect data in terms of male and female constructions and to have different perspectives from the research participants (Kuzel, 1992, as cited in Yin, 2011).

Sampling

This ninth group was selected because it was a homogenous sample (Ritchie, Lewis & Elam, 2003) in terms of their socioeconomic stratum. All the research participants shared some characteristics like: (a) They had the same social strata; (b) they tended to live in the same locality; (c) they shared a common range of age; (d) participants' parents tended to work in the same place in the same working activity –street vending, (See appendix C9 and C10). These appendices show a student's mother working on the street and a former school student selling clothes.

The purposive sampling as depicted by Ritchie *et al.*, (2003) was the strategy in selecting the research participants because this group has tended to maintain the same students. It also has

been a course that has shown an interest for the subject and it is mainly formed by boys. They also expressed their interest in participating in this research study.

In selecting the sampling for the analysis of the categories, intensity sampling (Patton, 2002) was used. This sampling let the teacher-researcher choose rich examples that described the interests of the phenomenon within the category.

Researcher's Role

This study required the researcher to be a participant-observer of the manifestations of masculine and feminine constructions. In this sense, participant observation let the researcher discover the ways and the reasons of individuals' actions in a given context (Guest, Namely & Mitchell, 2013) and he could see the constructed male and female meanings as "they are taken for granted by the participants" (Hatch, 2002a, p. 72).

This researcher's role of being a participant observer enabled him to be an instrument as well (Yin, 2011). The researcher is the one who is watching human behaviors as they are presented in the venue. The researcher is the one who selects the most appropriate events to be taken into account during the research process, because of their meaningfulness (Hatch, 2002a). Such a compromise implies that the researcher lets his biases go away as he has to be free as possible of his thoughts on the studied issue (Yin, 201; Guest, *et al.*, 2013).

Being a participant observer was not the only role of the researcher in this study. He was also a teacher; he was guiding an EFL process. This fact made him a teacher-researcher. As the paradigm of this study was the poststructuralism with critical feminist orientations, this implied an active participation on the part of the teacher researcher because expected students' awareness development as to gendered daily relationships refer (Hatch, 2002a).

Instruments to Collect Data

In order to develop this research study, some instruments were used to collect data from the students. In the next sections, each one of the instruments and the basic protocol that was followed for their administration is explained. It is worth specifying that there was a previous piloting stage which showed a high level of suitability of the instruments in terms of the research question of this study. During the piloting phase, there were many variables around the context where the research took place that had a direct influence on the research practice, so the researcher was able to anticipate them when the research was done.

Field notes. The use of field notes was the result of the participant observation of the classes held in the ninth group mentioned above (Mack, Woodson, Kathleen, Guest, & Namey, 2005). It is worth explaining that the field notes were not filled in while the teacher-researcher was in class. He videotaped the class sessions and he used the videotape to fill in the field notes format after playing back the video.

The field note's format was developed taking into account some of the guidelines suggested by Mack *et al.*, (2005). First, it was included the name of the instrument, the date of the observation, the time, and finally the type of activity in which the research participants were involved in. These general data of the instrument let the researcher keep a record of the gathered data and also maintain the systematization of the research study. Second, two wide columns were labeled with note-taking and note-making (Frank, 1999). The first column, note taking, was designed to note down the descriptions of the events that were happening while the class was held. The second column, note making, was to write the researcher's interpretations of the observations (Frank, 1999). A two or three capital letters name was given to each participant to code them and to identify the research participants (Warren, 2002).

Procedure. To administer this data collection instrument, the researcher followed this procedure:

- a. Design the instrument (See appendix D).
- b. Look for the best angle to keep the camera fixed in one position.
- c. Videotape of the class session.
- d. Observe and describe of the most outstanding events in the note-taking column in each session.
- e. Fill in the field notes.
- f. Interpret the note-taking and note-making columns.

The qualitative interview. The qualitative interview followed a conversational mode (Yin, 2011) or a guided conversation (Warren, 2002) where the teacher-researcher used his knowledge of research participants to maintain both the flow of the interview and the rapport with the interviewees (Yin, 2011). Four girls and four boys were interviewed before the pedagogical intervention (See chapter four). Because the research participants had not developed a high English proficiency, the qualitative interview was done in participants' mother tongue, Spanish.

The interview was initiated with some ice-breaker questions based on what the interviewer knew about the interviewees (Creswell, 2009c). Then, he continued with the main questions of the interview (See appendix E) which were characterized by being open-ended questions (Yin, 2011). As the qualitative interview looks for understanding "a participant's world" (Yin, 2011, p. 136), the researcher used the probes in order to have a clearer understanding of what the interviewee conveyed (Creswell, 2009a; Warren, 2002). The interviewer kept a listening attitude while the interview was carried out trying to intervene with a

probe when he considered that was necessary and he wanted more details of the explained issue by the interviewee. Finally, the interviewer thanked the interviewees. When the interviewees did not attend the qualitative interview, a voice recorder or a written format was used so participation was maintained (See appendix E)

The qualitative interview was videotaped in .MPG file type. It was filed under the same folder called qualitative interview with the nickname of the interviewee, the date, the time, the nickname of the interviewee, and the place where it was held. Each file was given a number to keep a record in the timeline (See appendix F). This filing process followed one of the recommendations given by Creswell (2009a) & Richards (2009) to design the interview protocol.

Procedure. To carry out this data collection instrument, the researcher followed this protocol:

- a. Design the main questions of the interview.
- b. Invite to the interviewees formally to participate in an interview (See appendix G)
- c. Ask for permission to use the counselor's office which was generally a quiet place.
- d. Look for the best angle to keep the camera fixed in one position.
- e. Administer the instrument and videotape the interviewee.
- f. Transcribe the interview.

Students' artifacts. Students were active participants in the designed lesson plan of the Instructional Design Chapter (See appendix I). They were immersed in an EFL classroom where they interacted socially, they were part of a cooperative group or a dyad to produce an EFL text, and they were text writers. In doing so, the researcher used what is called researcher-generated documents (Norum, 2008; Merriam, 2009). This practice permitted to collect a series of students' writings that offered a widened view of masculinities and femininities. These artifacts proved to be authentic and accurate (Merriam, 2009) because they were written by the research participants during the class sessions; they were part of an instructional unit that looked for specific identity constructions -masculinities and femininities-; all of them were primary sources; although they were edited grammatically in cooperative learning activities, they kept the initial authors' meanings; most of students' writings were reflections of their thoughts of the instructional units.

The lesson plan was based on a short video that was divided into smaller video units while the lessons were carried out. The video looked for raising awareness of gendered relationships, to gain understanding of these sorts of relationships, and to lead social change (Hatch, 2002b). Then, students were asked to write their perceptions of the video units by means of critical questions that enhanced inquiry (McLaughlin & DeVogd, 2004).

Procedure. To gather students' artifacts, the teacher researcher took into account the following procedure:

- a. Design the lesson plan based on a video that contained texts that disrupted common gender ideas (McLaughlin & DeVogd, 2004).
- b. To plan writing activities that let the teacher-researcher gather students' artifacts.
- c. To administer the lessons plan.
- d. To gather the activities of the lesson plan.

- e. To read students' artifacts
- f. To analyze students' artifacts.

Audio recording. The research participants in this study were sometimes involved in writing activities by means of some cooperative structures within a cooperative learning environment (Kagan & Kagan, 2009). These writings promoted enquiry from a critical literacy stance (McLaughling & Devoogd, 2004). When writing cooperatively the research participants had to converse. In this process of conversation, the students portrayed their ideas, thoughts, and the characteristics of the communicative interaction that they used to have in the the EFL classroom. So, the audiorecording offered "an accurate summary of what was said" (Morgan & Guevara, 2008, p. 40 in Given, 2008). This data collection method let the researcher unveil research participants' discourses in the venue. These discourses showed how boys and girls revealed and constructed their masculinities and their femininities from a more "naturalistic observation" (Morgan & Guevara, 2008, p. 40 in Given, 2008).

Procedure. In order to get data from the site, the teacher-researcher followed this route:

- a. To design an instrument to register what was said (See appendix I)
- b. To ask the permission of the teammate to audio record the verbal interaction.
- c. To audio record the verbal interaction
- d. To play back the audio record
- e. To transcribe the audio record in the designed instrument
- f. To analyze the transcription of the audio record

Ethical Issues

In order to carry out this study, the teacher researcher explained the objective of this experience to his students and asked participants' parents and research participants to fill in a

consent form to fulfill the requirements of ethics in doing research (Merriam, 2009; Crocker, 2009; Warren, 2002; Yin, 2011; Mack *et al.*, 2005; Creswell, 2009c). To write the consent form, some of the recommendations given by Creswell (2009c) and Mack *et al.*, (2005) were taken into account. These recommendations included the explanation of the general objective of the study taking into account the type of audience (parents and students), the clarification that some instruments to collect data would be used while the study was developed, the fact that students' parents and the students themselves could stop participating in the inquiry in any moment while the research study was carried out, the clarification that students' identity would be kept anonymous, the fact that students' participation would have nothing to do with the grades in the English subject, the name of the researcher and his telephone number if the parents wanted to know more about the research study or had a question to make, the name of the sponsoring institution, and finally the signature line to sign accepting to participate while the research was carried out (See appendix K).

Chapter Four

Instructional Design

This chapter focuses on the pedagogical intervention that was implemented with ninth grade students in order to gather data to identify the way in which they reveal and construct their masculinities and femininities in their writings. The chapter also describes the curricular platform that is consolidated through the explanation of the vision of the curriculum, the vision of language, the vision of learning, the vision of classroom, the methodology, the teacher's role and the learner's role.

This curricular platform aims at the development of EFL learning through the establishment of writing skills in a cooperative learning (CL) environment, i.e., students wrote texts where each one of the group members contributed to the construction of compositions. In these compositions students reflected upon the gendered relationships that they live in their immediate contexts.

Curricular Platform

In this section, the visions of curriculum, language, and learning to intervene pedagogically in the classroom are described.

Vision of curriculum. The school is a place where the students meet their peers. This place as many other social institutions reflects the social, cultural, political, philosophical, and economic constructions that mediate human interactions (Kimmel, 2011). The school becomes a place where gender is done as well (Murphy-Graham, 2009). Doing gender is reflected not only in students' behavior but also in their written compositions. In this sense, the vision of the curriculum in this research study is central design as explained by Richards (2013) and will be explained in more detail below.

The aim of this research study is concerned with the target language (TL) learning processes. As students write, they are able to construct linguistic rules of the TL and at the same time they are worried for conveying meaning in the process of communicating ideas. Such process is given in the continuum of learning. The writing process itself becomes a language problem-solving task while a CL approach is the means to do so. This language solving-problem is tackled in groups in this research study. Groups appear to promote language meaning and interaction between participants. The learners have to solve the rising problems using both direct and indirect learning strategies. Direct strategies have the goal of learning the language using the language itself; the indirect strategies are those that help to develop language knowledge indirectly (Oxford, 1991). This fact makes students direct participants of the learning process. As every individual has different modes of learning, in the process of writing this individuality is highlighted because each EFL learner uses the language problem-solving strategies s/he has at hand or the ones that s/he has been taught. Here it is important the intervention of the teacher as a resource in providing the tools that the students can take advantage of, for example cognitive, social, affective and metacognitive strategies.

Vision of language. Ninth graders dealt in their writings with the influence of gendered ideologies portrayed in the identification of male and female stereotypes and with hegemonic masculinity in their daily behavior. As they did it, they used EFL as a tool for self-expression and ideology. The first distinction described by Tudor (2001b) emphasizes the fact that EFL learners use the language to express their feelings. This expression of feelings is unique as every L2 learner has a single subjectivity. Such subjectivities are reflected daily in terms of the gendered relationships that students establish within the EFL classroom. Those subjectivities are embedded in the culture and are enacted consciously or unconsciously (Kimmel, 2011).

Language is also seen as a space to promote the sense of democracy where issues of diversity and inclusion are to be taken into account while language, either the mother tongue or the target language is used within the classroom (Huber-Warring & Warring, 2006). In this same perspective, the promotion of justice and equity are also part of the vision of English as self-expression. Kagan's principles (2009) about CL depicted below show, for example, how interdependence promotes egalitarian participation of a member within a group, in the case of this research study, the groups of four students.

The second distinction points to the ideological load that language itself carries in the middle of the sociocultural relationships that students have (Tudor, 2001b). One of these ideologies has to do with patriarchal ideology. The patriarchal ideology relegates women from public spaces and diminishes their opportunities (Zareie, 2013). Here students' writings become a strategic possibility to undo gender through L2 language use (Murphy-Graham, 2001). It also provides a space to reconfigure values of inequity and to ample the possibilities of language minorities.

When students are dealing with CL and are involved in a writing task that asks them to reflect upon some of the value systems that identify them, they become conscious of the effects of patriarchal ideologies that not only limit women but also other men (Blaise, 2005). It is worth to mention Kagan's principle of CL called equal participation, where the group members are expected to contribute to the development of a task. In doing so, egalitarian relationships are promoted.

Vision of learning. The interaction hypothesis (Allwright, 1984, as cited in Tudor, 2001c) establishes that learning is given when a person socializes. In this sense, the use of collaborative modes of learning is central in the pedagogical intervention of this research study. More specifically, the CL where the students in small groups maximize their own and each other's learning around the completion of tasks or problems (Smith & MacGregor, 1992, as cited in Rodger, Murray, & Cummings, 2007).

When students are involved in the development of a writing task, they are learning by doing, i.e., learning occurs as learners are immersed in the completion of a given task (Tudor 2001c). The writing task has to address a real audience (Routman, 2000, as cited in Hashemian and Heidari, 2012). In constructing writing texts, the writer has to be careful to convey messages to his/her audiences, in doing so; this conveyance stimulates the learning process.

Vision of classroom. Each one of the students is growing up in a specific context surrounded by many people. These people have developed, directly or indirectly, a value system that reflects society's agenda and particular cultural ideologies, i.e., the basic principles on what a citizen has to behave in order to accommodate to his/her place of socialization. Willingly or unwillingly all these value systems of the culture become the patterns to be followed, for example hegemonic masculinity establishes clear features of what masculine is and what feminine is (Blaise, 2005; Kimmel, 2011). Gender is one of the constructs that belong to those value systems and as argued above, there are some gendered stereotypes that students are to stick to. In this sense, Tudor's (2001a) perception of the classroom as imposed socialization matches this study. As it is explained by this author, all the social groups have their own thoughts and value systems and pursue to manifest such systems and maintain them diachronically by means of different social institutions, being the school one of them (Tudor, 2001a). Thus, the classroom is per se a place where all these gendered behaviors flourish as L2 learning is given.

The classroom as emergent socialization (2001a) also fits the aim of this research. He asserts that a classroom is affected by outer beliefs but at the same time it is a place of encounter whose participants make unique, it is, the sort of students' behaviours and students' perceptions of the world which are enacted in unexpected ways. Such characteristic gives individuality to the classroom and turns it into a potential place of social transformation. In this line of thought, the EFL classroom is a place where gender is done and at the same time the place to undo gender (Butler, 2004; Murphy-Graham, 2009). This deconstruction of hegemonic patriarchy can "...give rise to a social reality which is specific to that classroom" (Tudor, 2001 c, p. 128).

Pedagogical Intervention

Boys and girls of ninth grade worked cooperatively to write EFL texts from a critical literacy perspective. The objectives that were posed for this pedagogical intervention are explained.

Objectives of the pedagogical intervention. This pedagogical intervention intends to help students to:

- a. Reflect on their feminine and masculine constructions and the impact that these constructions have in the continuum of their daily social interactions. In doing so, they become aware of how their behavior is influenced by societal gendered ideologies and how these ideologies have a direct effect in their EFL learning.
- b. Develop English learning in a CL environment where each member of the group is contributing to the construction of language knowledge.
- c. Take actions to promote equity and egalitarian conditions within the classroom.

Methodology

As mentioned in the section of vision of learning, the methodology that was used is cooperative learning. In doing so, the groups of four students and the dyads were the core of social interaction within the EFL classroom. The P.I.E.S principle model described by Kagan & Kagan is the leading one to be approached in this research study (Kagan & Kagan, 2009). The first principle, "P", stands for positive interdependence. This principle is subdivided into two sub-principles. The first one is positiveness where each member of the group is supposed to cooperate and at the same time to promote the cooperation of the other person s/he is working with. The second is interdependence that consists on the contributions of each of the students that make the group succeed in a given task. When dealing with the tasks in the pedagogical

intervention, interdependence will be fostered by assigning responsibilities to each one of the members of the group and at the same time emphasizing that collaboration is needed in order to fulfill the task (See appendix H).

“I” stands for individual accountability which highlights the responsibility that each learner has in terms of his/her performance within the group-work. This principle is subdivided in individual, public, and required accountability. The former refers to the contribution that the learner himself/herself does to his/her learning. The second deals with how his/her contribution is taken into account for a public performance. The last one has to do with the obligation of performing with his/her contribution to the task. In order to guarantee the fulfillment of this principle, all the group tasks are going to play an important role in the construction of collective classroom activities in groups of four students and then in dyads.

“E” means equal participation, i.e., the egalitarian performance during the learning process. This participation is affected by many factors. Some of them are: personality types (introverted-extroverted people), achievement, success orientation and self-esteem; developmental appropriateness, cultural and language minorities and turn taking, among others. The small groups guarantee to some extent the equal participation of everybody by means of assigning individual responsibilities to each member of the group while developing the task. It is also promoted by the teacher, as he is going to be visiting the groups to take his role as a counselor, if needed.

The final principle is “S” which stands for simultaneous interaction. This principle refers to the level of engagement while learning is given. The tasks of the lesson plan were as authentic as possible, following Kramsch's (2001) and Mishan's (2005) considerations, i.e., the texts -the video from an English song- that the students had contact with kept the intention of the text. In

the same, way the suggested tasks during the pedagogical intervention should approximate to those which were presented in real contexts (Nunan, 1991, as cited in Mishan, 2005; Guariento & Morley, 2001). Maintaining text and task authenticity guarantees to some extent the continual engagement of the students during the lessons. That is why the lesson plan implemented included activities where students were asked to establish differences and similarities in their conceptions of masculinities and femininities (See appendix J).

The phases of the critical literacy lesson plan. The framework of the CL methodology explained in the previous section was critical literacy. Critical literacy is not a teaching method; it is “a way of thinking – a way of being that challenges texts and life as we know it” (McLaughlin & DeVogd, 2004). In order to develop critical literacy lessons, McLaughlin & DeVogd, (2004) propose four phases. The first stage is “Getting started” and its intention is to establish connections with students’ prior knowledge to motivate them and to set a goal for the reading. The second stage is “Guiding students’ thinking” which looks for engaging students in the process of reading. It is in this phase, that problem posing is going to be used as a strategy which is widely used to “challenge the text” (McLaughlin & DeVogd, 2004). The third stage is “Extending students’ thinking” that promotes critical deliberations and action-taking based on what the students have read, in this case what the students see in the song video clip. In the final stage, “Reflection”, the teacher considers what was taught and the reasons why s/he did it; how the lessons were; how the students responded to the class; what is next in the lessons and their critical content; and finally, other important things to be said.

Within these phases of the critical literacy lessons, Kagan’s structures were used in order to follow CL. According to Kagan (2009, p. 110), “a structure is the way the teacher organizes the interaction in the classroom at any moment”, that is why in the model of the lesson plan,

there was a column where the structure that was used was clear (See illustration 2). The structures that were used are: The Single RoundRobin where the teacher poses a problem and each member of the cooperative group has one turn to present a solution, AllWrite RoundRobin where the cooperative group discusses a problem given by the teacher and then after the consensus is reached all the members of the group write the answer, and the Jot Thoughts where every member of the cooperative group is given some slips of paper to write an answer to a question in an allotted time.

At the same time, some of the suggestions of CL lessons were also taken into account. For example, the introduction of sponge activities which were prepared for those groups that finished their activity first. It is also worth explaining that for working with CL, it is necessary to use class-building structures and teambuilding structures, so initially there were not activities that focused on critical literacy. Instead, some of the key principles to assure the good outcomes of CL were applied.

The illustration 2 explains the pedagogical intervention and the research agenda that was carried out with ninth graders.

The pedagogical intervention was carried out with some lesson plans. The lesson plans had their general critical objective, their language objectives, their teaching objectives, and the materials. Each lesson plan was linked with the Colombian national standards for English (Ministerio de Educación Nacional, 2006); the guidelines of citizenship and coexistence (Secretaría de Educación Distrital, 2013) and the route of learning citizenship and coexistence - Ruta de aprendizaje de ciudadanía y convivencia- (Secretaría de Educación Distrital & Fe y Alegría, 2013) which are the local educational policies from Bogotá; and the particularities of Institutional Education Project (I.E.P) -Proyecto Educativo Institucional (Colegio Veinte de Julio

Institución Educativa Distrital, 2014)- of the school where the pedagogical intervention took place. The lesson plan explained the critical literacy sub-phases. The sub-phases took the problem-posing questions suggested by McLaughin & DeVogd (2004). "The problem-posing is a strategy in which the reader uses inquiry to challenge the text" (McLaughin & DeVogd, 2004, p. 62). In this sense, students were expected to see what was beyond the text and to develop inquiry as it is the basis of critical literacy (McLaughin & DeVogd, 2004).

The sub-phases had their specific critical objectives and its accomplishment through critical literacy activities which were questions that the students had to answer while the lessons were carried out. These answers constituted students' writings. That is why the lesson plan shows the focus of writing that is tackled in each lesson plan. There is a description of the expected students' outcomes as the pedagogical intervention had to respond for teacher's accountability from his daily pedagogical labor within the classroom

The lesson plan explains the actions that were carried out by the teacher- researcher during three months of implementation. Firstly, the teacher-researcher organized cooperative groups or dyads taking into account the level of English. This level was determined using a standardized test (See appendix K). Secondly, the structure for the development of the critical literacy was modeled so the students could understand it and put it into practice. Thirdly, a portion of the video clip song was played and students were asked to watch it carefully. When needed, the teacher played this portion twice or three times more. Fourthly, the teacher-researcher asked his students to follow the example of the structure and the students were given the critical literacy activity. Fifthly, the cooperative group began to write and discuss the answers to the questions suggested in the critical literacy activities. Sixthly, the students

themselves edited their texts or followed teacher's suggestions to edit them. Finally, the students wrote the final draft of their text.

The lesson plan also describes the expected research outcomes in terms of the literature review.

| PEDAGOGICAL INTERVENTION AND RESEARCH AGENDA | | | | | |
|--|---|--|--|---|---|
| Research agenda | | | | | |
| Date | Activity | Objective | Instruments | Resources | Responsibilities |
| 13/2/15 | Filing of the authorization letter to begin the implementation of the research study at Veinte de Julio School in the principal's office | To inform to the principal the implementation of the study with the general objectives and some details to get stakeholder's authorization | Letter | Photocopies | Teacher-researcher, principal of the school |
| 13/2/15 | Socialization of the research project with parents and students during the first parents' meeting | To enhance students' and parent's participation in the study | Consent forms for parents and students | Photocopies and pens | Teacher-researcher, parents and research participants |
| 24/2/15 | Survey application to 903 students (To identify student's needs) | To get information and update student's needs and wants from the English class. | Digital survey designed with Google Drive | Digital survey and students' e-mail addresses | Teacher-researcher and research participants |
| 2/3/15 | Qualitative interview | To explore the concepts that the students have in terms of their masculinities and femininities | Formal invitation to the interview to four girls | Photocopies and invitations | Teacher-researcher, research participants |
| 4/3/15 | Implementation of the pedagogical intervention | To promote the development of critical literacy | Formal invitation to the interview | Photocopies and invitations | Teacher-researcher |
| 3/3/15 | Organizing cooperative groups and assigning responsibilities in the light of the analysis of students' scores in the standardized English test. Defining the roles to each member of the cooperative group. Class recording | To make the groups of cooperative learning. To socialize students' responsibilities within the group. To locate students in the classroom | | Handout per group with the responsibilities | Teacher-researcher, research participants |
| 5/3/15 | Qualitative interview | To explore the concepts that the students have in terms of their masculinities and femininities | Formal invitation to the interview to four boys | Invitation | Teacher-researcher, research participants |
| 5/3/15 | To tape record the class. To model brainstorming activity. To brainstorm blue and pink | To identify female and masculine associations with blue and pink | | English handout | Teacher-researcher, research participants |

| PEDAGOGICAL INTERVENTION | | | | | | | | | | | | | | |
|--|--|--------|--|-----------------------------|---|--|--|---|--|---|--------------------------|---|--------|--|
| English Lesson No. 1 PINK AND BLUE | | | | | | | | | | | | | | |
| General Critical objectives | | | Language objectives | | | Teaching objectives | | | | Materials | | Time | | |
| 1. To identify masculine and feminine stereotypes that the students may have in terms of the colors blue and pink 2. To promote awareness of the effects of masculine and feminine stereotypes in selecting blue and pink. | | | To write short descriptive and argumentative texts | | | To foster literacy development through writing short texts | | | | 40 handouts, scissors, dictionaries, video beam, computer, electrical extensions, sound system, | | Four hours per week | | |
| Colombian National English Standards | Coexistence and citizenship local policies (Ruta de aprendizaje de | P.E.I. | Critical Literacy Phase | Critical Literacy subphases | Specific critical objectives | Cooperative Structures | Critical literacy activity | Writing focus | Student's outcomes | Research outcomes | Date and timing | | Sponge | |
| Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. | Identifico los estereotipos y los mecanismos que me invitan a la dominación y discriminación, los evito y construyo alternativas de inclusión y mutuo reconocimiento de las múltiples identidades. | | Getting started | Brainstorming | To establish masculine and feminine associations with the colors blue and pink. | Single RoundRobin (Three hour sessions) | 2. What things do you associate with these expressions: characteristics of the women, characteristics of the men? Why? | Writing for an audience and team-peer editing, teacher editing when requested | Students' associations with blue and pink and some explanations for such associations. | A set of male and female characteristics associated with indexed discourses | Unexpected | T. explains how Single RoundRobin works | | In your notebook, continue explaining other associations you make with blue and pink |
| | | | | | Single RoundRobin (One hour session) | 1. What things do you associate with hot and cold? Why? | Writing for an audience and team-peer editing, teacher editing when requested | Students' associations with hot and cold and some explanations for such associations. | T. asks the delivery person to collect the first page of the handout | | | | | |
| | | | | | | | | | | | March 5th | | 3 | 10 |
| | | | | | | | | | | | March 9th and March 10th | | 3 | |
| | | | | | | | | | | | March 9th and March 10th | | 5 | 15 |
| | | | | | | | | | | | March 9th and March 10th | | 25 | |
| | | | | | | | | | | | March 9th and March 10th | | 15 | 15 |

| | | | | | | | | | | | | | |
|---|--|--------|----------------|-----------------------|--|--|--|---|---|---|--|--|--|
| Colombian National English Standards | Coexistence and citizenship local policies | P.E.I. | Critical Phase | Critical subphases | Specific critical objectives | Cooperative Structures and timing | Critical activity | Writing | Student's outcomes | Research outcomes | Date and timing | Sponge | |
| <p>Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato.</p> <p>Identifico los estereotipos y los mecanismos que me invitan a la dominación y</p> <p>Principios institucionales Aprender a interactura y aprender a decidir en grupo</p> <p>Engaging student's thinking</p> | | | | | | | | | | | | | |
| | | | | What is marginalized? | To identify masculine and feminine stereotypes | AllWrite RoundRobin (23 hour sessions) | <p>B. What boys do you admire? What characteristics of the boy(s) do you admire? Why? C. What girls do you admire? What characteristics of the girl(s) do you admire? Why? D. What characteristics of the boy(s) and the girls(s) aren't admired? Why? E. What boy is weird? Why? F. What attitudes, emotions, feelings do the basketball player and the boxer have against the weird boy? Why? G. What girls is weird? Why? H. What attitudes, emotions, feelings do the dancer and the secretary have against the weird girl? Why?</p> | Team-peer editing, teacher editing when requested | Students' descriptive and argumentative short texts evidencing masculine and feminine stereotypes | Hegemonic discourses of patriarchy related to emphasized femininity and hegemonic masculinity | <p>T. explains how AllWrite RoundRobin works</p> <p>T. asks MS to collect the first part of the activity</p> <p>Ss. Read question A and justify their answers</p> <p>Team and peer editing of written texts and rewriting</p> <p>T. asks Ss. to watch the video up to second 37. He stops it, if necessary it is rewinded</p> <p>Ss. are given a slip of paper with activities B and C</p> <p>T. asks Ss to answer exercise B and C based on the video.</p> <p>Ss. edit their texts</p> <p>This procedure is followed to answer questions D, E, F, G and H</p> | <p>March 12th</p> <p>Min</p> <p>3</p> <p>3</p> <p>10</p> <p>10</p> <p>3</p> <p>3</p> <p>20</p> <p>10</p> <p>72</p> | <p>What other person do you admire to? Why?</p> <p>Do you know a particular case of someone who doesn't follow the traditional masculine or feminine patterns?</p> |

| Colombian National English Standards | Coexistence and citizenship local policies | P.E.I. | Critical Phase | Critical subphases | Specific critical objectives | Cooperative Structures and timing | Critical activity | Writing | Student's outcomes | Research outcomes | Date and timing | Sponge | |
|--|---|--|--|--|---|------------------------------------|---------------------------------------|-------------------|---|-------------------|---|----------|-------------------------------------|
| Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sob hechos que me son familiares. | Me reconozco capaz de transformarme y transformar mi entorno (hacer historia) | Principio institucional Aprender a entender al otro | Extending students' thinking | How can information of the video be used to promote justice? | To model Jot Thoughts | Modeling Jot Thoughts | What can you do to respect the other? | Team-peer editing | Students' short texts expressing how they can respect others. | Unexpected | T explains how Jot Thoughts work | May 25th | 3 |
| | | | | | To promote awareness about how masculine and feminine stereotypes define boys and girls behaviours. | Jot Thoughts (Seven hour sessions) | | | | | I. What is the message of this video? J. What can you do to change attitudes of discrimination? | | Team-peer editing, teacher editing. |
| How can the members of your family change? | Team-peer editing, teacher editing. | Students' descriptive and argumentative short texts establishing what they can change in their immediate context | Hegemonic discourses of patriarchy related to emphasized femininity and hegemonic masculinitie Possible actions against hegemonic discourses | Ss write as many answers as they can in the slips of paper | | | 10 | | | | | | |
| | | | | Ss share ideas and edit answers | 10 | | | | | | | | |
| | | | | T plays the video in the second | 5 | | | | | | | | |
| | | | | T gives the students the question J | 3 | | | | | | | | |
| | | | | T asks MS to share the slips of paper | 5 | | | | | | | | |
| | | | | Ss answer the question in the slips of paper | 10 | | | | | | | | |
| Ss share ideas and edit their texts | 10 | | | | | | | | | | | | |
| The same procedure is taken to answer questions K and L | 60 | | | | | | | | | | | | |

Illustration 2. Pedagogical intervention and research agenda

Teacher's Role

CL is a learner-centered approach in which the role of the teacher is that of “a counselor, facilitator, and resource” (Little, 1991; Benson, 2001, as cited in Mishan, 2005, p. 9). As facilitator, the teacher should provide all the necessary explanations, the modeling of the activities in the development of the task, clarifying the responsibilities of each member of the group, and anticipating as many possible difficulties that may arise while doing the activity. One way of approximating to such a description is by the clear instructions and modeling (teacher-student/student-student) that are given before the execution of a task. It is also explained what the role of each member of the group is. Finally, there is an exemplification of the development of the task when possible in order to make the understanding of the development of the task easier (See illustration 2). As counselor, the teacher should be continually observing that the task is being done, trying to maintain students' focus on the activities that they are dealing with. The counselor role also implies to be a continuant observer of what is going on with the task. In this counselor role, the teacher should be the provider of the answers that the students definitely couldn't respond to. At the same time, the teacher is the informed professional whose pedagogical practices validate his/her knowledge.

Learner's Role

Learners' centeredness is a characteristic of humanistic approaches dealing with teaching and learning (Mishan, 2005). CL is one of the approaches under their umbrella. This approach seeks to promote learners' both self-direction and autonomy. Self-direction embraces that the learner directs the learning by him/herself. In this sense, the learner under CL is the person who

chooses how to deal with the language problems that he finds as s/he is learning. S/he uses the cognitive and metacognitive abilities that s/he has or those s/he has been taught (Oxford, 1991). This process guarantees to some extent learner's autonomy development. This autonomy represents that the student is able to decide what to learn and how to do it taking into account his/her own learning styles and maybe his/her needs. When a learner becomes autonomous, s/he also fosters motivation in his/her language learning. The outcome of this language learning is reflected in students' writings when they are dealing with the completion of a group task.

CL was the basis of the pedagogical intervention of this research study. The principles of Kagan's model -P.I.E.S- and the structures were the ones which were the leading steps to consolidate the implementation of CL within the EFL classroom. Initially the students were organized in groups of four students to develop a writing task. By the end of the pedagogical intervention, students were organized in dyads. These groups and the dyads were the way students basically interacted while they were dealing with L2 learning. The task of these groups was focused on the creation of writings that showed how students constructed and revealed their masculinities and femininities.

Chapter Five

Data Analysis and Findings

This chapter describes the analysis of the data collected to show how boys and girls reveal and construct their masculinities and femininities in their written texts while they are participating in critical literacy lessons. The study was carried out in a public school in the South East of Bogotá, Colombia with 42 students: 29 boys and 13 girls.

The chapter is subdivided in two sections. The first one explains what procedures for data analysis were used. The second section tackles the categories and subcategories that emerged from the documents collected during the research. Table 1 compiles a description of the instruments which were used to collect data and the cornerstone documents of the analysis.

Table 1. General characteristics of the instruments of data collection

| Instrument | Quantity | Type |
|---|----------|---------------------------------|
| Qualitative interviews | 8 | Video (209 significant moments) |
| Transcriptions of the qualitative interviews | 8 | Rich Text Format |
| Video of the classes | 74 | Video (239 significant moments) |
| Field notes | 19 | Rich Text Format |
| Transcripts of the voice recordings | 31 | Rich Text Format |
| Students artifacts | 127 | Written |
| Total of documents | 267 | |

Procedures for Data Analysis

Elements of the grounded theory (Glaser & Strauss, 2006) were used to analyze the data. The emerging categories were based on “listening what the research participants say” (Auerbach & Silverstein 2003a, p. 7). The boys and the girls were the ones who lived the phenomenon under study, so they were the primary source of knowledge and they were who experienced the

fact (Auerbach & Silverstein, 2006c). These subjective experiences led to discover systematically how the boys and the girls revealed and constructed their masculinities and femininities in their critical processes (Glaser & Strauss, 2006). This phenomenon was also evidenced in their behavior and in their written artifacts (Auerbach & Silverstein, 2003c) which were also analyzed.

ATLAS.ti (Cincom Systems, 2005) was the software used to analyze the data. Analysis was understood as “the search for patterns in data and for ideas that help explain why those patterns are there in the first place” (Bernard, 2006:452, as cited in Saldaña, 2013, p. 8). Those patterns were taken from “slices of the social life recorded in the data” (Saldaña, 2013, p. 15) that reflected their social meanings in terms of boys’ and girls’ masculinities and femininities in what they did, they wrote and in their perceptions that they expressed (Saldaña, 2013). This collection of data constituted the raw data (Auerbach & Silverstein, 2003a; Glässer & Laudel, 2013) whose detailed analysis led to configure a set of relevant texts (Auerbach & Silverstein, 2003a; Saldaña, 2013) or significant moments (Baxter, 2008, as cited in Castañeda, 2008) that represented the basic units of analysis of this research study.

Once the relevant texts were identified, they were broken into smaller units of analysis to make the text manageable (Auerbach & Silverstein, 2003b). These texts were indexed, i.e., labels were assigned to portions of texts that gave the idea of the content and denoted what boys and girls actually mentioned, did or showed in the social fabric in the classroom (Glässer & Laudel, 2003) around the revealing and construction of their masculinities and their femininities. This set of relevant texts constituted the coding that permitted the organization of the significant moments

or the relevant texts to understand the masculinities and the femininities that boys and girls portrayed (Auerbach & Silverstein, 2003a; Saldaña, 2008; Glässer & Laudel, 2003).

While the analysis continued, it was noticed that there were boys' and girls' texts that represented repeating ideas about their masculinities and femininities. These repeating ideas were grouped to form categories (Auerbach & Silverstein, 2003a). These resultant categories were named in one hand taking into account the theoretical constructs described in the literature review and in the other what the researcher participants said.

In order to exemplify the categories of this study, some excerpts were displayed. These excerpts were contextualized defining the moment in which that the interaction took place, the place where the interaction was given, the how the research participants interacted, the reasons that they interacted for and finally the research participants who were involved (Gee, 2001a) – Students' identities were protected by using capitalized letters-. Then portions of the excerpts were analyzed taking the situated meanings which seemed to be relevant both in the situation (Gee, 2001a) and for the analysis. The analysis included pieces of language that portrayed research participants' ideas and that were important for the inquiry (Gee, 2011a). This analysis then was related to what seemed reflections of cultural models (Gee, 2001a). There was also a description of the social goods that were presented (Gee, 2001a). By taking into account these aspects, this discourse analysis study tried to satisfy validity in terms of the building tasks that should be considered in “an ideal discourse analysis” (Gee, 2001a, p. 92). The categories of this study are analyzed in the following section.

Categories

Illustration 3 displays the four main categories of this study. The first category “*Reflecting Violence Discourses in EFL Students’ Classroom Relationships*” is subdivided in one subcategory. The subcategory is “*Exercising Aggression and Dominance*”. The second category “*Evidencing Gendered Discourses in the EFL classroom as a Result of Social Constructions of Femininity and Masculinity*” is divided in two subcategories which are a) “*Discourses of Masculinity*” and b) “*Discourses of Femininity*”. The third category “*Cooperating each other while Writing in EFL*” has one subcategory which is “*Cooperating To Write EFL Texts*”. The last category is “*Presenting Students’ Critical Positions about Gender in their EFL texts*” is made of two subcategories. “*Recognizing the Existence of Gendered and Social Ideologies*” is the first subcategory and the second subcategory is “*Proposing Change*”.

Illustration 3 also shows the existing interrelationships between the categories and the subcategories. The sign = = stands for a direct association of the categories or subcategories, the sign [] is understood as making part of a category and finally the < > is understood as a contradiction between the subcategories. These interrelationships are widely discussed in the analysis. The section below begins with the analysis of the first found category of this study.

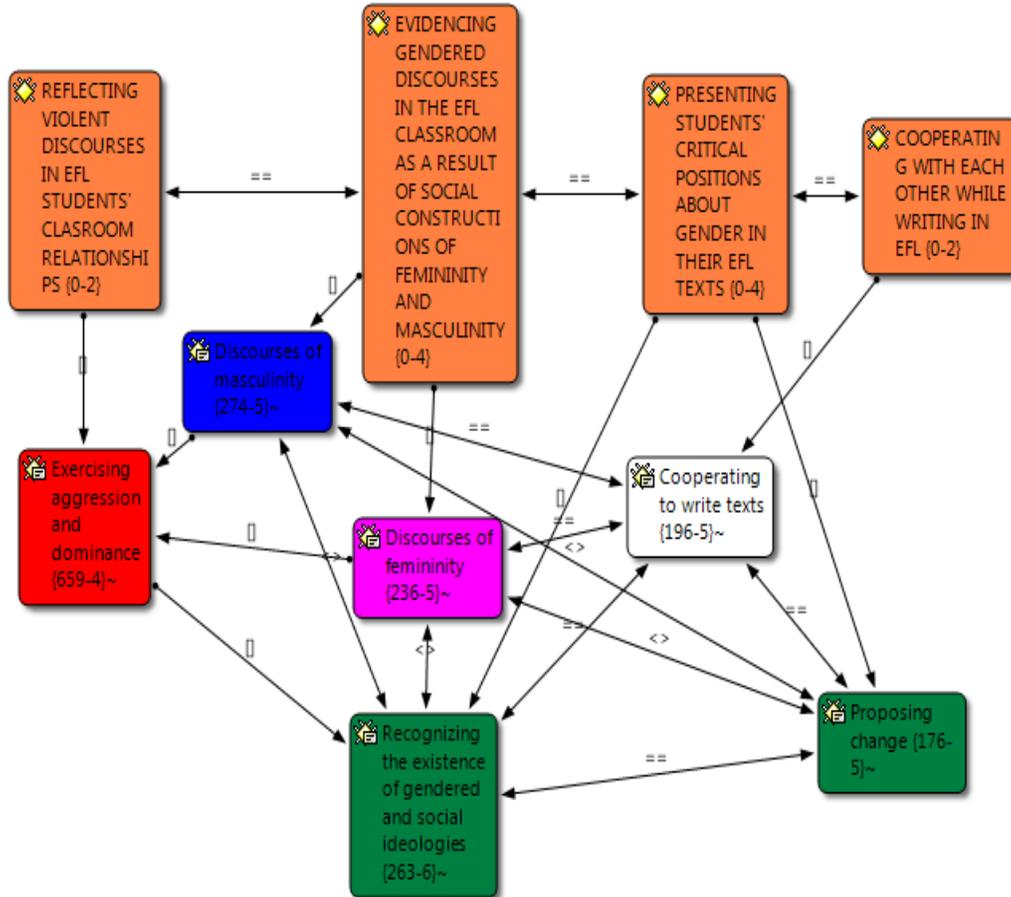


Illustration 3. Categories and subcategories of the study

Reflecting violent discourses in EFL students' classroom relationships. This category took into account 659 significant moments that showed aggression and dominance while the EFL class was developed. These instants of violence were displayed orally in swearing, name-calling, threats, finger pointing (Baxter, 2010), the use of nicknames to call a person, the use of high voice tones, and the use of jokes to judge students' masculinity or femininity, among others (Kimmel, 2011; Maynard, 2004). The category also included physical violent acts enacted by means of the use of force, pushing, hitting, tripping, etc. Additionally, these significant moments reflected instants where violent moments tended to show the domination from one student to another. Within these moments, the acceptance for being dominated and/or the rejection to this domination was also included. The category was analyzed in the light of the queer theory with the concept of hegemonic masculinity and its materialization through discourses of heterosexuality (Kimmel, 2011; Blaise, 2005; Davidson, 2009); ideologies (Bucholtz, 2003); male and female stereotypes (Maynard, 2004) and power (Fairclough, 1995). The following excerpts are key examples that show the "*Exercising of Aggression and of Dominance*" subcategory.

Exercising of aggression and of dominance. The excerpts that are presented below were taken from a field note based on video recording on March 24th in 2015 while the students participated in AllWrite RoundRobin structure (Kagan & Kagan, 2009). The students were editing one of the texts that answered questions b and c of the pedagogical implementation (See illustration 2). These excerpts are accompanied by a series of pictures which give a more explicit point of view of the situation. The last excerpt of this subcategory is a transcription of an audio recording on March 10th while the students participated in a brainstorm activity about the characteristics of a man and the characteristics of a woman within a Single RoundRobin structure (Kagan & Kagan, 2009). The students were organized in groups of four members in both EFL literacy activities.

Excerpt 1. Field note based on video recording Time (40:21)

P40: FNBVR-March24(2015)-AllWriteRoundRobin-Studentsediting.rtf - 40:21

When VM is bringing his group's handout to me, he pushes ZJ's chair with his feet and hands kind of violently (The sound of the moving chair is heard). As ZJ approaches, they meet. ZJ and VM hit each other with their backs.



Illustration 4. VM and ZJ in an aggression in progress

VM, the student standing up on the right of the picture of illustration 4, is a boy who tends to swear, shout and not to develop the class activities. He attempts to bully some classmates who are around him. He has been at the school system for ten years now and has learnt what the appropriate behaviors are for a boy and a girl. These behaviors are expected by their classmates (Kimmel, 2011) in order to be “considered socially accepted males and females” (Peterson, 2001, p. 7, as cited in Bausch, 2014). VM tends to show his masculinity all around. He is trying to show “the appropriate behaviors and traits that are associated with hegemonic masculinity” (Kimmel, 2011, p. 16). One of this boys’ stereotypical male behaviors is associated with aggression (Maynard, 2004). That is why maybe VM tends to act aggressively. Particularly this manifestation of aggression is given when VM takes ZJ’s chair and pushes it with his hands and feet. He moves the chair so hard, that the sound is also recorded in the camera which is located some five meters away from the actual place where the event takes place. It is worth noting that the display of this aggression occurs very close to other groups so the actual exercising of the aggression could be seen and heard. The reflection of this aggressiveness is also seen when VM and ZJ push each other (See illustration 4). It seems to be a competition where the physical force mediates. VM and ZJ seem to be competing with each other to reclaim his status of authority and in this way to show the enhanced authority to the boys and girls who are sitting around (Maltz and Borker, 1982, as cited in Baxter, 2010).

Excerpt 2. Field note based on video recording (Time 40:24)

P40: FNBVR-March24(2015)-AllWriteRoundRobin-Teacherediting.rtf - 40:14:20

VM is standing up and ZJ is sitting down developing his class activity. VM has a poster that is wound in his hands. When VM is passing in front of ZJ’s

desk, VM uses his wound poster to hit ZJ. ZJ defends. ZJ takes VM's wound poster and gives it some turns. VM asks ZJ to get it back. When ZJ does it, VM hits ZJ's head with his wound poster. ZJ remains sitting down. When VM begins to go, UJ simulates an attack. VM gets back. UJ stands up and begins to chase VM. UJ reaches VM and hits VM's shoulder. VM says "Ayy" (Maybe to call my attention). Then UJ goes to sit down. In the meantime, ZJ has been sitting down



Illustration 5. VM exercising aggression on ZJ and VJ protecting ZJ

This excerpt also reflects the construction of masculinity by means of violence and the competition for authority which was described above. What is new here is that this time VM's aggression has a direct target, ZJ. VM hits ZJ with his wound poster. VM exercises physical violence against ZJ (See illustration 5). VM is in a dominant position, he is standing up. Besides, he has a poster which could be seen as an instrument that favors his dominance. On the other hand, ZJ the target of the violent act is sitting down. Such a position puts him in a dominated situation. From his location, ZJ tries to stop VM's physical violence by taking VM's hand to continue the hitting with the poster (See illustration 5). This reaction seems to reaffirm VM's power on ZJ and the acceptance of VM's domination. VM's violent act appears to stress his need to reinforce directly both his power on ZJ and the exhibition of his masculinity enacted in a

stereotypical male behavior. It is here when UJ's seems to reject VM's masculinity. Because UJ sees that ZJ is not able to respond back to VM's violence, he takes the "protecting" position which also circumscribes him in the stereotypical male, the provider, in this case the provider of protection (Kimmel, 2011). UJ also seems to portray the need to compete for authority. When UJ stands up, he is reclaiming his authority to VM (See illustration 5). This action looks like placing both VM and UJ at the same level of authority. When UJ simulates the attack against VM, he may be portraying his resistance to VM's power and a sort of objection to VM's subject positioning of power. UJ is free of VM's power influences, so UJ resists it. When VM gets back, he is accepting UJ's control. Now, it seems that VM is afraid to be the subject of violence that is why VM begins to run. UJ reaffirms his power when he begins to chase VM. Once UJ reaches VM, he is the one who portrays dominance and VM needs protection. This is the moment when VM shouts "Ayyy" to show his defenseless position (See illustration 5). To this reaction and because both students are in a classroom, UJ seems preferring not to continue with the aggression.

Excerpt 3. Field note based on video recording (Time 40:26)

P40: FNBVR-March24(2015)-AllWriteRoundRobin-Teacherediting.rtf - 40:26

Again, VM approaches ZJ's desk. ZJ is working. They are chatting. ZJ has his pencil in his hand. VM still has the wound poster in his hands. Suddenly, VM takes ZJ's pencil. ZJ tries to avoid it but VM pulls stronger and gets it. Then, VM throws the pencil to ZJ violently. When he does, the pencil hits ZJ's stomach and then the pencil falls down. When ZJ tries collecting the pencil, VM pushes it further. In this moment a chair is moved. With his head bent to the floor, ZJ asks VM to stop the aggression using his hand. VM collects the pencil from the floor and throws it again to ZJ. ZJ collects the pencil.



Illustration 6. VM exercising aggression on ZJ

This excerpt continues showing VM's need to reaffirm his authority on ZJ. It also portrays ZJ's acceptance of domination. This excerpt confirms the systematic VM's abuse of his power on ZJ and ZJ's acceptance of domination that constitutes a way in which VM bullies ZJ.

These excerpts and their analysis present how boys reveal and construct their masculinities by means of violent discourses in the social interrelationships that they hold within the EFL classroom. This revealing and construction is given in a fight for power by means of establishing their authority in every moment that boys and girls have. In this sense, there are many moments where the exercise of power is presented (Note in the analysis how VM shows his power on ZJ in more than one occasion in different moments). From here the omnipresence of power as Foucault, 1978, p. 9, as cited in Paechter (2007a) defines it. The power exercising is relational (Paechter, 2007a) that is why the level of power within a social fabric is not the same for all the individuals (Note in the analysis how VM holds power on ZJ and then UJ is the one who holds this power). Finally, in the revealing and construction of masculinities there are also moments of resistance to power (Foucault, 1978 pp. 95-6, as cited in Paechter, 2007a). This

resistance moment in the light of the analysis is given when UJ does not accept and confront VM's power.

The enactment of power previously described fits with the hegemonic masculinity which imposes a set of behavioral patterns to the revealing and construction of masculinities and femininities. In the data analysis such a hegemonic masculinity is shown when VM exercises violence on ZJ. This violent exercise complies with the stereotypical male patterns (Maynard, 2004) of aggressiveness and it is also enacted with the violence that UJ exercises on VM.

The previous excerpts show the exercise of aggression and of dominance as a result of hegemonic masculinity. It is important to stress that UJ, ZJ and VM were participating in an EFL class activity consisting in editing their texts to answer b and c of the pedagogical intervention (See illustration 2). These boys were fully involved in a literacy environment that not only included language but "also all the behaviors that go with it" (Bausch, 2014, p.43), i.e., the enactment of violence exercised by VM against ZJ and UJ's exercising of violence in a protective manner against VM. The specific EFL literacy activity was stopped by some circumstances: First, when VM in his eagerness to show his authority to ZJ, leaves behind his responsibilities in the teamwork that he is doing with, i.e., he stops cooperating. Second, he interrupts ZJ's and UJ's literacy development when they are working together in the editing process. Before these incidents, ZJ and UJ had been devoted to the class activity. In doing so, VM breaks the "P.I.E.S" principles (Kagan & Kagan, 2009) that cooperating learning is based on and which were explained in chapter four.

Excerpt 4. Transcription of audio recording (Time: 32:40)

P32: VoiceRTrans-m-PC-MM-March10(2015)-BrainS-(Man-WomCharacteristics)-SingleRRobin.rtf - 32:40

1 RB: Oiga, perra.
 2 PC: Ayyy
 3 RB: Respeto
 4 PC: ¿Respeto?
 5 RB: Irrespeto
 6 PC: ¿Irrespeto? ¿Lo busco? [PC uses a mocking tone]
 7 RB: Si
 8 PC: ¿Si? [PC uses again a mocking tone]
 9 RB : Noooo. [Fool-like mocking tone] ¿Necesita plastilina? [RB uses this tone again]
 10 HJ: ¿Qué busca?
 11 PC: ¿In o irrespeto?
 12 HJ: Venga usted si es una güeva. Dice limpio, no respeto
 13 PC: Este malparido [Not understandable]... Para eso tiene grabadora
 14 MM: Venga, ¿Vamos a hacer algo o no?
 15 RB: Estamos haciendo
 16 PC: ¿Inrespeto o irespeto?
 17 MM: A bueno

In line one, RB says “Oiga, perra” referring to the male classmate that he is working with. While RB is calling PC, RB pinches PC’s arm that is why PC says “Ayyyy”. In line three RB asks PC to look up “respeto” in his dictionary. PC has tended to be a low EFL achiever. It seems that PC does not understand and he makes a question in line four to be sure about the word that he is supposed to look up when he says “¿Respeto?”. In line five RB confirms that word is “Irrespeto”. Then, PC asks again in line six “¿Irrespeto? ¿Lo busco?” but this is not just a simple question. PC seems to be denying the dominance that RB pretends to have over PC using a mocking tone. In line seven RB answers affirmatively to PC’s and again seems to try to establish a degree of dominance over PC. However, PC in line eight “¿Si?” appears to refuse to accept being dominated by RB. Now RB seems to understand that PC is not willing to accept his exercise of domination and in line nine uses a long negation adverb and then he says “Necesita

plastilina” as a way to diminish PC’s understanding of the word “respeto” that he is supposed to look up in the dictionary. Then HJ interrupts the conversation and asks PC in line ten “¿Qué busca?”. HJ seems to have listened what has been going on and wants to confirm what he may have previously heard. HJ has tended to be a high EFL achiever. As HJ makes this question, he gives the impression not only to be interested in the development of the class activity but also to stop the aggression. PC seems to be confused about the way that he is supposed to look up the word in the dictionary and asks in line 11 “¿In o irrespeto?”. HJ notices that PC has made a mistake because “respeto” is not the word that they need to write in the text and says in line 12 “Venga usted si es una güeva. Dice limpio, no respeto”. Note that HJ uses firstly rude language “usted si es una güeva” to call the attention on PC’s mistake and secondly HJ seems to evaluate negatively PC’s understanding. To this comment, PC answers and uses rude language in line 13 “Este malparido [Not understandable]...” Because PC seems to remember that the audio recorder is in the group, he finishes his turn saying in the same line “Para eso tiene grabadora” MM appears to have noticed that there is an aggression in progress and as a way to control the situation he says in line 14 “Venga, ¿Vamos a hacer algo o no?” MM tends to be recognized by his classmates as a leader in the classroom. RB answers MM’s questions and says “Estamos haciendo” in line 15. RB seems to be informing MM that the class activity is in progress. In line 16 PC asks again ¿Inrespeto o irrespeto?. He has not solved his doubt yet and gives the impression that he is not interested in the aggression anymore and wants to continue developing the class activity as suggested by MM. Finally, MM says “Ah bueno” in line seventeen. MM seems to manifest that now things are going on well and seems to qualify the situation and to be in agreement with it.

This excerpt, like the three above, shows the enactment of masculinity (Kimmel, 2011) by demonstrating some aggressive stereotypical male behaviors (Maynard, 2004) in a struggle to exercise and resist the influence of power (Paechter, 2007a) in a cooperative writing activity (Kagan & Kagan, 2009). What is new here is how the boys are clearly interacting in order to carry out an EFL language activity that aims at developing literacy. HJ and RB have tended to be good EFL achievers while PC and MM have not; PC and MM have tended to be leaders in the classroom while HJ and RB have not. HJ and RB seem to use their higher literacy development to change the politics within the group (Gee, 2001). They seem to believe that their EFL knowledge is a “source of power, status, or worth” (Gee, 2001, p. 2) and that is why maybe they tend to diminish PC’s understanding. However, PC seems to reject these attempts to change the distribution of literacy as a social good (Gee, 2001) and prefers to maintain his status of leader which seems to offer more power in the macro-politics of the classroom. In this sense, it seems that EFL literacy social good does not have the same status as being a leader in the EFL classroom, which seems to be confirmed by MM’s attitude who already seems to be recognized as a leader and who seems to control the politics in the group and in the EFL classroom.

The analysis of this category shows that these students tend to accomplish the male stereotype: “... aggressive, competitive, dominant, rational, ambitious, active and adventurous...” (Maynard, 2002, p. 22). Among these male stereotypes, aggressiveness and its different manifestations seems to be everywhere. The aggressive attitudes seem to have some goals: establishing a dominant position, competing for authority, reaching recognition in the EFL classroom, etc. There seems to be an eagerness to have control over other classmates (Van Dijk, 1993, as cited in Pennycook, 2001). In establishing this control, the students behave in terms of what is expected by hegemonic masculinity i.e., male students build and show their knowledge

of what masculine is (Connell, 1995, as cited in Maynard, 2002). These behaviours are the reflections of the social standardized conventions imposed by gendered ideologies that validate “existing social relations and differences of power” (Fairclough, 1989, p. 2, as cited in Pennycook, 2001). The hegemonic masculinity behaviours that the students seem to show also seem to value EFL literacy processes to a certain degree, it seems to give a power status. However, there are other status that seem to be more powerful so EFL literacy is relegated. EFL literacy seems not to be considered as a social good (Gee, 2001). Despite these objections, EFL knowledge construction seems to work cooperatively.

This last section has been devoted to the explanation of the category. The next section continues with the second category of this study.

Evidencing gendered discourses in the EFL classroom as a result of social constructions of femininity and masculinity. This category is made of two subcategories. The first sub-category, "*Discourses of Masculinity*", is composed by 274 relevant texts. These relevant texts reflect the students' thoughts around the construction of what masculine is. These texts portray the teachings that the students have received from the context where they have grown up, among they are: the physical strength of a man, the man as a family provider and breadwinner, the man as a representation of authority and power, the man as bad-behaved, men's attraction for violence, the liking for women, the disinterest in academic tasks, the conception of a man as a chauvinist and finally the man as a user of some non-verbal codes to communicate with other men. All these open codes make up the stereotypical male conception with which boys and girls configured. The second subcategory has 236 significant moments that also demonstrate ideas that boys and girls have in terms of what feminine represents. These ideas are: women use calm language (language that is not aggressive), women are delicate, women are devoted to the house and the house chores, women are the ones to enact motherhood, women are well behaved, women show interest for academic tasks, women tend to relate only with girls, women worry about their physical appearance, women do not show interest in violence and women are organized.

Both ideas and thoughts about what women and men are called discourses, as a count noun, because they are "ways of signifying experience from a particular perspective" (Fairclough, 1995, p. 135, as cited in Pennycook, 2001). In this case, those ideas and those thoughts were stereotypical male and female behaviors. In the light of these two broad characteristics, the subcategories "*Discourses of Femininity*" and "*Discourses of Masculinity*" emerged. The excerpts below used as examples of "*Discourses of Femininity*" and "*Discourses*

of *Masculinity*” were taken from transcriptions of the qualitative interview. The category was analyzed in the light of the theory of discourse analysis from a critical tradition perspective (Bucholtz, 2003), masculinities and femininities (Kimmel, 2011; Wodak, 1997; Baxter, 2010; Sunderland, 2004); discourse analysis (Gee, 2001a), and finally, ideologies (Bucholtz, 2003; Bausch, 2014). The following sections discuss the analysis of the subcategories.

Discourses of masculinity. This fourth excerpt was taken from the transcription of an interview made to one of the research participants, a boy, on March 2nd in 2015 before the implementation of the pedagogical intervention.

Excerpt 5. Transcription of a qualitative interview (Time 1:22)

P 2: INTER-Trans-Stu-m-RC - 2:36

- 1 Stu: Es como respetar a todo mundo y pues siempre tener firme
- 2 que es un hombre y...
- 3 Int: Pero, ¿que significaría ser hombre?
- 4 Stu: Que le gustan las mujeres
- 5 Int: Que le gustan las mujeres
- 6 Stu: Eh pues ah eso ay y pues también tener como la autoridad,
- 7 tener como la fuerza. Por ejemplo: si uno está con su esposa pues
- 8 uno es el que tiene que traer lo la plata para bueno para todo lo
- 9 que se necesite en el hogar
- 10 Int: Ah ya. ¿Cómo cuáles cree usted que son las características
- 11 de ser un hombre?
- 12 Stu: Como la autoridad. Como el que tiene que estar protegiendo
- 13 como a toda la familia. Eh ¿Qué más? El que tiene que traer
- 14 como su aporte más grande en dinero para para su hogar. Ser
- 15 como alguien responsable porque si es alguien que le va y le
- 16 viene.
- 17 Int: ¿Cómo así que le va y le viene?
- 18 Stu: Por ejemplo, que le importa que los hijos estén aguantando
- 19 hambre.

In the line four RC expresses “Que le gustan las mujeres” which links the idea of being a man with liking women. This is an idea which is part of the male stereotypes and it is linked to the concept of heteronormativity.

In lines six, seven, eight and nine RC depicts a man in three different ways: Firstly, he gives the man the idea of having authority when he says “tener como la autoridad”, i.e., RC is saying that the man holds power and hence the man exercises dominance. Secondly and joined to the previous one, RC assigns the force which reinforces the idea of power saying “tener como la fuerza”. RC may assume that the force is linked to a physical male stereotype. Finally, RC embodies himself in the discourse and portrays the man as both the economical provider and the breadwinner of a family. Such embodiment is reflected in “Por ejemplo: si uno está con su esposa pues uno es el que tiene que traer lo la plata para bueno para todo lo que se necesite en el hogar”. RC reinforces the idea of a man as a being holding the power in line 12 when he says “como la autoridad”. In the same line and the following line, he also restates the conception of a man as a breadwinner saying “como el que tiene que estar protegiendo como a toda la familia”. In lines 13 and 14, RC repeats the ideology of a man as the family’s economical provider when he states “El que tiene que trae como su aporte más grande en dinero para para su hogar”. However, in this line, RC uses a comparative, which opens the space to think that there can be someone else that may assume this role as well: the woman. In lines 14, 15 and 16, RC concedes men of being again the family’s breadwinner. He exemplifies it by saying that men’s children may be starving. Such an exemplification ratifies the conception that RC has of a man in terms of the economical supporter of his family; it is his responsibility as he says in “Ser como alguien responsable”. In lines 15 and 16, RC expresses an ambiguity that opens the possibility that RC may think that there are some men who do not fulfill with being a breadwinner and that is why

he exemplifies it in lines 18 and 19 when he mentions “Por ejemplo, que le importa que los hijos estén aguantando hambre”. This analysis has depicted “*Discourses of Masculinity*”, the following section tackles “*Discourses of Femininity*”.

Discourses of femininity. The excerpt below was taken from a transcription of an interview made to a boy on March 3rd in 2015 before the implementation of the pedagogical intervention.

Excerpt 6. Transcription of a qualitative interview (Time1:22)

P 2: INTER-Trans-Stu-m-RC - 2:36

- 1 Int: Mmmm , ya. ¿Qué es para usted ser mujer?
 2 Stu: Ser mujer es como tener su toque como de de por ejemplo: decir
 3 las cosas suaves bueno tener como su toque como eh como que como
 4 eh que como es una mujer o sea ellas todo lo dicen con calma con
 5 como lo que no tiene un hombre que es todo fuertes y cualquier
 6 problema es ya todos fuerte y a las patadas. Las mujeres tratan siempre
 7 de mejorar sus problemas con otras mujeres con pues lo ya se está en
 8 la casa pues para mí por pero si ella quiere trabajar y trabaja pues que
 9 también trabaje
 10 Int: A ya. Que trabaje Bien ¿Y cuáles serían las características como de
 11 eso de ser mujer?
 12 Stu: Como ser organizada eso es lo
 13 Int: ¿Y por qué dice que organizada?
 14 Stu: Porque casi la mayoría de hombres siempre son desorganizados y
 15 las mujeres son que siempre como siempre que tienen ahí como
 16 Int: ¿Sí? Y usted a quien ha visto que sean desorganizados que tienen
 17 eso ahí como
 18 Stu: Por ejemplo yo soy uno de esos
 19 Int: Uno de los que ... desorganizados
 20 Stu: Lo mismo mi hermano. Mi hermano mayor es un desorden pues
 21 todos mis hermanos son un desorden y las esposas son como las que...
 22 las esposas han hecho como cambiar un poquito y hacerlos un poquito
 23 mas

In line two when RC says “tener un toque” is assigning women with a characteristic that defines them. Later, in line four, RC exemplifies this distinctiveness and gives women the quality of saying the things softly. Doing this, RC establishes the idea that women use language in a

different way compared with men. Despite that in lines three and four RC, shows some doubts given by the use of some fillers “como eh como que como que eh”, when RC says “como es una mujer”, he is holding from a general idea that the people have. This assumption refers again to the use of language and in terms of RC “ellas todo lo dicen con calma”. Note how the inclusion of the personal pronoun, may imply a generalization about the particular use of language that women do, in RC' words.

In line five with “como lo que no tiene un hombre” RC contrasts the way that men use language with the use of it given by women. Here RC also seems to generalize that women use language calmly and men do not. In fact in lines five and six when RC states “que es todo fuerte y cualquier problema es ya todos fuertes”, he is conceding men a hard use of language when they are confronting a problematic situation. To this generalization, RC seems to add, not just the use of hard language but its materialization through violence, “y a las patadas”. In lines six and seven, RC restates his thought about the use of soft language that he sees in women when he says a way to exemplify: “Las mujeres tratan siempre de mejorar sus problemas con otras mujeres” [women are always trying to solve their problems with other women].

In lines seven and eight, RC expresses “ya se está en la casa”. With these words, RC is showing one of the places that historically women have been relegated to (Kimmel, 2011). Despite this affirmation, RC opens the possibility for women to be a breadwinner as the man when he states “pero si ella quiere trabajar y trabaja pues que también trabaje” in lines eight and nine. From RC's position it is the woman who decides her option to work.

With “Como ser organizada es es lo” in line 12, RC shows one of the female stereotypes that is assigned to them. This assumption in lines 14 and 15 is later reinforced by contrasting the female stereotype of “being organized” with the male stereotype of “being disorganized” when

RC says “Porque casi la mayoría de hombres siempre son desorganizados y las mujeres son siempre como siempre que tienen ahí como”. In line 18, RC embodies the being disorganized male stereotype when he exemplifies himself “Por ejemplo, yo soy uno de esos”. Further, in lines 20 and 21, he embodies this same male stereotype in his older brothers as RC says “Lo mismo mi hermano. Mi hermano mayor es un desorden pues... todos mis hermanos son un desorden”. When RC generalizes that all his brothers are disorganized, he is both exemplifying and broadening the “being disorganized stereotype” in the other male members of his family. Additionally, when RC’s mentions in lines 22 and 23 “y las esposas son como las que ... las esposas han hecho como cambiar un poquito y hacerlos un poquito más” is conceding his brothers’ wives the role of being the caretakers of their husbands.

Excerpt 7. Transcript of audio recording

The excerpt below is a transcription of an audio recording of an EFL class activity consisting in establishing a set of women’s and men’s characteristics by means of a brainstorming activity using a Single RoundRobin structure (Kagan & Kagan, 2009). The brainstorming was carried out in March 9th in 2015 by four girls.

P31: VoiceRTrans-w-DI-March9(2015)-BrainS-(Man-WomCharacteristics)SingleRRobin.rtf - 8:10 (A)

- 1 DI ¿Y alta?
- 2 RP: Hay mujeres altas, chiquitas.
- 3 DI: (Overlaps) Es que son características de mujeres como deben ser

(Turns omitted)

9:09 (B)

- 1 DI: Escribe integral... Integral no suena. Integral
- 2 RP: Ah y callada
- 3 DI: Si puede ser
- 4 RP: Ya la encontré por eso le digo
- 5 DI: Callada y inteligente

(Turns omitted)

9:43(C)

- 1 DI: Listo ahora de hombre
- 2 RP: ¿De hombre?

- 3 DI: Fuerte
 4 RP: Largo (OY laughs)
 5 DI: Alto, eso es importante
(Turns omitted)
 13:03(D)
 1 OY: Caballero
 2 RP: Y honrado... Honrado
 3 DI: No la vayas a perder
(Turns omitted)
 13:43(E)
 1 RP: Importante (She laughs)
 2 DI: Pues, dime tu. ¿Crees que una característica de un hombre deba ser importante?
 3 RP: Oiga, ve yo... (She doesn't respond)
 4 OY: Cabezón. (She laughs)

In line one (A) DI “¿Y alta?” seems to be proposing a new characteristic for a woman. DI has tended to be a high EFL achiever. To this comment RP states the diversity of height in women’s size in line two (A). Immediately, DI overlaps RP’s comment and seems to be arguing that there is a pattern that define women in terms of height when she says “Es que son características de mujeres como deben ser” in line one (A). In line one (B), seems to be taking a dominant position and gives commands to their teammates as she says “Escribe integral...” DI’s characteristic about women appears not to be good enough for describing them when she says “Integral no suena. Integral”. In line two (B), RP suggests another women’s characteristic when she says “Ah y callada”. The interjection “Ah” used by RP seems to depict something that would be obvious. Then, DI seems to accept RP’s contribution in line three (B). It seems that DI has taken the leader role of the group and is the one who decides what is written or not in the activity. RP informs that she has found the word in the dictionary and directs his turn to DI when she says “Ya le encontré por eso le digo” in line 4(B). In line five (B), DI defines that a women’s characteristic is “Callada” and adds a new one “y inteligente”. In line one (C) DI now directs the attention of the group to defining men’s characteristics. She seems to be portraying her

leadership in the group. In line two (C), RP seems to be asking to confirm what is the activity to be done when she says “¿De hombre?”. In line three (C), DI presents a men’s characteristic “fuerte”. Then, RP adds another one in line 4(C) when she says “Largo”. Note how this word causes laughter in OY maybe because they connote this word with a sexual meaning. In line five (C) DI suggests another men’s feature and says “Alto”, but she adds a qualification to this attribute saying “eso es importante”. It seems that height is related to a man’s general characteristic while it is not an attribute for a woman from DI’s perspective. In line one (D), OY suggests “Caballero” as a man’s quality. In line 2 (D) RP adds another characteristic “Y honrado...”. RP seems to think about this attribute for a while and restates it to confirm it. In line three (D), DI seems to accept RP’s suggestion and gives a command so this contribution is not lost as she says “No lo vayas a perder”. Again DI seems to be the one who is selecting what is written or not. In line one (E), RP suggests a men’s characteristic “Importante”. Note how she laughs at her own proposal maybe indicating that she does not agree with it. In line two (E) DI seems not to agree with RP’s proposition when she says “Pues, dime tu... ¿Crees que una característica de un hombre deba ser importante?”. It seems that DI does not consider “Importante” as a characteristic attached to men. In line three (E), RP seems to think on DI’s question and begins to support it, but after some seconds she does not respond at all. Finally, in line four, OY states a last attribute when she says “Cabezón”. Note that again a second sexual connotation is given to another word.

The analysis of this excerpt shows how these girls use some male and female stereotypes (Bausch, 2014) to establish a set of characteristics of men and women in their texts (See illustration 7). The passage also illustrates how DI takes leadership within her group. Her high literacy development has an important status in her group and is recognized by the other

members. It seems that literacy in this female group is recognized as a social good (Gee, 2001) that lets DI direct the politics of the EFL activity and the actions of her teammates (Gee, 2001). The analysis displays students' supportive attitudes in the completion of the EFL activity as well. The members distribute their roles, they support each other, they develop their social skills, etc (Kagan & Kagan, 2009) which are more widely discussed in the following category.

Group's name: (MLD)

2. What do you associate with these expressions? (Brainstorming: Single Round Robin)

| | | | |
|--|--|---|--|
| <p>A Beautiful</p> <p>Friendly</p> <p>tender</p> <p>Jealous</p> <p>whole</p> <p>happy</p> <p>B organize</p> <p>Proud</p> <p>Happy</p> <p>Peace</p> | <p>Characteristics of the women</p> <p>Powerful</p> <p>wide</p> <p>bold</p> <p>agile</p> <p>free</p> <p>responsible</p> <p>JOUST</p> <p>integral</p> <p>Quiet</p> <p>intelligent</p> | <p>Tall</p> <p>STRONG</p> <p>friendly</p> <p>love</p> <p>useful</p> <p>male</p> <p>defender</p> <p>Honest</p> <p>honored</p> <p>gentleman</p> | <p>Characteristics of the men</p> <p>humble</p> <p>Pretty</p> <p>Funny</p> <p>relaxer</p> <p>emotional</p> <p>lover</p> <p>jealous</p> <p>energetic</p> <p>valuable</p> <p>brave</p> |
|--|--|---|--|

A. We associated them because Beautiful because we are beautiful inside
 as for side and is a grand characteristic

B. We associated them because organize because is very important
 in the life in every moment

C. We associated them because RESPONSIBLE because her make see pretty
 make her

D. We associated them because defender because is duty defend his
 girlfriend or women

E. We associated them because gentleman because make love any
 women and use for the life

F. We associated them because brave because is more manly
 and intelligent for know when make

Women

- * A women tender is beautiful and the majority the wish
- * a women jealous is genial for the man I'm think
- * A women proud is good tuning in her place
- * A women powerful is good because is aware of her acts
- * A women free is because (have not) she not have abuse for on men or any other person

Men

- * A men love is tender and is pretty
- * A men emotional is of (heart soft) and pretty soft heart
- * A men energetic can make

Illustration 7. D'I's, OY's, RP's, and LD's artifact about men's and women's characteristics in a brainstorming activity

The analysis of the “*Discourses of Masculinity*” and “*Discourses of Femininity*” subcategories shows some patterns that are now discussed. Firstly, both boys’ and girls’ “*Discourses of Masculinity*” and “*Discourses of Femininity*” seem to reveal some of the representations of what masculine is and what feminine is in their writings (See illustration 7). These representations have a “social base” (Fairclough 1995, p. 35, as cited in Pennycook, 2001). The students’ portrayed representations tend to reflect the manners in which their particular contexts have constructed the femininity and the masculinity which constitute their gendered ideologies (Wodak 1996, p. 18, as cited in Pennycook, 2001). These gendered ideologies can be indexed in a profile which clearly states the characteristics of male and female stereotypes. That is why these stereotypes are: (a) mentioned in the qualitative interview (See analysis of excerpt 5 and six), (b) used as a basis to develop an EFL activity (See analysis of excerpt 7) and (c) materialized by boys and girls in an EFL writing activity (See illustration 7).

Secondly, boys and girls provided examples of male and female stereotypes; the students embodied these male and female stereotypes in the self and the other selves; boys and girls restated male and female stereotypes to present exemplifications; and they established generalizations. When exemplifying they are configuring some male and female stereotypes that are present in the construction of masculinities and femininities. In so doing, they are distinguishing social patterns that define the construction of masculinities and femininities. The self-embodiment implies an identification of the male and female stereotypes in their own constructions of their masculinities and femininities. The restatement strengthened the indexes related to male or female stereotypes; when the students generalized the male and female stereotypes, they show how the constructions of their femininities and masculinities have been “naturalized in their contexts” (Fairclough, 1995, p. 35, as cited in Pennycook, 2001). These

were revealed in students' writings. All these strategies that the students used stressed the existence of gendered ideologies (Bucholtz, 2003) and were portrayed in EFL students' writings (See illustration 7).

Thirdly, these gendered ideologies are also contrasted. Students define either masculinity or femininity describing what it is not. Such contrasting implies that if a person does not behave as expected, he or she doesn't conform to the gendered ideologies of students' context (Blaise, 2005). This conformity falls into the hegemonic masculinity (Kimmel, 2011; Blaise, 2005; Davidson, 2009) that lets students identify how not to behave taking into account their gender.

Fourthly, when boys and girls conform to hegemonic masculinity, they are under the power of the gendered ideologies. Ideologies are understood as "particular ways of representing and constructing society which reproduce unequal relations of domination and exploitation" (Wodak 1996, p. 18, as cited in Pennycook: 2001). In this sense, hegemonic masculinity through discourses of heterosexuality may seem to define clearly enough what is masculine and what is feminine.

This section analyzed the second category of this research study. The section below continues with the analysis of the third category.

Cooperating with each other while writing in EFL. This category is composed by one hundred ninety six relevant texts. These relevant texts present the moments in which students support each other in EFL writing. Especially they reflect how students explain some grammar issues related to the meaning that boys and girls want to convey. Most of the relevant texts also focus on explaining vocabulary to their classmates. The category is analyzed using Kagan and Kagan's cooperative learning (2009), the concept of masculinities and femininities (Kimmel, 2011; Wodak, 1997; Baxter, 2010; Sunderland, 2004) and finally ideologies (Bucholtz, 2003). The excerpt below illustrates this category.

Excerpt 8. Transcription of audio recording (Time 126:143)

This excerpt was taken from a transcription of a voice recording of EFL class held on March 10th in 2015. Four male students were developing a brain storming activity to define women and men's characteristics using a Single RoundRobin structure.

P32: VoiceRTrans-m-PC-MM-March10(2015)-BrainS-(Man-WomCharacteristics)-SingleRRobin.rtf - 32:39

16:26

| | |
|----|--|
| 1 | RB: The working! |
| 2 | 17:58 |
| 3 | RB: ¿Gustan? |
| 4 | HJ: Working, working! |
| 5 | PC: Gustan... ¿Gustan? |
| 6 | HJ: Like... Es like |
| 7 | MM: Como se nota que no tiene Facebook |
| 8 | RB: A que no sirve, pregúntele a Héctor y verá |
| 9 | MM: Like con una comita arriba. |
| 10 | PC: A no... porque es gustan |
| 11 | HJ: No me gustan |
| 12 | 19:56 |
| 13 | PC: Veo, ¿qué busco?... Gustar o gustan. No sale ese en verbo, bobo. |
| 14 | Gustar. En la g, imbécil. |
| 15 | HJ: Sí, sí |
| 16 | PC: Sería my like, imbécil |
| 17 | RB: My like |

RB, in line one when he says “The working!”, is worried about the class activity. It seems that he is now seeing no interest from his classmates in the development of the activity. After almost two minutes, this preoccupation is also shown by HJ who also says “Working, working! RB and HJ’s expressions promote the participation of the other members of the group in the task of the class.

PC seems to be confused with the use of the verb like. RB has noticed it and that is why he makes the question “¿Gustan?” in line three. PC ratifies his doubt about the use of the verb and answers the question saying “Gustan...” After some seconds he still seems to be confused and restates the question saying “¿Gustan?” in line three. Once HJ listens to PC’s question, gives the answer saying “Like...” and he repeats it so it is clearer for PC when he says “Es like” in line six. Then MM interrupts and says “Como se nota que no tiene Facebook” in line seven. With this comment, MM may be facilitating PC’s understanding of the word that he needs. He also seems to use some knowledge that he may guess is common for all the students who are working in the group. RB seems not to be satisfied with HJ’s and MM’s answer and manifests the need to confirm the information. To do it, he says “A que no sirve, pregúntele a Héctor y verá” in line eight. Then MM intervenes again and explains more details of the use of the word saying “Like con una comita arriba” He uses his knowledge about the apostrophe. PC seems not to be satisfied with the answer and the meaning and verbal form that he wants to use specifically when he says “Ay no... porque es gustan”. HJ now takes the turn and seems to clarify the context where PC wants to use the word when he says “No me gustan”.

In line 13, PC seems to be willing to cooperate with the group. Initially he calls the attention of his listener and asks him to clarify what is the adequate verb form that he should look up in his dictionary when he says “Veo, ¿qué busco? ... Gustar o gustan”. Then he seems to

understand that the dictionary does not offer the conjugation of the verb and that the base form is the one to be looked up when he states “No sale ese en verbo, bobo. Gustar.”. It is worth to note the use of the vocative “bobo” that PC uses to name his classmate which is clearly related with a way to verbally attack his companion. In fact this verbal attack is reinforced when PC seems to notice that HJ is not making a proper use of the dictionary and says “En la g, imbécil” in line 13 and 14. PC uses again another vocative to attack HJ verbally. HJ seems to accept that he has made the mistake that PC estates and says “Sí, sí” in line 15.

Finally, PC explains what the he considers would be the appropriate use of the words to express the meaning that he wants to convey when he says “Sería my like, imbécil”. Again PC uses the vocative “imbécil” to verbally attack his classmate again. To PC’s affirmation about the use of the words, RB seems to accept it when he says “My like”.

The analysis of the excerpt shows firstly how some of the teammates express their concern for the development of the activity and then these “worried voices” are heard and the rest of the members of the group join to the teammate activity. This is an indicator that the group is sharing common goals and interests (Kagan & Kagan, 2009). The identification of shared goals and interests may be linked to proximity (Kagan & Kagan, 2009) because all the members of this group have been sharing the same course for four years and they have consolidated strong friendship ties. These characteristics show how teambuilding (Kagan & Kagan, 2009) is present.

Secondly, while the interaction takes place the teammates are supportive. They discuss and present their ideas to construct knowledge (Kagan & Kaga, 2009). The voices of the members are heard (Kagan & Kagan, 2009). Even more they relate some of the knowledge that they have with their reality to make the knowledge easier, they are tutoring the teammate’s learning (Kagan & Kagan, 2009). They use peer-based feedback (Kagan & Kagan, 2009) to

guide knowledge construction. In brief, boys while interacting as teammates are developing their social skills (Kagan & Kagan, 2009).

Thirdly, the cooperative construction of knowledge and the teammate's social relationships are crossed by violent discourses that may reflect the need of some members of the group to gain authority. These violent discourses may reflect the construction of masculinities that these boys have.

Fourthly, the students of this teammate are involved in a cooperative activity which aims at generating the development of EFL literacy. It seems that the configuration of the male stereotypes and its enactment of discourses of violence are closely related to gendered ideologies. These gendered ideologies seem to have a direct interaction with the development of literacy. PC's eagerness to attain authority may make his teammates stop the literacy process and his own process, i.e., he is breaking the "P.I.E.S" principles that direct cooperative learning (Kagan & Kagan, 2009). With this analysis, the section of this subcategory closes. The next one describes the final category of this study.

Presenting students' critical positions about gender in their EFL texts. This category is made of 430 relevant texts. The category is divided in two subcategories. The first category "*Recognizing the Existence of Social and Gendered Ideologies*" has 119 relevant texts in which boys and girls display: the existence of labor division and the recognition of social ideologies, the influence of education in the construction of boys and girls masculinities and femininities, and the identification of male domination and the rejection of masculine and/or feminine ideologies. The second subcategory is "*Proposing Change*" that has 176 relevant texts, taken while the research process was carried out, in which boys and girls express acceptance of other masculinities, a sense of liberating ideologies of the society, the subversion of male and female traditional stereotypes, the neglecting of dominance, the refusal to violence in some of its manifestations, the sense of equality or gender equity, the recognition of plurality, and the sense of freedom, and the realization of campaigns and the sense of change beginning in the self.

This category was analyzed in the light of critical literacy (Freire & Macedo, 2005; McLaughlin & DeVogd, 2004; Morgan, 2002); masculinities and femininities (Kimmel, 2011; Wodak, 1997; Baxter, 2010; Sunderland, 2000); and discourse analysis (Bucholtz, 2003). The section below begins the first subcategory and its analysis.

Recognizing the existence of social and gendered ideologies. The excerpt below was taken from a set of students' artifacts which was the result of an AllWrite RoundRobin structure. This student's artifact was collected on April 20th in 2015.

Excerpt 9. PE's artifact in an AllWrite RoundRobin structure

P98: SA-PE-April20,21(2015)AllWriteRoundRobin.JPG - 98:12

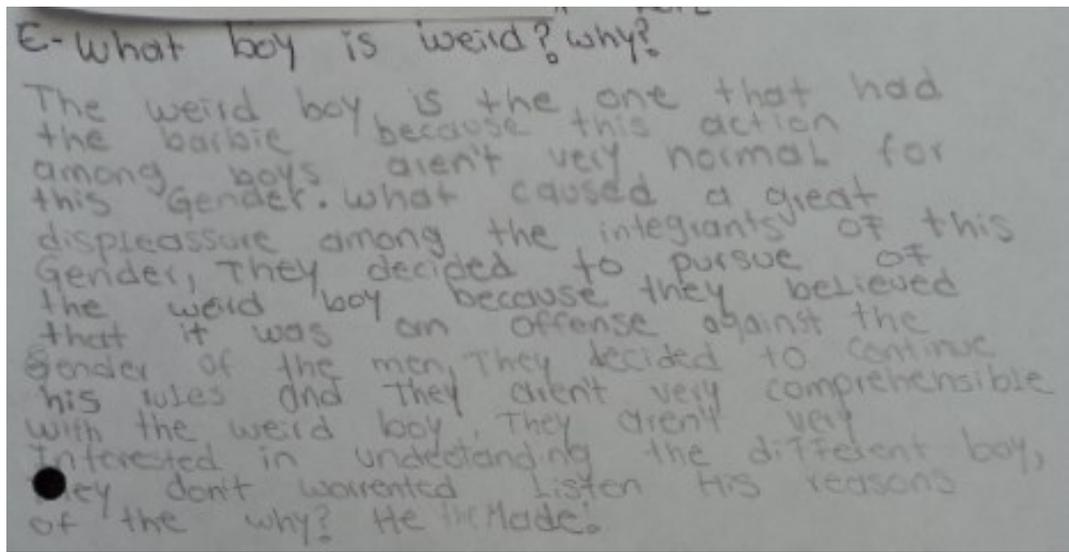


Illustration 8. PE's written artifact

- 1 The weird boy is the one that had the Barbie because this action among
- 2 boys aren't very normal for this gender. What caused a great
- 3 displeasure among the integrants of this gender, They decided to pursue
- 4 of the weird boy because they believed that it was an offense against
- 5 the gender of the men, They decided to continue his rules and they
- 6 aren't very comprehensible with the weird boy. They aren't very
- 7 interested in understanding the different boy, They don't warrented
- 8 listen his reasons of the why? He the made!

In lines one and two when PE writes “The weird boy is the one that had the Barbie because this action among boys aren’t very normal for this gender”, he is identifying the existence of some stereotypical male behaviors, in this case that boys do not play with dolls which PC qualifies like not being normal. When PE writes in lines two and three “What caused a great displeasure among the integrants of this gender”, he presents the idea that a boy playing with dolls generates “a great displeasure” because in PE’s opinion the boy playing with the doll is not accommodating to some expected male behaviors. In lines three and four PE with his words “They decided to pursue of the weird boy” expresses that those men who do not adjust to male stereotypes are subjects of persecution, hence he depicts a sense of domination of those

who are within the male stereotype exercised on the men who do not comply with the male stereotype. In line four when PC writes “they believed that it was an offense against the gender of the men”, he manifests again the existence of male gendered stereotypes and a sense of domination which is exercised by PE’s consideration about playing with dolls, “it was an offense against the gender of men”. In line four when PE writes “They decided to continue his rules”, he is portraying again the existence of male stereotypes that dictate how a man should behave. This also reveals a sense of domination when he uses the word “rules” implicating that the boy should follow them. In lines six and seven with “they aren’t very comprehensible with the weird boy”, PE is stating a sense of discrimination because the boy does not adjust to male stereotypes. In lines five and seven with “They aren’t interested in understanding the different boy”, PE denotes his sense of discrimination that the boy has because he does not match the male stereotypes. In line seven and eight when PE writes “They don’t warranted listen his reasons of the why? He the made!” He is saying how the boy playing with the dolls’ voice is silenced. PE suggests the existence of an authority and decides who is silenced.

The analysis of the previous subcategory denotes how this boy is able to identify patterns associated with male and female stereotypes. These gender stereotypes orientate the formation of what a male should be (Maynard, 2004) and how they are “enacted for the self and for the others” (Paechter, 200, p. 14; Kimmel, 2011). This configuration of the male stereotype accommodates to those defined by hegemonic masculinity which “serves to marginalize and or subordinate others” (Connel, 1995, as cited in Maynard, 2004). In this case the boy shows the marginalization by means of identifying features of discrimination whose exercise implies persecution, silencing, and isolation. Such marginalization describes how hegemonic masculinity exercises its power by means of heterosexual discourses over other men (Kimmel, 2011). To

establish these associations of male and female stereotypes, PE uses writing. Note how this particular student's artifact is "shaped by gender" (Stalwick, 2007, as cited in Bausch, 2007, p. 44; Johnstone, 2008), i.e., PE's text reflects the social patterns of male and female stereotypes and the marginalization of those who do not conform to them may experience. His writing activity is also very explicit (Paltridge, 2006) in describing indexes related to male and female stereotypes.

Proposing change. This final subcategory is exemplified with an excerpt of a student's artifact collected on June 2nd in 2015 in a JotThought structure written by two boys.

Excerpt 8. CD's and VJD's artifact in dyads

P167: SA-CD, VJD-J-June2(2016)JotThoughts.JPG - 167:9

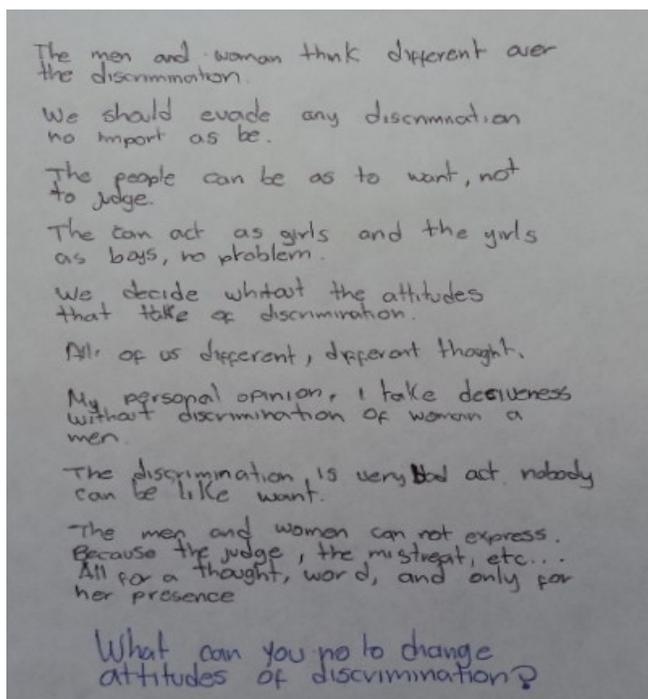


Illustration 9. CD's and VJD's written artifact

- 1 The men and the woman think different over the discrimination.
- 2 We should evade any discrimination no import as be
- 3 The people can be as to want, not to judge
- 4 The can act as girls and the girls as boys, no problem

5 We decide whitout the attitudes that take of discrimination
6 All of us different, different thought
7 My personal opinion, I take deciveness without discrimination of
8 woman a men
9 The discrimination is very bad act. nobody can be like want
10 The men and the women can not express. Because the judge, the
11 mistreat, etc... All for a thought, word and only for her presence

CD and VJD in line one recognize some patterns that they attach to male and female stereotypes when they say “The men and the woman think different over the discrimination”. This attachment points to discrimination which they also identify. In line two, the students embody themselves and propose evading the ways that discrimination may take with their words. In line three, when they the students express “The people can be as to want” are expressing the recognition of plurality among human beings and at the same time a sense of freedom for people in enacting their selves. When they say “not to judge” in the same line they are giving a strategy to avoid discrimination. In line four the students propose a break of the patterns of male and female stereotypes with “The can act as girls and the girls as boys, no problem” In this interchangeability of male and female stereotypes, they consider that there is no problem which suggests a sense of liberation and freedom. In line five the students again propose a new strategy to avoid discrimination when they say “We decide without the attitudes that take of discrimination”. They affirm that decisions can be taken leaving out the features that distinguish discrimination. In line six when CD and VJD say “all of us different, different thought!”, students again recognize the existence of plurality. In lines seven and eight one of the students of the dyad, embodies a non- discriminatory position and suggests that when he takes his decisions he doesn’t discriminate women or men when he says “My personal opinion, I take deciveness without discrimination of woman a men”. In line eight when the teammate says “The discrimination is very bad act”, s/he identifies the enactment of discrimination. Even more they

qualify it negatively. They take distance from discrimination. In line nine “nobody can be like want” they show how there are some patterns that inhibit the development of the self. This also suggests limitations to freedom. In line ten “The men and the women can not express”, the students notice how the exercise of freedom is limited, particularly the freedom of expression. In line 10 “Because the judge, the mistreat, etc...”, the students are manifesting two ways to limit freedom. The first one, “judge” involves taking a negative position on what people freely say and the second “mistreat” may be indicating judgment again or may take the way of the enactment of physical violence. Note how the students use the ellipsis to indicate that there are more ways to enact limitations to freedom but that they do not mention. In line 11, “All for thought, word and only for her presence”, the students are displaying the specific situations that generate discrimination: the way that people think, the way people express and the way that people look like in front of the rest of the people. These last lines of the excerpt show how students are able to identify enactments that discrimination takes and the impact that this enactment exercises on human beings.

The analysis of the subcategory shows firstly how students are able to identify the existence of gendered ideologies (Bucholtz, 2003). This process of identification has to do with acknowledging which becomes the first step to evidence the great quantity of gendered discourses which circulate in the society (Bucholtz, 2003). If students do not acknowledge them, they would find more difficult to comprehend the wider gendered relationships that exist in the society (Freire & Macedo, 2005) and the influences that these gendered ideologies exercise in the EFL classroom, for example: aggressive male stereotypes that affect the development of literacy processes described in the analysis of the categories and subcategories above, the level of importance given to EFL literacy as a social good on the part of some boys as they consider

that there other ones which seem to have a higher status, and the higher level status that girls seem to give to literacy development.

Secondly, the analysis also shows how students become agents of change. This process is given by means of explaining what their personal opinions are about plurality, discrimination, and gender equity. In doing so, they are evidencing their subjectivities about gendered relationships which encompass Morgan's (2002) idea about critical literacy development. But these students do not stay just in this stage, they advance further. They delimit some specific circumstances that constraint human beings. It is in these constraints, that CD and VJD propose change. One of these changes is breaking male and female stereotypes. The other one has to do with embodiment. They put themselves as agents of social change against discrimination by means of their agency understood as the identification and rejection to dominant discourses (Bucholtz, 2003). This implicates that they "become actors in the reconstruction process of a new society" (Freire & Macedo, 2005, p. 109). To do so, they use EFL to express their concerns and their proposals. So EFL may be the tool to undo gender (Butler, 2004) and the excuse to develop both EFL literacy and critical literacy.

The analysis of the category shows how boys and girls recognize gendered ideologies which are tied to male and female stereotypes. They use them as "the resources they bring to their schooling experiences" (Bausch, 2014, p. 6). They are able to index them and assign some of their negative effects, in their opinion, to the construction of masculinities and femininities. So doing, they seem to have a "critical comprehension of reality" (Freire & Macedo, 2005, p. 108). In this critical construction of reality, students present specific tasks to be done in order to change the gendered statu quo. They can "resist and change the discourses that construct their lives" (Pennycook, 2001).

This chapter has analyzed the emerging categories and subcategories of this study. They have been shown and exemplified. The next chapter presents the conclusions of the research, the pedagogical implications and further research that can be carried out from this one.

Chapter Six

Conclusions and Pedagogical Implications

This chapter establishes the conclusions of this research study which intended to answer how EFL students revealed and constructed their masculinities and femininities in their critical processes. Further, some pedagogical implications in regards to critical literacy and cooperative learning are displayed. The chapter closes with some areas of research that could be done taking into account the findings of this research study and the pedagogical implications.

Conclusions

The first category of the study "*Reflecting violent discourses in student's classroom interactions*" and its subcategory "*Exercising aggression and dominance*" showed how violence in its different enactments from verbal to physical ones was close related to the category "*Evidencing gendered discourses in the EFL classroom as a result of constructions of femininity and masculinity*", particularly in the assigned indexes to male and female stereotypes. Boys and girls, especially boys, enacted "*Discourses of Violence*" which comply with a male stereotype (Maynard, 2004). So the first conclusion seems to be that gendered ideologies are paramount to EFL classroom and have a predominant role in its politics.

Being gendered ideologies inserted in the politics of the classroom, they "reproduce social relations of power" (Pennycook, 2001, p. 81). As the analysis of the categories "*Reflecting violent discourses in EFL students' classroom relationships*", "*Evidencing gendered discourses in the EFL classroom as a result of constructions of femininity and masculinity*", "*Cooperating with each other while writing in EFL*" and "*Presenting students' critical positions about gender in their EFL texts*" suggest, there were many instances that reflected these power relationships. The exercise of relationships of power covered from the veiled ones, for instance gendered

ideologies, to the most factual ones exercised by means of violent acts which were described in all the categories. This power exercising may place the EFL classroom as a site where inequities are produced and reproduced (Freire & Macedo, 2006). These facts tackle the second conclusion, i.e., power issues may be present in the EFL classroom and may exercise an important influence on the construction of EFL knowledge and EFL learning.

Boys and girls were immersed in a pedagogical intervention which obliquely was developing EFL literacy. In the analysis of the category "*Cooperating with each other while writing in EFL*", EFL literacy seemed to have a different status for boys and girls. Girls seemed to give literacy a higher rank while boys did not because there were other social goods (Gee, 2001b) that appeared to have more power in the fabric of the classroom and in the fabric of the cooperative groups. In this sense, it seems that the macro-politics of the classroom seems to offer social goods that relegate the social goods that EFL literacy may offer to boys. Then, boys tend to engage in the activities that offer a higher status in the EFL classroom. On the contrary, girls seem not to be worried about occupying a higher status in the classroom so they tend to give the foreign language a higher status and in doing so, they seem to be more engaged in developing EFL activities

Students were developing some writing activities from a critical literacy perspective. Such a perspective let them portray many critical positions. In the category "*Presenting students' critical positions about gender in their EFL texts*" the critical positions began with noticing the existence of social and gendered ideologies. Then they took a critical stance which seems to give an account of their disagreement to some extent with social and gendered ideologies. The rupture with these ideologies generated proposals that were embodied in the self or in the other selves. These reflections point to the last conclusion of the study and the need of including critical

literacy in the EFL curriculum as a way to “disrupt hierarchies based on class, race or gender” (Bausch, 2014, p. 8)

Pedagogical Implications

The analysis of the categories showed how gendered ideologies influence the EFL classroom. In this sense, the EFL teacher should be aware how masculine and feminine constructions play a role in EFL learning. In so doing, the EFL teacher should implement pedagogical strategies that promote students' recognition of the effects that gender generates in the social fabric of the EFL classroom, the school, and the contexts where students live their lives. As boys and girls do it, they may learn to identify the contradictions “in what they know and in what they are told” (Morgan, 1997, p. 6) in terms of the constructions of their femininities and their masculinities. Inquiry based methodologies, like critical literacy, seems to be the way to do it because they promote the development of these gendered ideologies awareness (Freire & Macedo, 2005).

But it is not only the development of gendered ideologies awareness the goal of critical literacy. The EFL teacher should advocate students' transformative agency (Freire & Macedo, 2005). When the teacher does it, students may become political subjects able to transform and “reconstitute their relationships with the wider society” (Freire & Macedo, 2005, p. 5). They may transform their lives in order to have more feminine and masculine egalitarian conditions.

Cooperative learning seems to be the pedagogy which suits EFL learning because in its essence promotes the development of social skills (Kagan & Kagan, 2009). However, this essentiality may become one of its weaknesses in the development of social skills because students profile their social and gendered ideologies while they are interacting. So it is necessary

that the cooperative teacher looks for strategies which diminish the impact that social and gendered ideologies may have in the EFL learning process.

Cooperative heterogeneous groups which are made using a standardized test seem to promote cooperation and to let low EFL achievers catch up. However, the formation of groups of four students to develop a writing activity seems not to fulfill the expected outcomes. Once the heterogeneous groups have fortified their social interrelationships, they seem to lose focus on the development of an EFL writing activity. So, pair work seems to be more suitable when developing cooperative writing activities.

Peer editing is a very useful writing strategy to promote the development of writing skills. Despite this benefit, peer editing should target students who have developed certain degree of EFL communicative competence. Peer editing seems not to be suitable in the very first stages of EFL learning.

The development of students' EFL literacy is a long road full of ups and downs. It is a process that requires teacher's patience, comprehension, and guidance. So, its development should be profiled in terms of students' needs to enhance its learning by means of needs analysis to suit students' interests and to keep them enrolled.

Critical literacy seems a way to enhance the development of EFL literacy as the students take a critical position in front of the context that s/he is living in. So, it is a need in the learning of a second or foreign language.

Limitations

During the research process this study faced some limitations. Firstly, there was just one voice recorder that limited the number of discourses that could be collected from the venue. It would have been amazing to have a wider discursive corpus to look into the revealing and

construction of masculinities and femininities. Secondly, despite the teacher-researcher tried to anticipate some failures in regards to video recording the class sessions, there were situations which became out of hand. For example, the temporal damage of the available video camera. Finally, there were national educational events that interrupted the continuity of the research process. There was a national teacher strike that lasted for five weeks. This implied retaking the process of the research.

Further Research

Having stated that violent discourses are part of gendered ideologies and having researched how they have a direct relationship in the development of EFL literacy, it is suggested to look for pedagogical practices that diminish the violent discourses attached to gendered ideologies.

Despite critical literacy seemed to offer both students' acknowledgement on the existence of gendered ideologies and how to approach some written activities, it is recommended to study possible alternatives that account for critical literacy development from a practical stance.

Cooperative learning promotes students' social skills. These social skills are enacted in cooperative activities. So, it is advisable to study how to reduce the effect of power of social and gendered ideologies in these interrelation processes of identity constructions.

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Appendices

Appendix A. Needs analysis

ANÁLISIS DE NECESIDADES

ANÁLISIS DE NECESIDADES

MUCHAS GRACIAS por participar en esta encuesta. Lea con mucho cuidado y escoja la respuesta que más se adecue a su situación. Algunas de las preguntas tienen solo una opción, otras más de una. Le deben contestar todas las preguntas que tienen un * de color rojo. Cuando haya terminado de contestar, oprima el botón ENVIAR ubicado al final de la encuesta. Si las respuestas fueron enviadas correctamente aparecerá un cuadro de diálogo en una nueva página que dice ANÁLISIS DE NECESIDADES HEMOS REGISTRADO TU RESPUESTA. Si no, el formulario le devolverá a la(s) pregunta(s) que le falta contestar en un recuadro de color rojo. Conteste la(s) pregunta(s) faltante(s) y prima el botón ENVIAR para que aparezca una nueva página con ANÁLISIS DE NECESIDADES HEMOS REGISTRADO TU RESPUESTA

Obligatorio

1. En la parte inferior escriba el día, el mes y el año en que respondes la encuesta. *
Para el mes escribe 01 (enero), 02 (febrero), 03 (marzo), etc.

Ejemplo: 15 de diciembre de 2012

2. ¿Cuál es su sexo? *
Marca solo un óvalo.

Hombre
 Mujer

3. ¿Cuántos años tiene? *
Marca solo un óvalo.

9
 10
 11
 12
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 21
 22

ANÁLISIS DE NECESIDADES

4. ¿Cuál es su orientación sexual? *
Marca solo un óvalo.

Soy heterosexual, es decir, siento deseo y atracción por personas del otro sexo.
 Soy homosexual hombre (Gay), es decir, tengo deseo y atracción por hombres.
 Soy homosexual mujer (Lesbiana), es decir, tengo deseo y atracción por mujeres.
 Soy bisexual, es decir, tengo deseo y atracción por hombres y mujeres.

5. El concepto que usted tiene de la asignatura de inglés es: *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|-------------------------------------|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Es una asignatura muy importante | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Es una asignatura fácil de aprender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Es una asignatura como las demás | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Es útil para la vida | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Prefiere las actividades en inglés que tienen: *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|-----------|--------------------------|-----------------------|--------------------------------|-----------------------|-----------------------------|
| Escucha | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lectura | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Habla | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Escritura | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. ¿Qué le gustaría aprender más en la asignatura? *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|---|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Hablar en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leer diferentes tipos de textos en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Entender lo que otras personas hablan en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Escribir diferentes tipos de textos en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[s.google.com/forms/d/14yyC6mPR2kYRtk1hNP9n8D6WID5S31bDyapU/printform](https://docs.google.com/forms/d/14yyC6mPR2kYRtk1hNP9n8D6WID5S31bDyapU/printform)

1/12

<https://docs.google.com/forms/d/14yyC6mPR2kYRtk1hNP9n8D6WID5S31bDyapU/printform>

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ANÁLISIS DE NECESIDADES

8. 8. ¿Cuáles actividades le gusta que se realicen en clase de inglés? *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|---|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Juegos competitivos entre grupos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposiciones de corta duración | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Canciones | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Desarrollo de guías | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ejercicios de escritura de diferentes temas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ejercicios de escucha | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ejercicios de lectura | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diálogos, dramatizaciones, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videos cortos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. 9. Los temas que preferiría que fueran trabajados en la asignatura son: *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|---|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Historia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Música (Artistas, géneros musicales, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Temas sociales (Pobreza, violencia, desigualdad, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Temas religiosos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Género (Equidad, lo masculino, lo femenino, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personas famosas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Escritores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Deportes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arte | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arquitectura | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Televisión | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Los del ciclo en el que está | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ANÁLISIS DE NECESIDADES

10. 10. ¿Con quien le gusta desarrollar las actividades en la clase de inglés? *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|---|--------------------------|-----------------------|--------------------------------|-----------------------|-----------------------------|
| Con nadie, prefiero trabajar individualmente. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En pareja con su mejor amigo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En pareja con su mejor amiga. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En pareja con un compañero cualquiera | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En pareja con una compañera cualquiera | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En pareja con alguien que sepa más que yo para que me ayude. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Con alguien que sepa menos que yo para ayudarlo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Con un compañero con quien comparta los mismos gustos que yo tengo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Con una compañera con quien comparta los mismos gustos que yo tengo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Con quien diga el profesor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En grupos de tres personas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En grupos de cuatro personas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| En conjunto con todo el curso. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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ANÁLISIS DE NECESIDADES

11. Cuando trabaja en grupo o con su pareja en una actividad en inglés usted: *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|--|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Deja que su(s) compañer@(s) desarrolle(n) todo el trabajo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aporta al trabajo y da ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lidera la actividad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sigue las instrucciones del líder de la actividad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Se siente en desventaja porque no puede aportar igual que su(s) compañer@(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Se siente en ventaja porque puede aportar más que su(s) compañer@(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ANÁLISIS DE NECESIDADES

5/4/2015

12. Lea las siguientes afirmaciones y conteste según piense *
Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni en acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|--|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Se le facilita aprender en varias asignaturas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quiere estar en el colegio y aprender en todas las asignaturas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Está obligad@ a estar en el colegio por sus cuidadores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Su vocabulario en inglés es suficiente | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Su ortografía en inglés es buena | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comprende cuando el profesor habla en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cree que las actividades que propone el profesor de inglés son complicadas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comprende lo que lee en inglés en el salón | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comunica lo que quiere decir en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comprende cuando sus compañeros hablan en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Usa español para hacer sus actividades en inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utiliza traductores de internet para hacer sus actividades de inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Necesita ayuda de sus compañeros para entender inglés | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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| | |
|---|--|
| <p style="text-align: center; font-size: small;">ANÁLISIS DE NECESIDADES</p> <p>3. 13. ¿Qué tipo de textos le gusta leer? * <i>Marca solo un óvalo.</i></p> <p><input type="radio"/> Narrativos como las fábulas, los cuentos, las novelas.</p> <p><input type="radio"/> Descriptivos como los retratos y autoretratos</p> <p><input type="radio"/> Informativos como las revistas y los periódicos</p> <p><input type="radio"/> Científicos como las tesis y artículos científicos</p> <p><input type="radio"/> Jurídicos como las leyes y los códigos</p> <p><input type="radio"/> Periodísticos como los reportajes y las crónicas</p> <p><input type="radio"/> Digitales como las web y los blogs</p> <p><input type="radio"/> Otro: _____</p> <p>4. 14. ¿Qué piensa usted de la asignatura de inglés? * <i>Explique en el recuadro inferior su respuesta</i></p> <p>_____</p> <p>5. 15. Si hay alguna sugerencia para la clase de inglés para tener en cuenta en esta encuesta, escribala en el recuadro inferior.</p> <p>_____</p> | <p style="text-align: center; font-size: small;">ANÁLISIS DE NECESIDADES</p> <p style="text-align: center; font-size: x-small;">5/4/2015</p> <p>16. 16. ¿Pertenece a algunas de las siguientes culturas juveniles? * <i>Selecciona todos los que correspondan.</i></p> <p><input type="checkbox"/> Skato</p> <p><input type="checkbox"/> Skate</p> <p><input type="checkbox"/> Rasta</p> <p><input type="checkbox"/> Fresa</p> <p><input type="checkbox"/> Naco</p> <p><input type="checkbox"/> Gótico</p> <p><input type="checkbox"/> Metalero</p> <p><input type="checkbox"/> Electro</p> <p><input type="checkbox"/> Hippie</p> <p><input type="checkbox"/> Graffitero</p> <p><input type="checkbox"/> Punk</p> <p><input type="checkbox"/> Cluber</p> <p><input type="checkbox"/> Emo</p> <p><input type="checkbox"/> Floger</p> <p><input type="checkbox"/> Reguetoner@</p> <p><input type="checkbox"/> Barrista</p> <p><input type="checkbox"/> Raper@</p> <p><input type="checkbox"/> Ninguna</p> <p><input type="checkbox"/> Otro: _____</p> |
|---|--|

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ANÁLISIS DE NECESIDADES

7. 17. ¿Con cuántas personas vive?. No se incluya en la cuenta. *
Marca solo un óvalo.

1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 13
 14
 15
 Más de 15

8. 18. ¿En qué barrio vive con su familia? ¿En qué localidad? Escriba su respuesta en el cuadro inferior *
Ejemplo: Vivimos en el barrio Veinte de Julio de la localidad San Cristóbal

9. 19. ¿Su familia es de Bogotá?. Si responde "No", escriba en el recuadro de la pregunta 20 de dónde vienen y porqué se cambiaron de ciudad. *
Marca solo un óvalo.

Si
 No

10. 20. Escriba en el recuadro inferior de dónde vienen y porqué se cambiaron de ciudad.

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21. 21. Usted vive con *
Haga click en la flecha hacia abajo y escoja una de las posibilidades. Marca solo un óvalo.

Su papá y su mamá
 Su papá
 Su mamá
 Su papá y su madrastra
 Su mamá y su padrastro
 Su(s) abuel@ (s)
 Su(s) tí@ (s)
 Su pareja
 Otr@s familiares
 Sol@

22. 22. Usted también vive con: *
Escoja la respuesta en la columna SI o en la columna NO. Marca solo un óvalo por fila.

| | SI | NO |
|--------------------------------------|-----------------------|-----------------------|
| Sus hermano(s) y hermana(s) | <input type="radio"/> | <input type="radio"/> |
| Su(s) abuel@ (s) | <input type="radio"/> | <input type="radio"/> |
| Su(s) tí@ (s) | <input type="radio"/> | <input type="radio"/> |
| Su(s) prim@ (s) | <input type="radio"/> | <input type="radio"/> |
| Su(s) sobrin@ (s) | <input type="radio"/> | <input type="radio"/> |
| Su(s) cuñad@ (s) | <input type="radio"/> | <input type="radio"/> |
| Su(s) amig@ (s) | <input type="radio"/> | <input type="radio"/> |
| Otr@s familiares | <input type="radio"/> | <input type="radio"/> |
| Otras personas que no son familiares | <input type="radio"/> | <input type="radio"/> |
| Soy hij@ únic@ | <input type="radio"/> | <input type="radio"/> |

23. 23. Las profesiones y ocupaciones que tienen los familiares con los que vive son: *
En el cuadro de texto de la parte inferior escriba las profesiones solamente de las personas que viven con usted

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ANÁLISIS DE NECESIDADES

24. ¿Cuál es el nivel educativo de los familiares más cercanos que viven con usted? *
 Escoja la columna según el nivel educativo solamente del familiar con quien vive. Si no vive con ese familiar que se relaciona, escoja la columna NO VIVE CONMIGO.
 Marca solo un óvalo por fila.

| | No se | No es un familiar que viva conmigo | No sabe leer, ni escribir. | Primaria o parte de la primaria | Secundaria o parte de la secundaria | Técnico@ | Tecnólogo@ | Profesional |
|-----------|-----------------------|------------------------------------|----------------------------|---------------------------------|-------------------------------------|-----------------------|-----------------------|-----------------------|
| Padre | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Madre | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hermano 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hermano 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hermano 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hermana 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hermana 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hermana 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tío | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tío | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tío | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tía | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tía | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tía | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Abuelo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Abuelo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Abuela | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Abuela | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sobrino 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sobrino 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sobrina 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sobrina 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Padrastra | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Madrastra | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cuñado 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cuñado 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cuñada 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cuñada 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ANÁLISIS DE NECESIDADES

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25. Las personas que están encargadas de usted: *
 Escoja la columna que usted considere según lo que se le pregunta.
 Marca solo un óvalo por fila.

| | Completamente de acuerdo | De acuerdo | Ni de acuerdo, ni en desacuerdo | En desacuerdo | Completamente en desacuerdo |
|---|--------------------------|-----------------------|---------------------------------|-----------------------|-----------------------------|
| Quiere que usted estudie y termine el bachillerato | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Le colaboran con sus actividades escolares (Tareas, explicaciones, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Le brindan los materiales que usted necesita | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tienen problemas económicos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. Una situación que le afecta en su rendimiento académico en el colegio es: *
 Si esa situación no está en el listado, descríbala en donde dice otro.
 Selecciona todos los que correspondan.

- Las peleas de su papá y su mamá
- L@s amig@s que usted tiene
- Violencia familiar
- La falta de confianza de sus cuidador@s en usted
- Problemas con sus compañeros o compañeras de la clase de inglés
- La separación de su papá y mamá
- Problemas amorosos con su pareja
- Las peleas de usted con su padrastra o madrastra
- La situación económica de su familia
- Otro: _____

Con la tecnología de Google Forms

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Appendix B. Tables

Table 2. Boys' and Girls' Perceptions on the Importance of Learning English

| | Boys | Girls |
|----------------------|------|-------|
| Very important | 67% | 70% |
| Important | 33% | 30% |
| Moderately important | | |
| Minor | | |
| Not important | | |

Table 3. Boys' and girls' Perception on their English Level

| | Boys | Girls |
|-----------|------|-------|
| Excellent | 8% | |
| Very good | 17% | 20% |
| Good | 42% | 70% |
| Regular | 33% | |
| Bad | | |
| Poor | | 10% |

Table 4. Boys' and Girls' Perceptions on Having Learnt from Reading and Writing

| | Boys | | Girls | |
|-------------------|---------|---------|---------|---------|
| | Reading | Writing | Reading | Writing |
| Strongly Agree | 17% | 33% | 18% | |
| Agree | 50% | 67% | 18% | 46% |
| Neutral | 25% | | 37% | 36% |
| Disagree | 8% | | 27% | 9% |
| Strongly disagree | | | | 9% |

Table 5. Boys' and Girls' perception on the Source of Learning: Pair Work

| | Boys | Girls |
|-------------------|------|-------|
| Strongly Agree | 23% | 50% |
| Agree | 67% | 25% |
| Neutral | | 25% |
| Disagree | | |
| Strongly Disagree | | |

Appendix C. Illustrations



Illustration 10. Veinte de Julio Church



Illustration 11. Street vending of fruits and vegetables



Illustration 12. Former Veinte de Julio student selling clothes

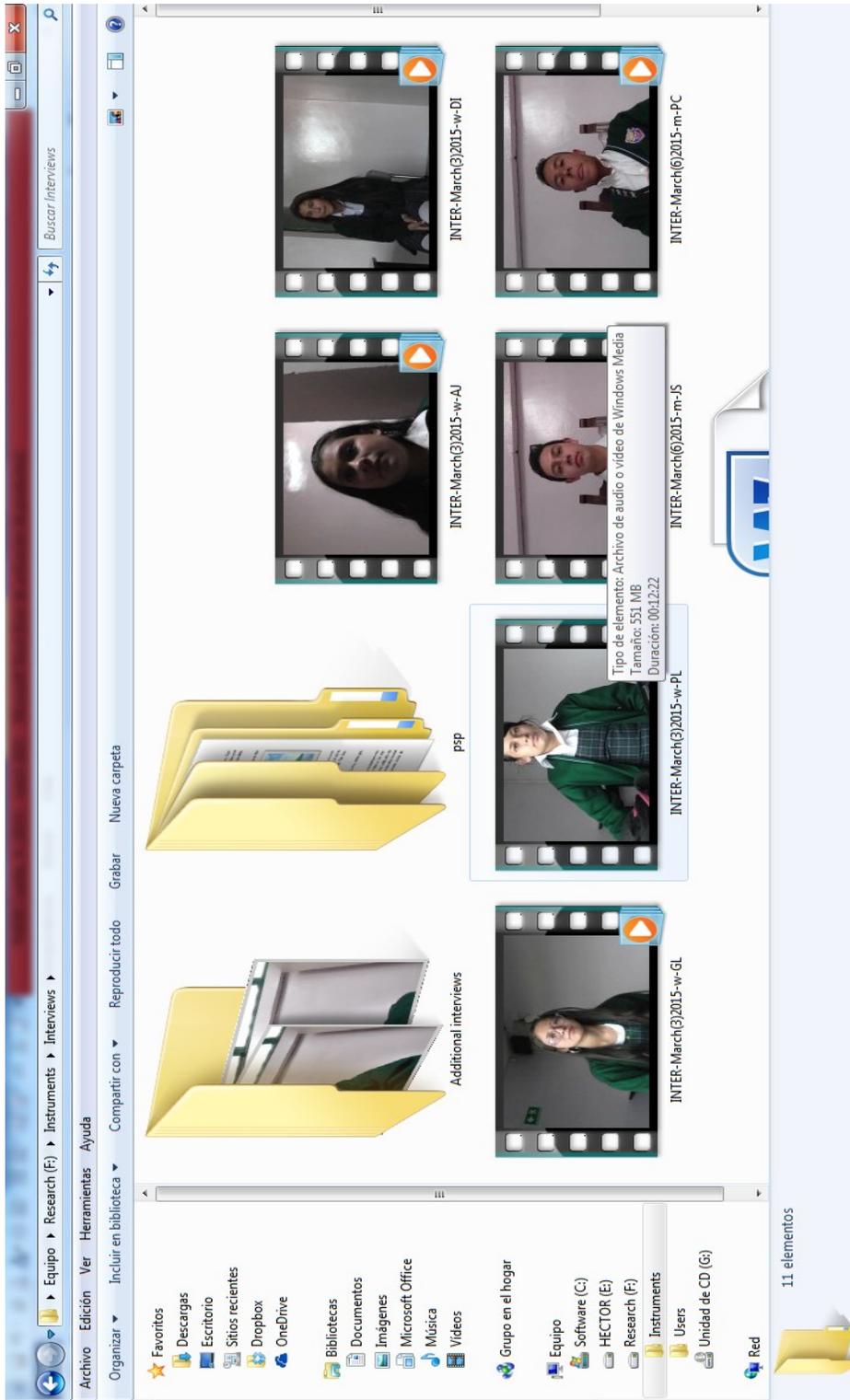


Illustration 13. Religious items sold in the street vending

Appendix E. Format to Informal Qualitative Interview

| Informal qualitative interview | | | | | | | | | | | |
|--|-----|--|-------|------|-----------------------------|--------|------|-------|----|-------------|-----------------|
| DATE | DAY | | MONTH | | YEAR | | FROM | | TO | Interviewer | HECTOR CASTILLO |
| Participant number | | | | MALE | | FEMALE | | Place | | | |
| Questions of the interview | | | | | Interviewee's answer | | | | | | |
| What is to be a man? What are the characteristics of a man? What is to be a woman? What are the characteristics of a woman? What advantages does it have to be a man? What disadvantages does it have to be a man? What advantages does it have to be a woman? What disadvantages does it have to be a woman? | | | | | | | | | | | |

Appendix F. Archiving Interviews



Appendix G. Invitation to Attend the Interview

Bogotá D. C., octubre 22 de 2014

Señor:

Camilo Rivas

INVITACIÓN A ENTREVISTA

De antemano agradezco su participación en la prueba de instrumentos de recolección de datos del estudio de cómo el género incide en el aprendizaje del inglés. Lo invito cordialmente a que asista a una entrevista que se realizará el día de hoy a las 3:30 p.m. en la oficina de orientación. La entrevista dura unos veinticinco minutos y mientras se esté dando usted va a ser filmado. Se le recuerda que la información que brinde será confidencial y se usa el anonimato para proteger su identidad.

Cordialmente,

Héctor Castillo

Appendix H. Students' responsibilities

| STUDENTS OF THE GROUP: | | | |
|--|---|--|---|
| NAME OF THE GROUP: | | | |
| RESPONSIBILITIES | | | |
| MESSENGER | COEXISTENCE | DELIVERY PERSON | MONITOR |
| To share the instructions of the activities given by the teacher with the group. To inform to the teacher the decisions of the group in an activity. To bring the dictionary to all the classes. To read and understand the texts. To identify mistakes in writings. To discuss the presented ideas To praise classmates | To avoid the use of electronic devices. To promote good behavior during the activities of the group. To verify the location of the group and the students of the group. To bring the dictionary to all the classes To read and understand the texts. To identify mistakes in writings. To discuss the presented ideas To praise classmates | To collect the materials for the activities in the teacher's desk. To present the finished activities to the teacher. To return materials to the teacher. To bring the dictionary to all the classes To read and understand the texts To identify mistakes in writings. To praise classmates To discuss the presented ideas | To avoid and control noise. To decide when the teacher needs to help the group. (All the students raise their hands at the same time) To tell to the group when the teacher needs the attention of the group To bring the dictionary to all the classes To read and understand the texts To identify mistakes in writings. To praise classmates To discuss the presented ideas |

Appendix I. Audio recording format

| VOICE RECORDING TRANSCRIPT | | | | | | | | | | |
|---|-----|----|-------|----|--------|------|------------------|------|------------------|------|
| DATE: | DAY | x | MONTH | x | YEAR | 2015 | FROM | xxxx | TO | xxxx |
| STUDENTS ATTENDING | | xx | MALE | xx | FEMALE | xx | TYPE OF ACTIVITY | | xxxxxxxxxxxxxxxx | |
| TRANSCRIPTION | | | | | | | | | | |
| <div style="text-align: right;"> HECTOR CASTILLO LESSON PINK AND BLUE </div> | | | | | | | | | | |

D. We associated them because _____

E. We associated them because _____

F. We associated them because _____

Group's name: _____ Student's name: _____

3. Watch the video and answer these questions:

A. Who do you admire to? Why?

{AllWrite RoundRobin}

I admire to _____ because _____

B. What boy(s) do you admire? What characteristics of the boy(s) do you admire? Why?

C. What girl(s) do you admire? What characteristics of the girl(s) do you admire? Why?

D. What characteristics of the boy(s) and the girl(s) aren't admired? Why?

Appendix K. Standardized test and some samples of students' answers

Test 1A

- 1 Look! The sun down.
A go B goes C is going
- 2 'Did you go to work yesterday?' 'No, I'
A didn't B wasn't C never
- 3 to him!
A Go there B Go here C Come there
- 4 Those are my photos. Give
A me it B it to me C them to me
- 5 Which boy ?
A Mary likes B do Mary like C does Mary like
- 6 Jane the answer.
A never know B never knows C knows never
- 7 Anne has a son. name is Edward.
A Her B His C Their
- 8 My new dress is
A blue B blue colour C colour blue.
- 9 There food in the kitchen.
A aren't any B isn't any C isn't some
- 10 Is that your bicycle?
A father B father's C fathers'
- 11 girl is your daughter?
A What B Which C Who
- 12 Julia is standing Andrew.
A after B at back C behind
- 13 Kevin is the boy brown hair.
A of B with C has
- 14 He goes to the office at eight every day.
A o'clock B of clock C of the clock
- 15 I had letters yesterday.
A many B a lot C a lot of

PHOTOCOPIABLE

- 16 eat that!
A Don't B Don't to C Not to
- 17 Carol read very well.
A can B can to C she can
- 18 Stop now!
A write B writing C the write
- 19 She's going to come late this evening.
A home B at home C to home
- 20 a drink of water?
A You like B Do you like C Would you like
- 21 'I love trees,' she
A sayed B said C say
- 22 Peter, is this pen ?
A of you B your C yours
- 23 Where is the stop?
A bus B bus's C buses
- 24 The children are happy. They're having time.
A good B a good C very good
- 25 It's very cold. Put your big on when you go out!
A coat B jeans C shirt
- 26 It was a good hotel the food was very expensive.
A and B but C because
- 27 I want that film.
A see B seeing C to see
- 28 How your sister?
A old is B old has C many years has
- 29 We're going to meet them the station.
A at B to C on
- 30 The children are not here. They to the cinema.
A go B gone C went

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Try to answer all the questions. Put a X through the correct letter

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Appendix L. Consent Form for Participating in the Research Study

Bogotá D.C., febrero 13 de 2015 Señor(a) padre, madre de familia o acudiente:

Actualmente soy estudiante de la maestría en Lingüística Aplicada a la Enseñanza del Inglés como lengua extranjera de la Universidad Distrital Francisco José de Caldas y estoy llevando a cabo un estudio de cómo el género de los(las) estudiantes puede incidir en el aprendizaje del inglés mientras se desarrollan actividades de aprendizaje cooperativo.

Durante el proceso de investigación se llevarán a cabo tres unidades didácticas, observaciones de las clases de inglés, grabaciones de video y/o audio, entrevistas y recolección de la producción escrita de su hijo(a) durante los meses de febrero a julio del año en curso. La información recolectada es confidencial y se usará el anonimato para proteger la identidad de su hijo(a).

Usted como padre, madre no está en la obligación de permitir la participación de su hijo(a) y en cualquier momento puede desistir de la misma. También es importante tener claro que la cooperación o no cooperación en esta investigación no tiene ninguna repercusión en la evaluación de la asignatura.

Si usted está de acuerdo con que su hijo participe de la prueba de los instrumentos de recolección de datos, por favor firme el consentimiento que se encuentra en el desprendible en la parte inferior. Si tiene alguna duda o pregunta puede comunicarse conmigo al teléfono 3125694188.

Cordialmente,

Héctor Hernán Castillo Guasca Docente de lengua extranjera Colegio Veinte de Julio Institución Educativa Distrital

Yo, _____ acudiente del/la estudiante _____ permito que participe en la investigación recolección de datos del estudio sobre cómo el género puede incidir en el aprendizaje del inglés mientras se desarrollan actividades en un ambiente de aprendizaje cooperativo.

Firma del/la acudiente

Yo, _____ estudiante de grado _____ manifiesto mi participación en la investigación del estudio sobre cómo el género puede incidir en el aprendizaje del inglés.

Tengo muy claro que la participación o no participación en la misma, no influye en la evaluación de la asignatura.

Firma del, la estudiante