

Running Head: STUDENTS' SOCIAL IDENTITIES CONSTRUCTION

EFL students' social identities construction through gender-based short stories

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School of Science and Education

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Abstract

This research project took place in a public school in Bogota with 38 students from 7th grade who were among 12 and 16 years of age. This qualitative action research intends (a) to identify discourses students draw on to construct social identities in the EFL classroom b) to describe social identities constructed discursively in relation to gender-based short stories and c) to study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning. Data were collected by observing and analyzing three pedagogical units, which were designed by following the stages of Task Based Learning Approach (TBL). Besides that, I used field notes, video and audio recordings and students' artifacts. Data were analyzed by following the steps proposed by Grounded theory (GT) (Charmaz, 2006) and the principles of Critical Classroom Discourse Analysis (CCDA) (Kumaravadivelu, 1999). Data revealed a main category called "Social identities in relation to gender" and three subcategories named as: "The human as a gendered being: The gender discourse", "The learner as a collaborator: The collaborative talk discourse" and "Peer as an approver: The approval discourse". They showed the relationship between the gender-based short stories read by the students and the identities they portrayed during the lessons.

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Chapter I

Nowadays, Colombian teachers have to face different concerns at schools that have never been considered in the past. Due to the fact that we are living in a post-conflict era, teachers' practices should be changed, as they should include activities in which students can understand, analyze, and reflect about the reality that surrounds them. Besides, the recent peace agreements in the country also gives people the opportunity to start thinking about the possible ways in which values can be reborn in our society. Classrooms should become a place where respect can be the main aspect that supports learning process, as it is the scenario where interaction takes place. Interaction then, becomes the means through which students share their viewpoints, agreements, or disagreements about certain topics at the same time that they learn how to respect each other's opinions. Furthermore, the fact of including gender topics in the educational curriculum is being considered important as part of working on values in the different classrooms as it is one of the biggest problems Colombian society is facing today. Everyday news show that people and specially current students, should start thinking about respecting and accepting diversity in order to build a better future based on respecting such multiplicity.

Statement of the Problem

This research project was carried out in a public school, which is placed in the southwestern part of Bogota, the capital city of Colombia, in a neighborhood called Gran Colombiano. This school is located in Kennedy, one of the biggest areas of the capital city. This chapter explains the insights and the origin of the present study. This part is supported by the different results obtained from some class observations, students, and teachers' surveys, which helped in the process of creating the research question. Besides, this chapter includes the justification and the purpose of the study.

Surveys were applied in order to identify what seventh graders considered important to develop in English classes. When applying the survey, students were asked about the skills they would like to focus on, their answers revealed that they considered important to work more on speaking (38% of students) and reading (32% of students) skills as they claimed that when they read they acquired new vocabulary and when they spoke they could express what they thought or felt.

According to this, Barnes (2013) states "investigations into student perceptions of effective FL teachers are necessary, so that teachers in training and practitioners can understand how to approach and improve their practice" (p. 19). If students consider important the fact of working with a teacher who takes into account their needs, in this case improving their reading and speaking skills, it would not only improve students' learning process, but also teacher's practice.

After asking students the skills they wanted to emphasize on, they were also asked about the kind of readings they would like to work in class and they answered that they would like to read love (17%), adventure (13%) and horror (13%) stories. Considering Sanchez's (2000) point of view about including "historical, cultural and social environment when developing literacy in the classroom" (p. 58) it is important to incorporate real life language, and it seems that the best way to do this is by reading short stories that are close to and based on students' real context. Sanchez (2000) also suggests that "school should be opened to reality because it cannot be separated from the praxis. In this way, students can be practicing the language at the same time that they are talking, writing or reflecting about their own context" (p. 58).

In addition, school syllabus is based on grammar based, situation that led me to ask the English teachers from the institution about the skills they emphasize on while teaching the target language. 90% of the teachers said that speaking and reading skills were the two most important

aspects to be taken into account when learning the foreign language. In fact, one of the teachers (teacher 3) stated *“it is imperative to teach students how to communicate orally and a way to do it is by making them read to learn vocabulary, which will facilitate their interaction in the classroom”*. Additionally, they also stated that the school syllabus should be changed from a grammar-based to a context-based syllabus where students' environment and background, viewpoints and feelings become the central part of the lessons. Likewise, when students feel that English allows them to express their feelings, ideas, attitudes that can be exchanged in a particular communicative situation, as in the mother tongue, they will use this language and they will see the necessity to find the corresponding linguistic resources to express what they want (Sanchez, 2000).

It was also important to take into account and consider the different aspects that could be interfering in students' English learning processes. That is why some class observations were also carried out, in order to find out and incorporate a social aspect that could help to enhance students' interaction in the classroom. Besides, it is imperative to change the concept of teaching a language following a grammar-based syllabus, which will result in a more successful way of motivating and getting better results from our students. At this point, it was necessary to think about a way in which students could learn something meaningful and valuable for their own lives even when they are not at school or in the classroom.

The first class observation was made while students were developing an activity in which they were supposed to learn the corresponding vocabulary related to clothing, these observations were carried out during two different sessions. Students were given a piece of cardboard with the drawing of two human figures; they had to create their suits by using real pieces of cloth (previously brought to class) and implicitly they had to decide the gender of each one of the silhouettes.

With this activity, I observed that the majority of the students decided to give gender to their figures according to the pieces of cloth they had. Also, when they were asked about the reason why they chose their characters to be male or female some of them supported the idea by saying that it was because of the kind of fabric they had.

The previous evidence, for now, suggests that children eventually reproduce on their discourses the patterns that have been created culturally and socially speaking in terms of what is considered right for male and for female. There is also some theoretical support to this situation according to authors like Litosseliti (2006) who mentions that “people’s discourses about little boys’ strength and little girls’ beauty, as well as the related choices of toys and clothes for children, draw on discourses about gender that are recognizable by and meaningful for the language users” (p. 48). Connell (2002) also states the differences among “Blue babies, who are supposed to run cars, and Pink babies who are taught to cook” (p. 77). Litosseliti (2006) and Connell’s (2002) ideas appear to resonate with the kind of discourses students had on the two class observations as they were following what is stated by society according to the dichotomy male/female: in this case what clothes to wear or even how to behave rightly.

For instance, a female learner was interviewed and she explained that she decided to gender the figures as man and woman because she had a piece of cloth that had some flowers on it, so it was destined to make a dress: *“I think, this piece of clothing would be good for a girl”*. The other piece of cloth she had was white and she said that the other pieces of fabric she had would not fit well on a man so, she was making the pants and the t-shirt white: *“the rest of the colors I have are for girls and they wouldn’t fit on a boy”*

In that sense, Richards and Lockhart (1994) affirms, “each learner has a belief system, which is influenced by social context” (p. 97). The previous data demonstrated that according to the stereotypes given or established by society, there is a conventional way of dressing that

depends on the gender a person has, as they affirmed that some colors or cloths are determined for a man or for a woman. These findings helped me with the decision of bringing to class some gender topics in order to give students more opportunities to interact at the same time they can learn a way to negotiate and respect each others' opinions and different ways of being.

Besides the previous issue, the second class observation was carried out while reading a first short story that worked as piloting. The story is about a male housekeeper who looks for a job in a big women's house, different bad things happened to him as people he knows mistreated him because of his job and makes fun of him all the time.

After reading the story some questions were asked to students and the aspect of gender emerged in their answers. Of course, we cannot ignore the fact that the topic was gendered and motivating in such thematic direction. A student affirmed, "*Women are the ones who clean stuff*" and his classmates' reactions were laughing at him, which provoked that this student stopped participating in class. "Classroom ideologies, such as gender, can shape who has access to whom, which in turn can affect second language learners' access to language and high status identities like friends, which provide yet more access to English use" (Hruska, 2004, p. 471). This is a clear example of how a group of students rejected him for his different/chauvinist/male-centered ideas and how this situation affected his access to learning as he decided not to participate again during the class.

To continue, taking into consideration the observation of classes, the students' interviews, and the English teachers and students' surveys it was necessary to make some decisions that I will describe now.

The first one was to work on gender topics as students reproduced some patterns related to gender that have been socially constructed and present in their discourses when interacting in class, this situation led me to analyze that there are few studies in Colombia related to gender

topics and that it is a very important aspect to take into account when students' ideologies can interfere in their classmates' access to language learning.

In addition, students exposed their preference on improving their reading and speaking skills through the use of short stories. Although they seemed scared of using the target language during the piloting sessions and some of them refused to participate when they were asked to use the target language even when building very short sentences, they showed through the surveys that they are committed to learning and using the language more frequently. This situation led me to the point of choosing some short stories that could include some daily life aspects in order to make students feel related to them while reading.

Furthermore, it is important to mention that the problem emerged when students limited the access to interaction when they realized that a classmate had other ideas, different from theirs, in terms of gender topics. That is why it becomes necessary to analyze their interactions in order to generate on students a sense of respect for each other's way of thinking, behaving and reacting so that all of them have access to learning without thinking about the rejection from others because of their different ideas. Also, because it is essential to work on gender topics in our Colombian classrooms as it has not been studied a lot yet.

With the previous decisions already made the following research question emerged:

- What social identities are discursively constructed by EFL learners when facing gendered short stories?

With the previous question the following objectives were stated:

- To identify discourses students draw on to construct social identities in the EFL classroom.

- To describe social identities constructed discursively in relation to gender-based short stories.

- To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.

Justification

After having shared English class during a complete academic year with students from 6th grade in a Public School, I can say that the majority of them showed during the lessons that they were not interested in learning the target language. They did not even see the importance or the real meaning of learning a foreign language, situation that led them to have a very low involvement in the lessons. Learners did not pay much attention in class, they did not spend any time at home for doing homework or even in class, they did not bring or use their dictionaries to solve the activities; situation that seemed to have changed during the first part of their 7th grade. The present study would contribute to the mitigation of this problem as the way in which the different activities were developed was based on students' needs and wants. They also contributed to the development of different activities that included investigation and effort at home which demonstrated their commitment to their own language learning process.

After observing the English class with the same group of students, now in 7th grade, I decided to keep in mind and analyze the different aspects that contribute to the possible previous lack of students' involvement in the lessons, since it seems to be an obstacle that affects their English learning process. It is important to reflect about the possible reasons behind this particular situation and after some observations carried out, I found out that sometimes students feel afraid of speaking in class as they feel they do not have enough knowledge to express their ideas orally in the target language. This study would help to solve this problem as students would have different opportunities to discuss in the classroom about the topics that appear in the stories. Also, with the different vocabulary from the stories they can build short sentences and participate actively improving their speaking skill.

Through the information collected from the observations, the surveys and the students' context, I considered it was necessary to make some changes in the methodology for the English class. For instance, students needed more opportunities to express their points of view during the lessons; to do that, they needed to acquire more English vocabulary, and one way to do it was by reading short texts. I also realized that the short stories could be rich in vocabulary and creative in their syntactical configurations, situation that opened the opportunity for students to become proficient users of the target language and at the same time they would become more aware of different ideas, ways of thinking and acting.

As Rincón (2013) states "Literature-based EFL programs ought to acknowledge and integrate in the teaching and learning practices issues regarding learners' sociocultural background, previous knowledge, life experiences, and real life events. These elements help students to connect real life to literary texts" (p. 234). This is the main reason why the short stories were selected by myself, as the stories should be related to students' daily lives which would make it easier for them to discuss and express their own ideas and points of view in an easier way.

Additionally, those selected stories gave students the opportunity not only to feel more encouraged to get involved during classes and participate but also, to talk more about their own lives and experiences. Sometimes students that were not used to take part from the lessons started participating by expressing their opinions, playing games to answer questions or even presenting interviews they did by themselves to portray others' experiences. Besides, some of the selected short stories take place in locations such as the school, the neighborhood and in some characters' homes. Also, the activities in the implementation phase involved students' neighbors/parents experiences or even their own. One of the benefits of using literature in the language classroom is that it encourages "dynamic learning- learning that involves the students as actively and as

personally as possible” (Mc Rae, 1991, p. 8, as cited in Daskalovska & Dimova, 2012, p. 1184).

While reading the short stories students learned from their own context (school, city and neighborhood) and they also expressed their opinions about different situations that will be stated in those stories.

Also, students' surveys showed that they would like to read and speak more in English. This information also led me to analyze the way in which the reading of short stories could help in the process of leading students to express their own ideas. Reading about gender topics can be a good source for students to speak more in class as they can express their points of view according to the topic they are reading. They can also show their own points of view and even negotiate meanings with their classmates when discussions take place in class.

To finish, it is also important to take into account that the present research project is going to be based in one of the topics that have not been explored in depth yet in the country, gender studies in the EFL field. As one of the main objectives of the present project is to describe the different social identities that can emerge while reading short stories based on gender topics, it is imperative to contribute to some extent to the exploration and analysis of this area in order to help in the development and the generation of future gendered based research.

With the present research project not only students will potentially have the opportunity to respect others' ways of thinking but also the teacher will improve her teaching practice, as she will create some material to work during the classes. “We ESL teachers are not well prepared to deal with this kind of topics [gender] in the classroom, neither are we trained to design materials that address the issue properly” (Nelson, 2004, p. 17). This also shows the necessity for EFL teachers to create new material and look for the correct way to gender-related topics without leaving our students away from them as materials should be an important part when talking about those topics and they can promote discussion in a respectful way.

Chapter II

Literature Review

The previous chapter presented the origins of the research problem by stating the different situations that occurred in an EFL classroom and that gave birth to the present study. This chapter shows the three main constructs that support the research as well as the different theories and studies that have been carried out in EFL during recent years, in and outside the country, and that have a direct relation to the question. It starts by discussing the concepts of gender, students' discourses, and social identities. The following discussion will help the reader understand the different concepts and their relation to the research question as well as its alliance to EFL learning.

Gender

Through history we have had clear examples of distinctive ways in which people behave, treat, and communicate to each other depending on biological and cultural differences. Such distinctions are evident today in our classrooms, especially in EFL ones where the aspects of gender, identity, and culture play an important role when learning, communicating, and interacting in a foreign language.

Gender has been considered lately as an important part of the language learning process as its influence may change classroom interaction and the access to the learning of the target language. This is one of the reasons why this research project attempts to firstly, present students some gendered short stories and then, to analyze the different kinds of social identities that students came up with during the development of the activities that will be proposed before, while and after reading the texts.

Norton and Pavlenko (2004) once stated: "We see gender not as a dichotomy or an individual property but as a complex system of social relations and discursive practices

differentially constructed in local contexts” (p. 3). The existent relationship between males or females cannot be linked to the biological aspect only; it also has to do with the social, cultural, economical and political aspects as they are socially constructed. As students read the different gender-based short stories, they construct and negotiate meanings and relationships even among men and women, which demonstrates that the dichotomy male/female can be set aside from the classroom in the first place.

According to Connell (2002) the aspect of gender is “a matter of the social relations within which individuals and groups act” (p. 9). In other words, all of the members take part of the social relations and have the same right to participate for instance in decision making. It places everyone at the same level without any difference of gender or culture and that is why there is no case of saying that “Men are from Mars and Women from Venus” (Connell, 2002, p. 9) as everyone is simply treated as humans without bearing in mind gender differences not only for that reason but because of many others as likes, dislikes, culture, religion etc.

To continue, I consider gender as an aspect socially constructed by taking into consideration some features as roles, attitudes, norms, feelings, behaviors, and relationships among people from a specific group. When a person do not “fit” such features they are exposed to different discriminatory acts from others, no matter if they are members of that specific group or not. Besides, they are also exposed to be excluded from the group they used to belong to. In our current educational contexts, situations as the one presented in the statement of the problem where a student stopped participating from the lesson because his classmates had a different viewpoint about male and female roles, demonstrated such exclusion not only from the discussion but also from his own learning process. This situation also led me to the point of taking a look at the different gender stereotypes that students could bring to the classroom.

Gender stereotypes also took an important part in the present project as students read some gender-based short stories and they also showed through their interventions the kind of gender stereotypes they follow. That is why it is important to start by identifying the role that gender stereotypes plays in educational and language settings and also to analyze its relation to the reading of short stories.

Connell (2002) also states these examples:

Men are more likely than women to have a paid job; most women in the world, specially women with children, are economically dependent on men; girls are still taught by mass culture that they need above all to be desirable, as if their main task were to lie on silk cushions waiting for Prince Charming to come, checking the horoscope from week to week to learn if their star signs will be compatible when he arrives. (p.2).

Based on the previous examples, it has been shown that there are some women and men especific roles in society, in other words, gender stereotypes which can also be shown in daily life. With this project students have the opportunity to read some short stories with examples that do not follow that established dichotomy of men / women, as opposite aspects, in order to analyze their opinions about something that is presented as different from what we see everyday or what has been stablished by society through decades or even centuries.

Additionally, in terms of professions, Connell (2002) considers that:

It is mainly young men who are recruited into jobs that require the use of force: police, the military, private security, and blue-collar crime. And it is mainly young women who are recruited into jobs that repair the consequences of violence: nursing, psychology, and social work. (p.3).

Students also saw on the short stories that some of the characters do not have the conventional job according to what society stereotyped. When they had the opportunity to talk

about it, they expressed what they think in terms of gender, and identity and they discussed with their classmates to show agreement or disagreement; in other words, they negotiated meaning.

Litosseliti (2006), states an example based on a test: “A language test may contain gender stereotypes, such as women occupying the roles of secretaries, nurses, and housewives, and men being managers, doctors or lawyers” (p. 50). This author mentions the above in order to explain the relationship between gender and language testing and her results showed that according to the orientation of tests women and men could perform better. In this case the teacher also plays an important role when asking questions to students to set the corresponding environment for interacting and giving opinions about their own gendered identities.

Hruska (2004) mentions, “I inferred their [students’] ideologies from the verbal discourse they engaged in both within and outside the classroom” (p. 464). She did her study with primary students from a New England college town in the U.S and she found that her students had a competitive discourse (boys) and a romantic discourse (girls); this led her to understand some of her students’ behaviour as girls not participating in class or same gender peer organization when working in groups. These results from Hruska’s study helps me understand that I should take into account students’ ideologies when interacting as this information can be worth for my own study in terms of collecting and analysing data as their interventions and opinions are composed by their own ideologies.

Posada (2004) mentions, “dichotomies as male/female, white/black, rich/poor shape our expectations of how men and women must behave, be and even talk. These dichotomies perpetuate power relations that favour certain groups over others” (p. 102). In her study she added some female literature authors and she obtained good results even the curriculum committee asked her to work only with male authors. She concluded that students should become aware of the diversity of the world we live in, to which I would add they should also be respectful

about others way of living. In the different short stories students will read, they will see that such dichotomies are not going to be present as they are supposed to. The roles of men and women will be changed and it will give them the opportunity to see diversity as a possibility of living respectfully and not as a way to oppress others and denying them the chance of learning.

As students' gender stereotypes are present in their way of expressing themselves and interacting with others in the classroom, the second main construct of this project has to do with students' discourses. Nielsen and Davies (2008) state: "to do gender in the classroom is to continuously negotiate, maintain, or oppose these positionings offered in classroom talk" (p. 160). While interaction takes place, students also show their positions on a certain topic and that is why students' discourses become an important part of this project.

Students' discourses

Bearing in mind that students' discourses is one of the core constructs of this project, it is important to define discourse and to identify the main role it plays in the learning process of the students. While students interacted in the classroom it was possible to see the different discourses they followed, as it is a way through which such discourses could be evident. In the various opportunities when participants organized and prepared the activities as the oral presentations, for instance, they had to negotiate and convey some meanings according to the information they brought to class. In other words, students showed their identities as they had to express their own points of view about gender topics while interacting with their classmates.

According to Sunderland (2000), "Interaction has to do with the way in which some teachers spend more or less time giving students the corresponding opportunities to learn" (p. 161). Those opportunities are given to students through different activities in order for them to improve their learning process but, sometimes there are students that feel afraid of mispronouncing or even using the wrong expression or word and, as a result, they never interact.

On the contrary, there are some others that do not feel afraid of interacting because it becomes the way in which they demonstrate a higher performance in the target language. Besides, when they interact or express themselves, they also show their feelings or viewpoints, in other words, their inherent discourses (even the students that do not interact much are projecting their own discourses). This means they are learning not only the target language but also about others' standpoints.

Tannen (1996) states some cautions to keep in mind whenever language is observed in interaction: "One must take into account a) the context in which a linguistic strategy is used, b) the conversational styles of the participants, and c) the interaction of those styles" (p. 342). The different short stories give students the possibility to talk about gender topics, which works as an excuse to present a context and make discourses emerge in the classroom. The way participants interact, take the floor or even interrupt each other show their discourses, which sometimes work as a means to empower or support others giving them the chance to participate and feel free to interact.

Gee (1990) argues that:

A Discourse with a capital "D" is composed of distinctive ways of speaking/listening and often, too, writing/reading coupled with distinctive ways of acting, interacting, valuing, feeling, dressing, thinking, believing, with other people and with various objects, tools, and technologies, so as to enact specific socially recognizable identities engaged in specific socially recognizable activities. (p. 155).

When people speak or write they show their own discourses, but we have to bear in mind that depending on the context and the circumstances, we act and show ourselves in different ways. Depending on the place (classroom, playground, street, home) and the people we interacting with (classmates, boyfriend, girlfriend, parents, relatives) we project ourselves and

give others the opportunity to communicate and stand their discourses too. The way we use the language when interacting, the way we dress and express our feelings, beliefs, and points of view, project who we really are. In other words, our discourses reflect our identities.

Gee (1990) also points out the following important points about Discourses:

- a) Discourses are inherently 'ideological'.
- b) Discourses are resistant to internal criticism and self-scrutiny, since uttering viewpoints that seriously undermine them defines one as being outside them.
- c) Discourse-defined positions from which to speak and behave are not, however, just defined as internal to a Discourse, but also as standpoints taken up by the Discourse in its relation to other, ultimately opposing, Discourses.
- d) Any Discourse concerns itself with certain objects and puts forward certain concepts, viewpoints, and values at the expense of others.
- e) Discourses are intimately related to the distribution of social power and hierarchical structure in society, which is why they are always and everywhere ideological (p. 162).

Discourses involve values and viewpoints, which sometimes leads to criticism and such criticism sometimes appears when counterpoints emerge in the interaction. Some of those counter discourses become marginalized discourses and the other ones become dominant discourses, which empower specific groups in society (inequality). In the case of the classroom setting, it also seems to happen, as there will always be marginalized and dominant discourses. The important aspect is to teach students that their discourses are worth and that they can show their different points of view without tending to dominate others', although their discourses can influence others'.

Litosseliti (2006) later defines discourse as: "the language used in a group of people that

acquires multiple meanings in context in relation to each member's ideologies or ways of seeing the world" (p. 47). Through students' discourses we can identify their ideologies as the language they use in and outside the classroom can give proof of that. Such language shows students' ways of thinking and even sometimes the desire of some of them to excel among others. It can be shown when we pay special attention to students' interactions as dominant discourses appear while they talk.

Litosselitti (2006) also describes the following particular characteristics that discourses can have:

1. Discourses are recognizable and meaningful.
2. Discourses can be supporting as well as competing or conflicting.
3. Discourses represent and constitute ways of thinking and doing.
4. Discourses are ideological and social power is acted out through them.
5. Discourses exist in relation to other discourses (p. 48).

Litosselitti (2006) argues, "Discourses are the representation of what we see in the world and how we see it" (p. 47). There are some discourses that can be controlled by others because they are more powerful and dominant. This situation can limit the access to students' language learning as it was shown in the piloting activity of the present project, which was described in chapter I. There was one student who participated in the discussion, but he was also judged by his classmates, situation that resulted in a resistance of him to participate again in the activity. Students' discourses not only show their ideologies, in this case about gender topics, but also, they can limit others their access to learning (Litosselitti, p. 48).

As teachers we have the opportunity to analyze students' discourses to identify their positions of power and powerlessness (Litosselitti, 2006). Some of them can be categorized as gendered discourses in the sense that according to their behavior they can be representing their

own identity. When discussing about the gender-based short stories students express their ideologies through their own discourses and they can also show their power position in the classroom. Students conversational styles and the interaction of those styles (Tannen, 1996) show the participants' position in the classroom while developing the activities as they tend to interrupt each other to empower themselves or to support others' ideas.

Posada (2004), in her study aimed to find out what students' oral discourses informed her about their beliefs regarding gender and ethnicity. She discovered with her study that students became active participants by becoming more critical and making decisions about how to improve further editions of the textbook they currently used and suggesting the editors to create a more inclusive book. As she implemented new readings, different from the ones proposed in the student book, she could develop more engaging activities with her students. It is important to see how Posada implemented extra readings to analyze students' discourses and how those discourses gave her an insight about her students' beliefs. In the case of the present project, students discourses will show their opinions, feelings and social identities while reading short stories that are based on gender topics.

To conclude, taking into consideration the information previously stated I can define discourse as a system through which people exchange and share ideas. Everyone can share their own representations of the world by giving personal opinions, beliefs and even showing our feelings. People also reflect their own identities as discourses are not only written or spoken, they are also represented through ways of acting, thinking, feeling or dressing. As discourses involve people's identities, it becomes essential to talk about those social identities that emerge while individuals communicate and express themselves with each other. During the implementation phase, participants had the opportunity to bring to the classroom their social identities and they

also built or recognized new ones. That is why the third construct of the present project is called social identities and it is developed as follows.

Social identities

Social identities are considered as one of the central constructs of the present project as the main research question aims to identify the different social identities that can be discursively constructed while reading short stories based on gender topics. Those social identities were evident during the implementation phase and they were identified and analyzed to answer the question. For that reason, it is important to consider firstly, the definitions and characteristics of identities and what social identities involve.

On the one hand, identity is included in this research project because we can say that it is an essential part of it, as it will be developed with students from teenage stage. Identity includes two concepts according to Gentry (2002):

First is self-concept: the set of beliefs one has about oneself. This includes beliefs about one's attributes (e.g., tall, intelligent), roles and goals (e.g., occupation one wants to have when grown), and interests, values, and beliefs (e.g., religious, political). Second is self-esteem, which involves evaluating how one feels about one's self-concept. (p.15).

Sometimes it is important to develop activities in the classroom that allow students to unveil their identities and discuss with others about certain topics. Although it is a difficult process when working with adolescent students, with the present project it became imperative to give students the opportunity of reading short stories about gender topics in order to give them the chance to discuss about them at the same time that they could show and build new identities in the classroom. Also, while stating their points of view, students can use the target language to negotiate and build new meanings with their classmates.

Gentry (2002), also stated that “professionals can help adolescents begin to define their

identity through the simple process of taking time to ask questions and listen without judgment to the answers” (p.15). When adolescent students feel confident to some teachers it is because they can feel no judgment from them when they tell something personal, even if it is about their own identity, which sometimes could be unacceptable for other classmates, parents or teachers. We have to try to control this kind of situations in order to teach some values, for instance, respect for the others no matter their different ways of thinking. That is why in this project it is important to take into account students' points of view or the interventions that can be linked to their own lives. They would not feel afraid of talking and sharing their experiences if the classroom becomes a place where respect and debate take place.

For most adolescents, “school is a prominent part of their life. It is here that they relate to and develop relationships with their peers and where they have the opportunity to develop key cognitive skills” (Gentry, 2002, p. 24). School life should be as positive as possible as it makes part of their motivation to go and learn new things, in this case a new topic through a new language. As this project is developed with students from 7th grade, it becomes necessary the fact of creating a meaningful learning environment to make students' EFL learning process as successful as desirable.

Additionally, as teenagers constitute their identities, they have to deal with peer pressure from their social group. Learning a foreign language can be a pleasant experience, it can also threaten one's identity, and teenagers especially may feel awkward when speaking English, and somehow different from their peers. The solution, according to Deubelbeiss (2010) is to create “a very warm, inviting, and risk taking atmosphere in the classroom” and to reflect on whether the lessons “help or hinder peer-bonding” (The cool factor, para. 1). That is why it is really important for them to feel comfortable when building their own identity bearing in mind the help and support from others as school becomes their community of practice where judgments and

mockery should never take place.

On the other hand, as it was mentioned before, it is imperative to talk about what social identities mean, as they become an important aspect to analyze in the present project. Tajfel and Turner (1979) talk about groups and they once state:

We can conceptualize a group, as a collection of individuals who perceive themselves to be members of the same social category, share some emotional involvement in this common definition of themselves, and achieve some degree of social consensus about the evaluation of their group and of their membership of it. (p. 40).

These authors claim that social identities emerge within and outside particular groups and they are defined in terms of their members or the members of other groups. Likewise, Deaux (2001) claims that “the term “social identity” refers specifically to those aspects of a person that are defined in terms of his or her group memberships” (p. 1059)

As these authors assert, being part of a group is taking into account not only how we define ourselves but also how others define us as members or not of a specific group. Our behavior, feelings, likes, dislikes, etc., can also place us as members of a group. The idea of differentiating the groups works as a way to achieve superiority among other groups. The same happens in the classrooms as students belong to different groups and, they are defined by others as members of those groups because they share specific patterns. Also, there are groups that tend to dominate the dynamics of the classroom by following positive or negative practices of behavior, for instance.

In contrast, Thoits and Virshup (1997) consider that individual-level identity and collective-level identity are both social as they are the identifications of the self to describe and answer the questions who I am? and who we are? using social categories. They sustain that the individual-level identity has to do with the relationships with others and the collective-level

identity has to do with the memberships in groups. This position defers from the definition that Tajfel and Turner (1979); and Deaux (2001) gave as they only focus on the relations between and within groups, they talk about the relationships that exist among the in-groups members and the competition with out-groups members.

Gumperz and Cook-Gumperz (1982) also believe that “social identity and social ethnicity are in large part established and maintained through language” (p. 7). They examined some code switching between different languages or the same language (dialect) to analyze when this occurred and with whom, as they showed the social identities of the members of the same group. Besides, the way people, from the same social group, speak demonstrate a particular characteristic of their ideologies and practices. This is one of the reasons why this research project attempts to analyze students’ interactions, as they belong to different social and ethnic backgrounds and their language usage (identities implicit) will be unconsciously presented during the lessons.

Deaux (2001) argues, “Occupational identities are chosen by the person. In contrast, social identities such as ethnicity or gender are ascribed categories, given to one at birth. Social identities also differ in the status or value that is attached to them” (p. 1059). Identities that refer to different professions are not attributed to us as the ones of gender and ethnicity; a person can belong to different social identity groups as according to the environment and setting people respond and shift from one identity to another.

There are some types of social identities proposed by Deaux (2001) which are displayed in the following figure:

Ethnicity and religion
Asian American Jewish Southerner West Indian
Political affiliation
Feminist Republican Environmentalist
Vocations and avocations
Psychologist Artist Athlete Military veteran
Relationships
Mother Parent Teenager Widow
Stigmatized identities
Person with AIDS Homeless person Fat person Alcoholic

Figure 1. Types of social identities (Deaux, 2001, p. 1060)

When labeling the social identities as in the previous example on Figure 1, different stereotypes are categorized and defined by society. In that sense, people stereotype themselves in relation to different groups defined by gender, age, ethnicity, nationality, occupations, feelings, emotions, behaviors, etc. “Prototype-based perception of outgroup members is more commonly called stereotyping- ingroupers have a shared view of “them” as being similar to one another and all having outgroup attributes” (Hogg & Tindale, 2005, p. 144). In the case of the classroom, it can be seen that students belong to different social groups according to their behavior or similar interests. They can define themselves based on the characteristics of other groups and their own groups, the way they behave, interact and communicate with each other show their social identity as individuals and as part of a specific group.

Another important aspect to consider within social groups is leadership. Hogg and Tindale (2005) define it as “[...] the ability to transform individual action into group action by influencing others to embrace as their own, and exert effort on behalf of and in pursuit of, new values, attitudes, goals, and behaviors” (p. 151). Groups always have followers and leaders who are identified with the social identity defined by their members and by members of other groups. These leaders belong to a higher status within their groups because they have gained a particular confidence to make beneficial decisions for the group; in other words, they follow the stereotype of a leader.

To conclude, I consider social identities as the values and beliefs people have. Social identities can be constructed by a certain group composed by different members who share specific characteristics that define them. Also, they can be defined by considering themselves as outsider of other groups. I also agree with the fact that social identities are not only socially constructed but also constructed individually. People can have an individual identity as well, as one's relationships with others is also an identity construction.

Taking into consideration the previous definitions and characteristics of the different constructs, it is also vital to take a look at some research projects that have been developed in and outside the country. This is an important part to consider in this theoretical framework as it gives various insights of the results that were obtained and also to acknowledge the recommendations provided by the researchers.

State of the art

This part shows some examples of studies that have been carried out during recent years and that have a direct relation to the research question of the present project. Common research studies related to the main constructs are also presented in order to see the commonalities and differences that were found not only in terms of the concepts found in their theoretical framework

but also, in terms of methodology, objectives and results stated in them. The following state of the art will be presented in the same order of constructs as in the previous theoretical framework.

To begin with, the first set of research studies are related to the construct about gender topics. Three research studies are going to be acknowledged considering that students will be exposed to gender-based short stories during the implementation phase.

Castañeda (2008) carried out a project whose main objective was to analyze the discursive (re) construction of gender identity and language learning identity. The study was conducted with preschoolers from a Colombian institution. The data was analyzed by following the principles of FPDA as it ascertains 'significant moments' in which subjects are positioned through discourse and the ways in which subjects experience 'power'. The results indicate that identity was constructed in some girls as language learners, and that their femininities were empowered intentionally as they saw each other as language learners. Also, his findings suggest the need to understand how children negotiate subject positions discursively in language learning activities. He suggests the need to erode discourses of approval that marginalize girls and favour boys.

Hruska (2004) aimed to discover the complex interplay among gender, relationships, and second language learners' access to opportunities for interaction in English. Her study was carried out with students from a USA kindergarten. She also analyzed students' interactions from 25 classroom events, using cross transcript comparisons. The findings show that the fact that students had not only access to English language but also, to positive identities and potential relationships, which could in turn lead to greater access to English.

Posada (2004) aimed to find out what students' oral discourse informed her about their beliefs regarding gender and ethnicity. She discovered that students became active participants by becoming more critical and making decisions about how to improve further editions of the textbook they currently use and suggesting the editors to create a more inclusive book. As she

implemented new readings different from the ones proposed in students' book she could develop more engaging activities with her students. Hence, it is important to see her good results as in the present project the short stories that will be presented to students are going to be created by me as their teacher.

These three research studies were related to the present project as they are dealing with the topic of gender. The way in which students have access to the learning of the language and the way they position themselves while doing it is remarkable as one of the main ideas of the present project is to see how students act and interact while being exposed to gender topics in the EFL classroom. The way in which students see themselves and others in the classroom determine and show their own beliefs (identities) about any topic, in this case about gender topics.

To continue, some other research studies were selected in order to see the common things related to the second construct about students' discourses. In order to see some commonalities with the present project, three different research studies were taken into consideration as the discourses of the participants are going to be the easiest way to analyze and identify their social identities that could be also related to the gender topics they identified from the short stories they read.

Sadeghi, Ketabi, and Tavakoli (2012) carried out a project whose research objectives were to examine the relationship between gender and power/dominance and to examine the classroom process from the discourse analysis perspective. The authors worked with an ethnographically interpretive approach toward analyzing classroom interaction in which transcriptions of interactions among 22 EFL learners (12 females / 10 males) from university levels were taken. They also used observation scheme for describing certain verbal behavior of teachers and students as they interacted in the classroom. Finally, they also used the perspective of Kumaravadivelu's Critical Classroom Discourse Analysis (CCDA) to analyze and understand

classroom input and interaction in terms of power and dominance. The study found that male dominance could be concealed in discourse control, type of questions, and turn taking. Besides, they found that male participants tended to exert more power and used less indirect language, more negative face, and fewer politeness phenomena. They also observed that male learners tried to take the floor and did not allow female learners to participate much.

Samadikhah and Shahrokhi's study (2015) aimed to analyze and compare the gender representation in Top Notch and Summit series in order to find out if the gender representation is equally balanced in these two textbooks. This purpose was accomplished through Critical Discourse Analysis (CDA) of ELT materials used in the process of teaching and learning. This study did not have human participants but the data was collected from conversation parts of two sets of texts books under investigation. Some checklists were created in order to examine the explicit features of Top Notch and Summit series regarding gender related concepts. These checklists were based on Fairclough's (1989, 2001) framework. The results involved a comparison between Top Notch and Summit series in terms of discourse in conversations and pictures. They showed that gender is presented somewhat differently in these two series with respect to different tasks assigned to the specific gender. Besides, in most gender related activities and with regards to discourse dimensions it is the women who pay the price of inequality and prejudices in both series.

Van Sluys et al (2006) also did a research based on critical literacy and classroom discourse analysis. Their main questions were: (a) What do multiple readings of the same data using grounded theory; existing typologies, models, or frameworks for content analysis; and critical discourse analysis offer critical literacy researchers studying literacy practices in elementary classrooms?, and (b) How does the collective analysis of findings corroborate, complicate, or challenge what is learned about curriculum and critical literacy research practices?

The data was drawn from an elementary school classroom of a Critical Literacy in Action teacher-researcher group member. The study features 2 girls exploring issues of hairstyle, race, and cultural identity. Researchers selected a data set from a teacher's classroom to illustrate the ways in which grounded theory, existing typologies for content analysis, and critical discourse analysis could be used to examine classroom activity. Findings highlight how the students drew on and used diverse textual resources, sources of knowledge, and critical practices, as well as how participants situated themselves within larger social discourses by using their memories of people they have seen or they know with similar characteristics, in other words, they took advantage of their experience about world knowledge to construct understandings.

These three studies also used Critical Discourse Analysis and they did it by using some conversations recorded during the implementation phase (transcripts). Although the population was not similar, and even considering that Van Sluys et al (2006) are not working with humans; they used the same CDA framework to work with the data. Besides, Sadeghi et al (2012); Samadikhah and Shahrokhi's study (2015); and Van Sluys et al (2006) were working also with gender issues in their corresponding studies. Though in the last one they are analyzing a textbook, in the other two studies they were analyzing pieces of conversations, which was helpful for the present project as they worked as examples when using the same framework of analysis.

To finish, four different research projects were investigated in order to study the commonalities related to the third construct of this project named as social identities. When students finish reading the short stories based on gender topics, they will have the opportunity to show and reveal their social identities through their discourses while interacting with others.

Rojas (2012) developed a research that intended to answer three main questions: What types of femininities are reflected through students' discourses in an EFL class?; What power positions are influenced by gendered discursive practices?; and how do power positions influence

on students' learning identities? The study was conducted in a private university in Bogota. As a methodology, the researcher in a FPDA study relies on transcripts of talk or written texts as the main source of data. The study was based on Fairclough's ideas (1999, as cited in Rojas 2012, p. 95), about identity seen as a two-way process: the way we speak about us and others (affiliation) and the way we are spoken about (attributions). Findings suggest the importance of being aware of the multiplicity of gender identities that may intervene when learning a language and how to deal with more egalitarian discourses and activities during classes that guarantee, to some extent, the empowerment of silent voices.

Bello (2012) also carried out a qualitative research study that aimed at analyzing a group of EFL students' discourses as citizens in PBL activities, a pedagogical strategy to help learners develop both communication and citizenship competences. The study was framed within the qualitative paradigm of educational research and a discursive approach was used to describe "the complex and dynamic relationships among discourse, social practices, and learning" (Gee, 1989, as cited in Bello 2012, p. 119). The participants were a coeducational group of seventeen undergraduate students from different majors (Psychology, Engineering and Graphic Design) whose ages ranged between 17 and 20 years, and who had taken two other English courses at the university by the time the study began. Findings suggest that the students' views of social reality are diverse, contradictory, and changing, and that the EFL class can become a site for citizenship education when the TL is presented as a tool to facilitate self-expression and critical reflection.

Gómez (2012) qualitative research study also attempts to see the construction of identities as something that has to do with individual's experiences in a specific social environment. The study took place in a private university in Bogota, Colombia with students from different majors. The author took into consideration the Critical Classroom Discourse Analysis proposed by Kumaravadivelu in 1999 and combined it with ethnography to use grounded approach that

according to Glasser and Strauss (1960, as cited in Gómez 2012, p. 70) has the purpose of developing theory about a phenomena of interest, rooted in careful observation. In this study classroom discourse is conceived as socially constructed, politically motivated and historically determined. Findings suggest that a major challenge for the students was negotiating discourses, competence, identities, and power relations so that they could participate and be recognized as a legitimate and competent members of a given classroom community.

Ainsworth (2001) in her critical discourse research attempted to extend the existing discourse of difference tradition to research another body-based system of social categorization-age identity. The author also defines identity from the perspective of discourse analysis as an ongoing process accomplished through social interaction, particularly language and communication. In her work the definition of 'who' is an 'older worker' is ambiguous and contingent. While people may be living longer, they are being defined as 'older workers' at increasingly younger ages and this classification can vary with industry, occupation, and gender. Her findings showed that 'Older worker' identity was constructed in relation to a number of other groups including other social actors in the labor market institutional domain and other 'disadvantaged groups' in the labor market, including women. These findings confirmed the complexity of the processes of social construction as well as the need to consider multiple, overlapping social identities in research on 'older worker' identity.

These four qualitative studies were developed in different settings, university students, but they were paying special attention to students' construction of social identities. The common aspect in those studies is the fact that they perceive social identity as something that can be constructed and changed depending on the situation it is being developed and the participants involved. Although the research studies were developed at university levels, the concept they have about social identity construction is applicable for any other population. Besides, although

all of them were focused on the idea of students' social identity construction, Rojas (2012); Bello (2012); Norton (1995); and Gómez (2012) collected their own data by paying attention to their students' interactions and the framework they used was different as not all of them used Critical Classroom Discourse Analysis.

The constructs previously presented in this chapter were taken into consideration as the main aspects to study when developing the pedagogical intervention. Students will read some gender-based short stories and they will develop different activities where their social identities will be evident through their interactions. Some examples of what has been researched in the same fields of this project were also taken into consideration in order to see some similarities and differences in terms of research questions and objectives, methodology, population (in and outside the country), and conclusions.

This chapter included the main constructs that support the theoretical foundation of this research project. The following one asserts the most appropriate research design and methodology used in the process of data collection in order to get a better understanding about the way in which the research question was answered.

Chapter III

Research design

The previous chapter presented the main constructs that supported the foundation of this study. Considering that this research aims to identify and describe the discourses that students draw on to construct social identities, it is important to choose the most appropriate research methodology. This will help answer successfully the proposed question that guides the study. The objective of this chapter is to present the methodological procedures that support the research. Additionally, a description of the study, participants, context, ethical considerations, instruments to gather data and the role of the researcher are also included.

Type of study

This qualitative action research study that is also combined with the critical classroom discourse analysis, intends to describe seventh grade students' social identities construction through the reading of gender-based short stories in the EFL classroom. It is necessary to define and understand what a qualitative action research means to explain why it is the most suitable type of study to consider in the development of the present project.

On the one hand, qualitative research is defined by Denzin and Lincoln (2000, as cited in Snape & Spencer, 2003) as:

A situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices ... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p.3)

This type of study helped me reflect and analyze real-life situations, as the setting was the classroom where students participate everyday. Yin (2011) does not give a definition of qualitative research but instead, he proposes five features that will be helpful for the present project: 1) studying the meaning of people's lives, under real-world conditions; 2) representing the views and perspectives of the people in a study; 3) covering the contextual conditions within which people live; 4) contributing insights into existing concepts that may help to explain human social behavior; and striving to use multiple sources of evidence rather than relying on a single source alone. When reading the gender-based short stories students found situations in which the different characters were facing daily-life circumstances. They had to talk and give opinions about what they read and also they had to relate those situations to the ones people near them had lived. Based on the readings, they answered some opinion questions, created characters similar to the ones presented in the stories, and also interviewed and presented people's experiences that were related to the gender topics from the texts.

On the other hand, action research is the most appropriate type of study as students' real classroom context was not only observed but was also subject to reflection in terms of students' reactions and experiences that emerged during the implementation phase (See Chapter IV).

According to Burns (1999) action research:

[...] involves a self-reflective, systematic, and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that the ownership of change is invested in those who conduct the research (p.5).

Besides, for the reflection part, Kemmis & Mc Taggart (2008) proposed a cyclical process as shown in figure 2 below:

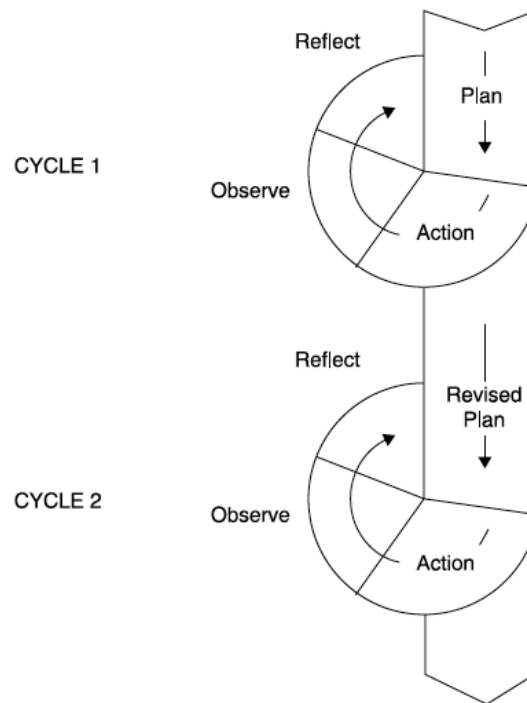


Figure 2. Model of action research (Kemmis & Mc Taggart, 2008)

This cycle starts by reflecting about the reality of the participants, making a plan, acting, observing and reflecting based on the achieved results to start all over again but with a revised plan. Hence, the process is similar to the one in the present research project as it started by the fact of looking for possible solutions to classroom concerns related to the reality observed during the piloting sessions (See Chapter I) with the main objective of improving students' language learning environment and enhance their learning outcomes as well. Some of the activities they developed were based on creating and presenting characters with similar characteristics as the ones presented in the stories, even based on personal experiences of some of their relatives or people they knew from their neighborhoods.

This is one of the reasons why the context of the students that participated in the development of this project was important and is now considered in the following part.

Context

The present study was carried out in a public institution, located in the southwest part of Bogota, in El Gran Colombiano neighborhood, in Kennedy. The institution offers education to 1200 students during the morning and afternoon shifts. Most of the students live in the surroundings of the school. According to the school's PEI (Institutional Educational Project), students should work on the development of the communicative skills through the use of ICT's (Information and Communication Technologies), that is why the improvement of those skills are an important part of the current intervention described in Chapter IV.

I work during the morning shift with 6th grade students in the Spanish subject and with 7th graders in the English language class. Since 2015 the academic curriculum offers students from high school a total of 5 hours of English per week, each one lasts 55 minutes. At the institution, the English language curriculum is grammar-based and each teacher is in charge of the needed material for the classes, as students do not follow a specific English textbook. This is another reason why I decided to choose the materials of the project by myself, including the short stories as it becomes imperative to see language learning as something different from just analyzing and learning grammar structures.

With the present project it was also intended to transform the grammar based EFL curriculum to construct students' discourses around short stories based on gender topics. Although the short stories have a specific grammar-based content (simple present and present progressive) the main objective of the project was to give students an opportunity to express their opinions about the main topic of the stories while using the specific grammar structures required from the school curriculum.

Participants

The participants of the study were students from 7th grade between 12 and 15 years of age. It was a group of 36 students composed by 23 girls and 13 boys. Most of the students lived near the school and belonged to a 1 or 2 social stratum. Students' English level was low as during their primary stage they did not have an English teacher, and the amount of hours per week was not enough (2 hours). They started sixth grade with 3 hours per week but this year (7th grade) they started a new proposal that includes five hours per week.

Students had shown their interest on developing their speaking skill although the majority of them were afraid or scared of using the target language. At the school, the curriculum is based on grammar content, which sometimes makes it difficult for teachers to give them the opportunity to talk about diverse topics in the EFL classroom. With the short stories students had the chance to study the language in a different way as they expressed their opinions by making use of the corresponding grammar structures without even realizing what they were doing.

They were selected by using the convenience sampling strategy, which according to Patton (2009) has the purpose of selecting information-rich cases whose study will illuminate the questions under study. Besides, as Merriam (1998) also mentioned, the non-probabilistic sampling technique allows the researcher to discover, understand, and gain insight on a specific group or situation. Finally, students were conveniently assigned to me during this year.

For the ethical issues, it is necessary to bear in mind that a teacher researcher should consider that the participants involved in the study are underage. For that reason, the institution, and students' parents have to be informed about the reason of doing this action research project and the different ways in which the information is collected. A letter was presented to the institution (Appendix 1), and students' parents signed a consent form (Appendix 2) in which they were informed about the project to be developed and they gave the corresponding approval to

have their children as research participants. Parents also authorized the use of the collected information for the purpose of the investigation process. They also gave permission to the teacher-researcher to use video, audio, and students' artifacts for data collection and analysis. These consent forms were designed, corrected, and validated to inform about the main objectives of this project.

To conclude, as a researcher, my role in this project was the one related to participant observer, as participant observation emphasizes close, intimate, and active involvement, strongly linked with the goal of studying other's cultures (Emerson, 2001, as cited in Yin, 2011).

Data collection instruments

The instruments for the data collection used in this study were field notes (Appendix 3), students' artifacts (Appendix 4) and video/audio recordings (Appendix 5). Those instruments were also used during the piloting sessions and that process helped a lot during the implementation of the pedagogical intervention. It was important to reconsider aspects as the way in which the different video/audio recordings were taken because of the amount of noise that was perceived in the classroom. It was necessary to ask students to use a microphone during their oral presentations and interventions. Besides, the way in which the field notes were written was also reconsidered as in the piloting sessions they did not show what was really important for the analysis stage. Sometimes the field notes did not contain the important aspects that were directly related to the main research question. This process of reconsidering some aspects from the piloting session is related to the first cycle from the model of action research (reflect and revised plan) proposed by Kemmis and Mc Tagget (1988) (see Figure 2) as some aspects were improved and implemented in a different way.

When doing *field notes*, it is necessary to bear in mind the type of class observations that the researcher will carry out. Besides, it is important to define the role of the researcher (Yin,

2011; Burns, 2001 and Merriam, 2009) and the kind of observations that will be made.

Additionally, taking into account that participant observation involves the researchers in the central activities, assuming responsibilities that support the group, but without fully committing themselves to members' values and goals (Merriam, 2009), this will also take an important part in the field notes process.

The field notes format contains on top of the format, the main information from the class such as the activity to be developed, the date, the time and the research question and objectives. Then three columns are placed below to write the description of the class, comments, and findings. Everything that happens in the classroom during the development of the pedagogical activities was written in the description column; some relevant aspects to the main question and objectives are written on the next column; finally, on the last column, findings, the name of the different codes or key words, found during the data interpretation and analysis.

In the present project the field notes were taken considering the different interactions between participants during their interventions in the development of the activities. The collected information included a description of the activities done by the students, comments, and reflections that were made about them. The field notes helped in the process of registering what was seen and heard as well as personal comments about the dynamics of the group in different situations. Sometimes it became difficult to register everything in the field notes because of time issues and it was necessary to take a look at the videos to support what had been seen or heard.

Students' artifacts are an important resource when collecting data. Merriam (2009) affirms that artifacts include the tools, implements, utensils, and instruments of everyday living. She also states that artifacts are "things" or objects in the environment differentiated from documents that represent some form of communication. During the data collection some students' artifacts were taken into account as they showed and represented students' viewpoints

and beliefs, in other words, their social identities, which is the main aspect to consider and analyze in this project. Some of their artifacts included the creation of different characters similar to the ones presented in the short stories and some others had the characteristic of letting students choose the abilities and features they considered should be possible for male and female individuals.

The format for students' artifacts is similar to the one of the field notes (See Appendix 4) as it includes the same columns to analyze what students wrote or created during the implementation phase and the corresponding comments and key words taken from them. The artifacts were produced by students during 4 different sessions (7, 10, 23, 30) and they include written guides, drawings of different characters and power point presentations created by students. Although they were written produced artifacts it was also necessary to support them with the audio and video recording of the lessons.

Audio and video recordings are a technique for capturing in detail naturalistic interactions and verbatim utterances (Burns, 1999). During the collection data phase, students were video recorded in order to see repeated patterns in students' interaction. Also, with the audio recorded episodes; the teacher-researcher has the opportunity to analyze students' interactions and discourses even when she can be near those students as she will have the opportunity to listen intently and repeatedly if necessary.

On the first part of the format, the main information to be completed has to do with the name of the activity, the date, time, and number of video or tape and the research question and objectives. On the first column the transcripts will be included, then the relevant comments from the teacher related to the main question and objectives and finally the findings or category names.

For the audio and video recording the format presented in Appendix 4 contains the way in which the transcripts were collected and analyzed. For the present project the audio and video

recordings were very important as they contained in detailed the different interventions and interactions of the students during the lessons. They not only registered their interventions when participating of the lessons but they also collected the information of different situations in which students were off-task but they were still interacting and showing their identities unconsciously. It made easier the process of analyzing and paying special attention to the social identities that were evident in students' ways of expressing and interacting with others.

The previously presented research design contains the methodology and elements that frame the present research project. It also includes an explanation of the different instruments used in the process of data collection. The next chapter presents the instructional design that includes the pedagogical intervention of the study with a description of the designed units that were implemented as a way to collect the relevant data that helped in the process of answering the main research question.

Chapter IV

Instructional design

This chapter highlights the links between the research concern and the instructional design. The implementation of short stories based on gender topics is introduced as a way to identify and describe discourses students draw on to construct social identities in the EFL classroom. The plan that is presented in this chapter works as an important part of the first cycle from the action research model proposed by Kemmis and Mc Tagget (1988). The implementation previously mentioned is presented considering specific curricular and educational foundations including a vision of curriculum, vision of language, vision of learning, vision of the classroom and vision of material. A timeline is also included with the design of some activities, their implementation, and their assessment based on the corresponding curricular goals and objectives.

The pedagogical intervention was carried out, as presented in Chapter III, in a public school called San Rafael IED with students from 7th grade who were between 12 and 15 years of age. As stated before, they had 5 hours of English class per week, time in which they developed different activities regarding the learning of the target language. However, in spite of this time advantage, compared to other state institutions, during this amount of time students seemed discouraged when learning English (see statement of the problem in Chapter I). This situation led me to look for a way in which students could see the English class as a learning meaningful experience that takes place at school but transcends their homes and daily lives. I decided to work with short stories based on gender topics as a means to show students a different way of participating in class without focusing only in the grammar aspect.

When analyzing the results from the teachers' survey applied at the beginning of the research process (see Chapter I), it was found that English language teachers from the institution also agreed that students need to work more on their speaking ability. Teachers also reported that

it is important to work more on topics that surround language learners' day-by-day in order to give them the opportunity to express their feelings and ways of thinking during the lessons.

Through students' survey results students also demonstrated that they wanted to talk more in class using the target language (see Chapter I). They mentioned that they wanted to read more texts in English to learn more vocabulary, which would let them express during the lessons. At this point, it is important to mention that there is no evidence of working with English texts at this school and that sometimes the communicative competence is left behind because, as some teachers mentioned in the survey, the amount of students per classroom makes it more difficult to accomplish such goal.

All of the previous aspects were taken into account to develop the curricular platform, as it is a tool through which some meaningful activities based on students' needs and wants were created, planned and developed. Those activities were also thought bearing in mind the institution's principles about developing communicative competences through the use of ICT and the social-cognitive model they follow.

Curricular Platform

This pedagogical intervention was based on the implementation of three different short stories that followed the principles and steps proposed by the Task Based Learning Approach (TBL). To begin with, it is important to take a look at the different definitions that have been given to tasks. Then, it is necessary to see some of the features of a task and finally, the different steps that were followed to create and design the pedagogical intervention are also described.

First of all, a task is defined as:

1. "[...] activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, p. 23).

2. "[...] activities that call for primarily meaning-focused language use" (Ellis, 2003, p.

3).

3. [...] a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2004, p. 4).

The previous definitions together describe well the intention of the implementation phase as the proposed tasks intend to allow students with opportunities to use the target language in order to communicate and negotiate meanings when giving opinions about gender topics. Although the purpose of the school is that students learn a specific grammar topic, with the present pedagogical intervention, they will not only learn it but also, they will use it to express their different points of view in regards to the gender topics presented in the short stories.

Ellis (2008) also identified the following features of a task:

1. "A task is a workplan.
2. A task involves a primary focus on meaning.
3. A task involves real-world processes of language use.
4. A task can involve any of the four language skills.
5. A task engages cognitive processes.
6. A task has a clearly defined communicative outcome" (p. 10).

When students give their opinions about a specific topic, learning processes become more meaningful for language learners. Students talk about topics that enrich them as better users of the language and also as human beings that criticize and give opinions about current real-world topics. Also, they learn how to respect others' different points of view while developing the proposed activities (creating, interviewing, presenting, etc). In other words, learners communicate by emphasizing on meaning rather than on language use.

For the design of the implementation phase the framework for designing task-based lessons proposed by Ellis (2006) was followed:

Table 1. A framework for designing task-based lessons (Ellis, 2006, p. 20)

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"> * Framing the activity (e.g. establishing the outcome of the task) * Planning time * Doing a similar task
B. During task	<ul style="list-style-type: none"> * Time pressure * Number of participants
C. Post-task	<ul style="list-style-type: none"> * Learner report * Consciousness-raising * Repeat task

Based on Table 1, it could be seen that a task can be divided into three different phases, the pre-task, the during task and the post-task phases which according to Ellis (2006) are defined as follows:

“The first phase is ‘pre-task’ and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the ‘during task’ phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is ‘post-task’ and involves procedures for following-up on the task performance” (p. 20).

Each one of the short stories are joined to a series of activities that compose a lesson, all three are following the task-based phases in order to led students through the process of not only reading a story but also through the process of analyzing, criticizing and taking a position when giving opinions about a specific gendered topic.

In relation to the information previously presented, this pedagogical intervention was framed by the following visions of curriculum, language, learning, and classroom:

Vision of curriculum

As proposed by Agray (2001) a curriculum is “a cultural construction and a particular way of organizing teaching practices” (p. 116). In this way, students had the opportunity to talk about their own experiences and believes making the corresponding reference to the gender topic worked on the short stories. As they shared their points of view they created and determined their learning practice, in other words their own curriculum. At this point, students were the ones who participated in their own learning process by following the curriculum they created, the curriculum presented by the institution was not mandatory anymore. Students' needs were taken into consideration and the grammar based curriculum was set aside.

The emancipatory curriculum wants to help people transform their conscious about education, to become critical, to involve students' and teachers' experiences to create negotiation as a social act, to develop constant interaction as a social construction, to take into account others' necessities, to reflect and criticize the context, to use language as a means to conscious transformation, to construct knowledge through dialoge not only among students but including the teacher (Agray, 2001, p. 118). This kind of curriculum is related to this project as the different activities proposed for the implemantation phase involve students constant interaction to construct meaning. The gender-based short stories contain situations that are common to the participants' context in order to let them analyze and criticize what happens near them day by day, situations that sometimes can be solved through dialogue and negotiation.

Vision of language

According to Tudor (2001) “Language is also the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests” (p. 65). This

means that language is also a means of self-expression and according to the activities students developed, they had to talk and express their own ideologies about the gender topics mentioned in the different short stories.

As language was seen as a social practice, authors like Rosenblatt (2004) state that when reading, "it is important to consider that meaning is not in the text itself but in the transaction readers make with it" (p. 1376). Students constructed meaning among themselves based on the reading of the short stories and by interacting, sharing ideas, making use of their prior knowledge and experiences when stating their own points of view. This situation also facilitated their language learning process as English was considered as the means through which they could express themselves

When participating, students were also learning from others' perspectives and points of view as they were constructing knowledge as well. In that sense they were also using the language as a source of building new knowledge and reflecting upon the stories they read (see Chapter V).

Vision of learning

Tudor (2001) stated that "students are individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors, and these factors give rise to certain affective interaction with the learning process" (p. 95). According to the different activities that were proposed to develop with the students it was not difficult to see their attitudes and involvement in the learning activities, in other words, their specific role of affect. Some students felt close to the short stories presented, as they had certain situations that could be considered as common in students' daily life. It also became easier for them to give opinions and to state their points of view about situations that were related to their own context, situations that they live at school, homes or neighborhoods everyday.

As Luk (2002) mentioned, “positive affect has a powerful, and facilitating effect on thinking, creativity, decision making and risk taking” (p. 2). In the EFL classroom it is something important as positive affect can lead students to the creation of a learning atmosphere where interaction and emotions from the teacher and the students take place. When they brought to the classroom different experiences from themselves or from someone who was close to them, they created a different learning atmosphere where they could talk, give opinions, criticize and take a stand on a situation that could or could not be fair for language learners.

Luk (2002) also states that “teachers should be in the classroom with their body, mind, and emotions and one way to achieve this is through literature” (p. 3). As short stories were taken into account to introduce gender topics in the classroom in order to identify and describe the social identities that are discursively constructed by the students, literature became the opportunity for them to create a different and meaningful learning environment. As a teacher I had to pay careful attention to the way in which students were expressing and the way in which they were giving and claiming for respect when opinions were not following the same path (see Chapter VI). This situation was also meaningful for students as they were using a foreign language to communicate their agreement or disagreement.

Vision of classroom

According to the purpose of the study, it is necessary to take a look at what Tudor (2001) states, as he considers that “the classroom becomes a place of communication in which significant role is attributed to communicative language use as a means of learning” (p. 111). As students were giving their opinions and points of view, the classroom became a place where they could communicate by expressing themselves about what they were reading, creating and analyzing.

Richards & Lockhart (1994) stated that “teachers select learning activities to generate

particular kinds of interaction and practice language” (p. 197). In this case, interactional activities where students express their own ideas and viewpoints were designed. Those students’ interactions were analyzed not with the purpose of correcting grammar or pronunciation mistakes but, to identify and describe the different social identities constructed discursively in relation to the gender-based short stories they read.

The classroom became a social environment where teacher and students were interacting and reflecting about some specific topics presented in the short stories, and sometimes about their own and others’ experiences. It is important to mention that the construction of knowledge was the most important thing rather than to point out that there was only one way to say something or that there was only one “correct” answer or opinion. Students also created an environment in which they respected their different points of view, they listened to each other and they shared their own reflections without feeling afraid of being judged by others (see Chapter V).

It can be said that this situation was motivating for students as they tended to participate more during the lessons. Students found a different learning environment that according to Richards & Lockhart (1994) was called a “supportive classroom climate” (p. 185). At the end of the process, students were helping each other in terms of using the language correctly and also when they expressed that although they did not share the same point of view they respected what other people would say or think about the same topic.

In the classroom, the different short stories based on gender topics provided the opportunity for students to create a learning environment where they could bring their prior knowledge to create a new one, that at the same time was meaningful. Students also recognized their classmates different ways of thinking and learnt how to respect each other while interacting or playing different games. In other words, they learnt from each other.

Pedagogical intervention

The steps and process that was followed for the pedagogical intervention is presented below. The different pedagogical objectives are also stated along with the timetable that includes the designed activities.

The activities presented provide information about the way in which students interacted and reacted towards the gender topics presented in the short stories. The required data was collected through the use of video/audio recordings, field notes and students' artifacts (see Chapter III). Before the implementation of the pedagogical intervention and the corresponding collection of data a consent form was signed by students' parents as all of them were underage.

The present pedagogical intervention has the following pedagogical objectives:

- To give students opportunities to construct meaning from short stories concerning gender topics.
- To encourage students to participate actively in discussions about gender topics.
- To promote students' expression in the classroom assuming, respecting and accepting different points of view.
- To help students to create an environment where respect and tolerance are key aspects for a supportive classroom climate.

As presented before, the pedagogical intervention followed the three phases proposed by Ellis (2006) according to the task-based learning approach (TBL) pre-task, during task and post-task. In the following charts the different stages and activities designed for the implementation phase are described. They show the lesson planning chronogram, the stages, the phase and the skill students developed, their pedagogical and social objectives, the specific activities and the number of the sessions developed.

**BEST FIRST DAY AT SCHOOL
UNIT PLAN 1**

DATE: From May 20 th to June 17 th , 2016			SESSIONS: From 1 to 10	
RESEARCH QUESTION: What social identities are discursively constructed by EFL learners when facing gendered short stories?				
RESEARCH OBJECTIVES: - To identify discourses students draw on to construct social identities in the EFL classroom. - To describe social identities constructed discursively in relation to gender-based short stories. - To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.				
LINGUISTIC OBJECTIVES: Verb to be / Simple Present / Present Progressive				
DATA COLLECTION TECHNIQUES: Artifacts, Video and audio recording				
STAGE	PHASE AND SKILL	PEDAGOGICAL AND SOCIAL OBJECTIVES	ACTIVITIES	SESSION
<u>PRE- ACTIVITIES</u>	Describing and guessing (SPEAKING)	<ul style="list-style-type: none"> To work on the hidden ideas students can have when predicting the story content based on the cover picture. 	<p>Students will have to describe the cover picture of the story. The teacher will lead the activity with some questions:</p> <ul style="list-style-type: none"> ✓ <i>What do you see in the picture?</i> ✓ <i>How many characters are there in the picture?</i> ✓ <i>How do they look like?</i> ✓ <i>Where are they?</i> ✓ <i>What are they doing in the picture?</i> <p>After finishing the description, students will be given the title of the story to make predictions about what they think it is going to be about. Students' answers will taken into account when they finish reading the story in order to see the differences or similarities of the story and their opinions.</p>	1
<u>WHILE- ACTIVITIES</u>	Think and answer (1) (LISTENING, READING AND SPEAKING)	<ul style="list-style-type: none"> To check students' comprehension of the story while they read it. To make students aware of naturalized ideas (stereotypes) by finding implicit 	<p>Students will listen and read the whole story. Then, they will play Hot Potato in order to answer some comprehension questions about the story. Students will be organized in 6 rows, the teacher will give them 2 balls so they can pass it on while she is saying "hot, hot, hot" when she says "potato" the 2 students with the ball on their hands will answer the questions.</p> <p>After reading the first part of the story, students will answer some comprehension questions:</p> <ul style="list-style-type: none"> ✓ <i>Why do you think Alex wears in a different way?</i> 	1-2

		<p>ideas.</p> <ul style="list-style-type: none"> •To promote respect when listening to other's opinions. 	<ul style="list-style-type: none"> ✓ <i>Why do you think the principal and some teachers are staring at Alex when entering the school?</i> ✓ <i>Do you think it is good to do it?</i> ✓ <i>What do you think about the principal's behavior towards Alex?</i> ✓ <i>Why Lisa laughs at Alex? What is your opinion about it?</i> 	
<p><u>WHILE- ACTIVITIES</u></p>	<p>Think and answer (2) (LISTENING, READING AND SPEAKING)</p>	<ul style="list-style-type: none"> •To check students' comprehension of the story while they read it. •To make students aware of naturalized ideas (stereotypes) by finding implicit ideas. •To promote respect when listening to other's opinions. 	<p>After reading the rest of the story, students will answer some comprehension questions following the hot potato game:</p> <ul style="list-style-type: none"> ✓ <i>What are the characteristics that make Alex a different person?</i> ✓ <i>What does Alex do when the earthquake begins?</i> ✓ <i>Do you think it is a good idea that Alex saves the principal and her bully Lisa?</i> ✓ <i>What do the principal and Lisa tell Alex at the end of the story?</i> ✓ <i>What would you do in a similar situation?</i> <p>At this point the teacher will remind students about the predictions they made before reading the story. She will emphasize on the similar or different aspects related to the real story.</p>	<p>3-4</p>
<p><u>POST- ACTIVITIES</u></p>	<p>Guess Who (SPEAKING AND LISTENING)</p>	<ul style="list-style-type: none"> •To encourage students to respect the difference in terms of physical and personal aspects. 	<p>After students finish reading the story "Best first day at school" they will be organized in couples to continue with the following activity. Each student will receive 12 pictures of different characters and each student will choose a character in secret. Students will be sitting one in front of the other and they will ask each other some questions in order to guess the character that her/his partner has chosen. Each time they have a negative answer they will have to put the cards face down to leave face up the cards with the possible character.</p> <p>The teacher will show students an example with the main character of the story (Alex) and the possible questions they can ask while playing the game:</p> <ul style="list-style-type: none"> ✓ <i>Is it a man</i> ✓ <i>Is it a woman?</i> ✓ <i>Does she have short or long hair?</i> ✓ <i>Is she wearing a hat?</i> ✓ <i>Is she blond?</i> 	<p>5</p>

<u>POST- ACTIVITIES</u>			After finishing the activity, the teacher will ask them about the sex of two of the characters from the game (Danny and Chris). Finally, the pictures of them will be presented as a boy and a girl. The teacher will conclude the activity by talking about the importance of avoiding judging people for their physical appearance.	
	Memory Game (SPEAKING)	<ul style="list-style-type: none"> • To lead students to recognize the vocabulary related to the positive and negative actions of the story. 	Students will be organized in groups of four. Each group will have a set of 24 cards and they are going to shuffle them before starting the game. Then, they will put them face down and each member of the group will have the opportunity to mention and turn over 2 cards, if they match (picture and word) the member keeps the cards until the game finishes. At the end of the game the member with more matching cards will be the winner.	6
	Think and Write (WRITING AND SPEAKING)	<ul style="list-style-type: none"> • To encourage students to include femininities and masculinities on their creations as inner aspects included in different people. 	Students will see a group of words on the board; they will have to place them according to the given characteristics as femininities, masculinities, or neutral aspects. Then, on a piece of cardboard, they will have to create a superhero / superheroine including some of the words categorized before. Some students will be chosen to present their work.	7
	Get Ready to Talk (READING, WRITING, LISTENING AND SPEAKING)	<ul style="list-style-type: none"> • To make students aware of the presence of masculinities and femininities in different people from the real world. 	<p>Teacher will bring to class some examples of people around the world who have been judge for their physical appearance.</p> <p>Students will be organized in groups of four. They will receive the picture of a person and the story each one of them have. Students will organize a short presentation to make their classmates know about that story.</p> <ul style="list-style-type: none"> ✓ <i>How is their physical appearance?</i> ✓ <i>Which are the feminine and masculine characteristics of each one of them?</i> ✓ <i>What kind of problems they have for being themselves?</i> <p>Finally, as a reflection they will answer some questions personally, after listening to people's stories:</p> <ul style="list-style-type: none"> ✓ <i>How do you feel when people stare at you for being different?</i> ✓ <i>Do you feel that some people judge you for your way of wearing or thinking? Why?</i> ✓ <i>Do you think it is correct to judge others for their appearance of ways of thinking? Why?</i> ✓ <i>Think about a person you know with the same situation.</i> 	8-9-10

**OUR SECRET SIDE
UNIT PLAN 2**

DATE: From July 13 th to August 13 th , 2016			SESSIONS: From 11 to 23	
RESEARCH QUESTION: What social identities are discursively constructed by EFL learners when facing gendered short stories?				
RESEARCH OBJECTIVES: - To identify discourses students draw on to construct social identities in the EFL classroom. - To describe social identities constructed discursively in relation to gender-based short stories. - To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.				
LINGUISTIC OBJECTIVES: Verb to be / Simple Present / Present Progressive				
DATA COLLECTION TECHNIQUES: Artifacts, Video and audio recording				
STAGE	PHASE AND SKILL	PEDAGOGICAL AND SOCIAL OBJECTIVES	ACTIVITIES	SESSION
<u>PRE- ACTIVITIES</u>	Matching the sport and the character (SPEAKING)	<ul style="list-style-type: none"> To analyze students background about the different kind of sports they think can be developed by children. 	Students will see on the board the drawing of 2 different characters (a boy and a girl) and the name of different sports and school subjects around them. They will stick next to each character the sport they think can be played by each one of them and the school subject they think they like the most. Then, the teacher asks them about the subject they like the most and the most common sport they play at school.	11
	Eliciting the cover picture and the story title (SPEAKING)	<ul style="list-style-type: none"> To work on the hidden ideas students can have when predicting the story content based on the cover picture. 	<p>Students will see on the board the cover picture of the story and they will make the corresponding description of the characters that appear there. Besides, they will answer some questions that the teacher will ask to lead the discussion:</p> <p><i>Which sport is represented in the picture?</i> <i>What sports do you like practicing at school?</i> <i>What are the possible personal characteristics of each character?</i> <i>Which are the possible physical characteristics of soccer players?</i> <i>Which characteristics from the picture do you see everyday at your school?</i></p> <p>After answering the previous questions, the teacher will give them the title of the story “Our secret side” in order for them to think about the possible story behind the cover picture. The teacher will also guide the discussion with the following questions:</p> <p><i>Why do you think the name of the story is “Our secret side”?</i> <i>What could be the secret in characters’ lives?</i> <i>What do you consider a secret in students’ lives?</i> <i>Why do you think people have secrets about their own likes?</i></p>	

<p style="text-align: center;"><u>WHILE- ACTIVITIES</u></p>	<p style="text-align: center;">Questions wheel (READING, LISTENING AND SPEAKING)</p>	<ul style="list-style-type: none"> •To check students' comprehension of the story while they read it. •To make students aware of naturalized ideas (stereotypes) by finding implicit ideas. •To promote respect when listening to other's opinions. 	<p>Students will read the story and at the same time they are going to play a game. They will be organized in two big groups. Each time they finish reading a page of the story a representative of each group is going to spin a wheel, which tell the student how many spaces they have to move back or forward. When they move the corresponding spaces, they will pick a card with a question about the story. The first group to get to the finish point will be the winner. The teacher will lead the activity with the following questions:</p> <p>Pg 2:</p> <ul style="list-style-type: none"> ✓ <i>Where does the story take place?</i> ✓ <i>What do you think is Chris' secret side?</i> ✓ <i>How does Chris feel at school?</i> <p>Pg 3:</p> <ul style="list-style-type: none"> ✓ <i>Do you think Chris and his friends are good at English? Why?</i> ✓ <i>Why do you think Anthony wants to scape English class?</i> <p>Pg 4:</p> <ul style="list-style-type: none"> ✓ <i>Why do you think Chris, Simon, Carlos, and Anthony reject Andrea?</i> ✓ <i>What do you think the boys are planning?</i> <p>Pg 5:</p> <ul style="list-style-type: none"> ✓ <i>Why do you think Anthony does not want to play with Andrea?</i> ✓ <i>How does Chris organize the groups to play soccer?</i> <p>Pg 6:</p> <ul style="list-style-type: none"> ✓ <i>Why is Anthony blaming Andrea?</i> ✓ <i>What do you think about Andrea's decision to continue playing the game after falling down in the field?</i> <p>Pg 7:</p> <ul style="list-style-type: none"> ✓ <i>Why do you think Simon decides to help Andrea win the match?</i> ✓ <i>What do you think is Carlos' idea when yelling, "off-side"? Why?</i> <p>Pg 8:</p> <ul style="list-style-type: none"> ✓ <i>What is Simon's attitude when Andrea scores a goal?</i> ✓ <i>Why do you think the boys feel angry about Andreas' goal?</i> <p>Pg 9:</p> <ul style="list-style-type: none"> ✓ <i>Which are Chris' secret activities?</i> ✓ <i>Why do you think Andrea cannot tell her friends about her likes?</i> <p>Pg 10:</p> <ul style="list-style-type: none"> ✓ <i>Which are Andrea's favorite activities?</i> ✓ <i>Why do you think people do not tell others about some things they like?</i> <p>Pg 11:</p> <ul style="list-style-type: none"> ✓ <i>Why do you think Andrea's classmate is surprised when she sees her writing down her name?</i> ✓ <i>How are the teams organized to play soccer?</i> <p>Pg 12:</p> <ul style="list-style-type: none"> ✓ <i>Why do you think Carlos and Simon decide to play with the other children? What do you think they learnt with the match?</i> ✓ <i>What does Chris offer his friends?</i> ✓ <i>Why do you think the name of the story is "Our secret side"?</i> 	<p style="text-align: center;">12- 16</p>
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<u>POST- ACTIVITIES</u>	Different opportunities (WRITING AND LISTENING)	<ul style="list-style-type: none"> • To foster students to talk about their own likes and the advantages they can bring for their professional future. 	<p>Students will be shown a power point presentation with an application form in which they are going to register the different personal information of one the characters from the story (Chris).</p> <p>As they write the information related to their likes they have to think of a possible job this character can apply in the future.</p> <p>After that, the teacher will present Andrea's application form while making emphasis on the positive aspects of having different likes regardless if they are related to feminine or masculine characteristics.</p> <p>Finally, each student will complete their own application form according to their likes and the possible job opportunities they can perform in the future.</p>	17
	Writing about ourselves (WRITING)	<ul style="list-style-type: none"> • To promote auto-acceptance as a very important value to reinforce everyday. • To encourage students to respect and accept their own and others' likes. 	<p>Students will have a chart with the characters from the story and some characteristics that can represent them. Students will tick the characteristic that belongs to each character.</p> <p>After that, they will write some personal characteristics by following some sentences to complete:</p> <p>My name is / I like to prepare... / My mom teaches me to ... / My father teaches me to... / The characteristics that represent me are ... / At home I help ... / My favorite sport is ... /</p> <p>Finally, students will be organized in couples and they will talk about each other's answers.</p>	18-19
	Sharing others' experiences (LISTENING AND SPEAKING)	<ul style="list-style-type: none"> • To work on the characteristics of different people from students' contexts. 	<p>Students will have to interview someone from their family, neighborhood, or school in order to make a short presentation about people they know with different hidden abilities. Then, they will be organized in groups of four to present one or two characters. The teacher will present her own example in order to guide students in the process.</p>	20-23

**FRANKEN TOY
UNIT PLAN 3**

DATE: From August 19 th to September 2 nd , 2016			SESSIONS: From 24 to 29	
RESEARCH QUESTION: What social identities are discursively constructed by EFL learners when facing gendered short stories?				
RESEARCH OBJECTIVES: - To identify discourses students draw on to construct social identities in the EFL classroom. - To describe social identities constructed discursively in relation to gender-based short stories. - To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.				
LINGUISTIC OBJECTIVES: Verb to be / Simple Present / Present Progressive				
DATA COLLECTION TECHNIQUES: Artifacts, Video and audio recording				
STAGE	PHASE AND SKILL	PEDAGOGICAL AND SOCIAL OBJECTIVES	ACTIVITIES	SESSION
<u>PRE- ACTIVITIES</u>	Describing our old toys. (SPEAKING)	<ul style="list-style-type: none"> To analyze students' background about the different kinds of toys children have. 	Students will bring to class the toy they liked the most when they were younger. They will talk about the different characteristics the toys have in relation to their physical appearance and their abilities. They will be organized in groups of 4 and they will discuss about each other's toys. They will also talk about the differences of the toys they bring to class.	24
	Learning about Frankenstein (LISTENING AND SPEAKING)	<ul style="list-style-type: none"> To explore students' background knowledge about Frankenstein story. 	<p>The teacher will ask students what they know about Frankenstein story.</p> <ul style="list-style-type: none"> ✓ <i>What do you know about Frankenstein?</i> ✓ <i>Which are his main characteristics? (Physical and emotional characteristics)</i> ✓ <i>Who created him?</i> ✓ <i>How do people treat him?</i> <p>After that, they will watch a short video that tells Frankenstein story. http://www.speakaboos.com/kids/stories/frankenstein?cat=scary-stories https://www.youtube.com/watch?v=51DjtWFSir0</p> <p>When they finish watching the video, they will talk about their previous answers and clarify them.</p> <ul style="list-style-type: none"> ✓ <i>Who are the main characters of the story?</i> ✓ <i>What do you think is the character's main characteristic?</i> ✓ <i>Which are the abilities of the character?</i> ✓ <i>Do you think it is possible to create a human with special characteristics?</i> 	

<u>PRE- ACTIVITIES</u>	Eliciting the cover picture and the story title (SPEAKING)	<ul style="list-style-type: none"> •To work on the hidden ideas students can have when predicting the story content based on the cover picture. 	<p>Students will see on the board the cover picture of the story and they will make the corresponding description of the characters that appear there. Besides, they will answer some questions that the teacher will ask to lead the discussion:</p> <ul style="list-style-type: none"> ✓ <i>What can you see in the picture? Which characters are there?</i> ✓ <i>What do you think their professions are?</i> ✓ <i>Which toys do you see in the picture?</i> ✓ <i>Which are their main characteristics and abilities?</i> <p>After answering the previous questions, the teacher will give them the title of the story “Frankentoy” in order for them to think about the possible story behind the cover picture.</p>	
<u>WHILE- ACTIVITIES</u>	Snakes & Ladders 1 (LISTENING AND SPEAKING)	<ul style="list-style-type: none"> •To check students’ comprehension of the story while they read it. •To make students aware of naturalized ideas (stereotypes) by finding implicit ideas. •To promote respect when listening to other’s opinions. 	<p>Students will read the first part of the story (pg 1 to 5). When they finish reading the first part, they will be organized in groups of four. They will answer some questions related to the first part of the story while playing a game. The game is based on a common game called “Snakes and Ladders”. They will roll a dice and move spaces back and forward depending on the dice’s result. When they move the corresponding spaces, they will get a question card to answer a question. The first one to finish the board will be the winner. The teacher will lead the activity with the following questions:</p> <ul style="list-style-type: none"> ✓ <i>Which are Victoria’s favorite subjects at school?</i> ✓ <i>Why do you think people tell her she is not going to become a good scientist?</i> ✓ <i>What is people’s reaction about Victoria’s job? What do you think about it?</i> ✓ <i>Why do you think Victoria creates Frankentoy?</i> 	25-26
			<ul style="list-style-type: none"> ✓ <i>What is Frankentoy made of?</i> ✓ <i>Which are Frankentoy’s main characteristics and abilities?</i> ✓ <i>What is Victoria’s daughter idea when she knows about Frankentoy?</i> ✓ <i>Why do you think Frankentoy becomes a famous toy in the city?</i> ✓ <i>What is the part of the story you remember the most?</i> ✓ <i>What do you like about the story?</i> 	26
<u>POST- ACTIVITIES</u>	Guess the word (SPEAKING AND LISTENING)	<ul style="list-style-type: none"> •To get familiar with the vocabulary from the reading. •To identify different abilities 	<p>Students will see a power point presentation with a guessing game. They will see different squares on the screen and each time the teacher decides one of the squares is going to disappear and a part of an image is going to appear. The images are related to the vocabulary of the story and some other words are related to the different professions that are developed by men and women. Each profession will have a real example of people who develop them at the same time.</p>	27

<u>POST- ACTIVITIES</u>		and professions that are represented by a single person.		
	Creating your own toy (SPEAKING)	<ul style="list-style-type: none"> •To enhance students to be aware of the different abilities people can have. 	Students will be organized in couples to create a new toy. It is going to be based on different toys depending on the abilities they can have. Students will include femininities and masculinities characteristics on their creation. They will take into account that the toy has to develop different professions at the same time. They will follow Frankentoy example.	28
	Presenting your own toy (SPEAKING)	<ul style="list-style-type: none"> •To foster students to talk about the different roles developed in society by men and women. •To promote students' tolerance when talking about others' ideas. 	Students will be organized in groups of 4 and they will present their own toy and they are going to explain the feminine and masculine characteristics and the professions the toy can have.	29

Human resources and materials

On the one hand, to carry out this research project, it was necessary the participation of the students and the teacher. The teacher worked as an observer who took notes about the different relevant things that came up during the lessons. She also guided the corresponding discussions in order to promote values as respect, tolerance and acceptance while participants interacted and stood their viewpoints. She also helped and guided participants when using the target language.

Students were the principal actors of the process as they were active participants who expressed their passion for learning the language during the activities, in other words, they were the main actors of their own learning process.

The pedagogical intervention lasted 27 sessions (three months) and during this time through informal chat with students, some insights about the process and the materials used in the lessons was perceived.

On the other hand, some guides were designed to provide students with the necessary material for them to express themselves while working with the language provided. Participants used their bilingual dictionaries when needed, notebooks, computers to create power point presentations, board games with dice, a roulette with questions, cellphones with tape recorder and a microphone for their oral presentations.

Some of the designed materials are presented below before explaining the methodology used for the data analysis. The following chapter shows the results obtained after implementing the designed lesson units. This results were achieved through the process of registration of the different moments it implied.

Samples of materials

THINK & WRITE


1. Look at the following aspects. Circle the ones you consider possible for boys and girls.

fast runner	likes cars	plays video games	tender
strong	loving	good at drawing	cries
brave	kind	sensitive	likes fashion
optimistic	can cook	flies	loves math
dances	plays soccer	loves science	loves pets

2. Invent a character similar to Alex:


NAME: _____

MAIN CHARACTERISTICS: _____


 15

GET READY TO TALK


1. Organize 4 groups and choose a character to present to your classmates




DAKOTA



SISA ABU DAHOOH



MICHAEL JESTES



VIN DIESEL

2. Listen to the story of each character and answer the questions.

- How is their physical appearance?
- Which are the feminine and masculine characteristics of each one of them?
- What kind of problems they have for being themselves?
- Write about a person you know with the same situation.


 16

Figure 3. Activities from unit plan 1 classes from 7 to 10

BACKGROUND

1. Stick on the board the drawing of the following characters. Make students stick next to them the sports they think can be possible for each character.

13

COMPREHENSION

1. Make two groups, a representative of each group will spin the wheel and answer some questions about the story.

START

14

Figure 4. Activities from unit plan 2, class 11

GUESS WHO

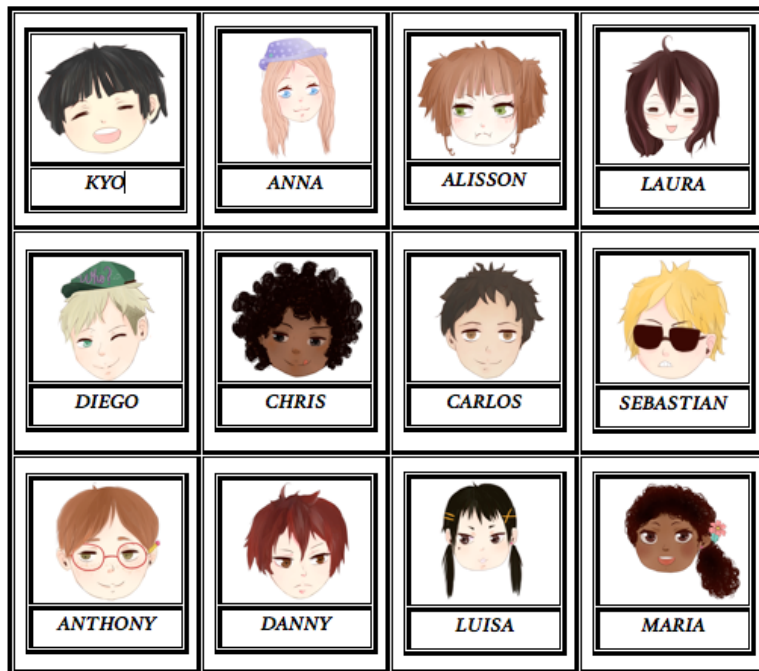


Figure 5. Guess who board from unit plan 1, class 5

SNAKES AND LADDERS

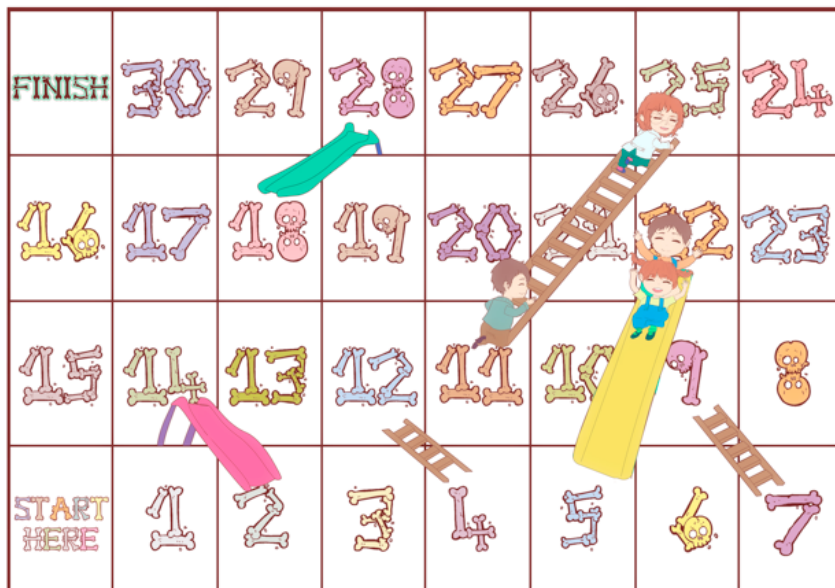


Figure 6. Snakes and ladders board from unit plan 3, classes 25 and 26

Chapter V

Data analysis

In this chapter the analysis of the collected data will be presented. The present research project aims to answer the question “What social identities are discursively constructed by EFL learners when facing gendered short stories?” This qualitative action research also intends to (a) identify discourses students draw on to construct social identities in the EFL classroom, to b) to describe social identities constructed discursively in relation to gender-based short stories, and to c) study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.

I conducted, transcribed, and analyzed the information collected by means of field notes, video/audio-recordings, and students' artifacts during a period of three months approximately. There were 36 participants who were among 12 and 15 years of age.

The analysis phase was conducted by taking into account the Critical Classroom Discourse Analysis approach proposed by Kumaravadivelu (1999). As it does not have an explicit stage-by-stage process defined, yet, some principles from the Grounded Theory proposed by Charmaz (2006) were taken into consideration too. This stage, mentioned in the model of action research as “observe and reflect” by Kemmis and Mc Tagget (2008) was followed in order to take a look at the data and to make a reflection about what was happening in the classroom in terms of social identities constructed discursively. Each one of these approaches are going to be defined and characterized in order to explain which of their proposed stages and principles were followed when analyzing the collected data. Pseudonyms will be presented in the examples in order to protect students in spite of the fact their parents signed the corresponding consent form (See appendix 2).

To begin with, according to Kumaravadivelu (1999) Critical Classroom Discourse Analysis (CCDA) is based on nine different premises and principles. These principles are taken into consideration while analysing the collected data. Such principles refer to the way in which participant discourses arise and are socially constructed not only by what students experience in the classroom (minisociety) but also by the social context in which they grow up. Also, they include the importance of analyzing the dominant and dominated discourses in the classroom, as well as, the resistant discourses and how they affect teaching and learning processes. Besides, the principles mention that the teacher has to promote a critical engagement bearing in mind the sociocultural influence on students' identities, beliefs, voices, fears and anxieties while negotiating meaning. Furthermore, the principles state that teachers should theorize what they practice and practice what they theorize at the same time they develop the skills to observe and analyze the discourses that appear in the classroom while students interact (Kumaravadivelu, 1999).

While analyzing data it could be seen that some of the previous principles were evident. In the transcriptions revised from the different lessons students' interactions showed that some of the discourses they brought to class were built from the context they live in, not only from the school or from the society they belong to but also from their familiar context. The following examples show the kind of school, social and familiar discourses that students brought to the classroom while interacting:

David: Cierta profe que todos los días practicamos la moda, si por ejemplo sale una canción nueva, usted la escucha y la descarga a su celular y todo es moda, los zapatos, las canciones, los celulares, el peinado todo puede ser moda (16:00) TRFN08-11-06-15¹

¹ Transcript from the field note 08 taken on 11-06-15.

David: A mi me han dicho que, un muchacho de décimo, del mismo salón de él que le dijeron que se pintara el pelo de amarillo, que se le vería muy bien entonces el gordito fue y se lo pintó de primeras que se lo pintó, para verse bien, por eso fue que se lo cambió tanto, eso fue (16:08)

TRFN09-17-06-15

Angie: [...]El esposo le decía que ese era un trabajo como muy riesgoso para ella y que ella no podía cumplirlo porque era mujer y a él le daba mal genio y le decía que se saliera de ese trabajo porque era para hombres, entonces ellos dos se separaron y mi mamá sigue en su trabajo (37:53)

TRFN17-10-08-15

The first example occurred when the teacher asked students to circle different aspects if they thought they were possible for boys and for girls. The aspects included the expression “likes fashion” and some of participants argued that it was an aspect that belonged to girls specifically, but “David” (pseudonym) stated that it could be possible for both, as everything we do, represents fashion, he also gives examples as music, clothing and cellphones to support his point of view. This shows that David includes not only his social but also his political and economical background and beliefs while stating his own discourse.

The second example was also presented by David when Elizabeth, Emily and Mia presented the story of a student, Michael Jestes aged 12, who dyed his hair pink. They explained the different problems he had to face at school for doing that and the offensive discriminatory comments he received from his principal and classmates without asking the main reason of his actions, which was that some of his relatives had died from cancer disease and he wanted to honor them. David brought to the classroom the example of a student from his own school who was also dying his hair with different colors each week. He said that he knew the reason for doing that was that some of his classmates suggested it and later he also said that he asked him once and he told him it was just a matter of fashion. This example shows the way in which students

were also building a discourse based on the facts they see in real life situations, even more when it is from their immediate context, in this case, their own school. This exercise also led students to reflect about judging others based on physical appearances only.

The third example came up during a presentation in which students had to interview people from their families and neighborhoods, the common characteristic should be that their jobs would not socially correspond to their sex. This time Angie and Laura present the case of a woman who worked as a security guard, they explained the situation she had as her husband did not agree with her job for being exclusively for men (according to him). At the end of the presentation, as seen in the example, the student refers to the woman as her own mother. This is a clear example of how students construct and shape their own discourses based on what they see in their own families. They can also see that what they build in the classroom can be also transferred to the different context they live in.

The three previous examples also show that students were aware of the different dominant and dominated discourses. They may see everyday that some of the socially constructed discourses can affect their daily life at school, job or home. They gave clear examples from their own society, families and school contexts and they were also able to reflect about the situations that can emerge when the social models are not followed by people. Students could state a viewpoint through their own discourses which also demonstrates that the opportunity to be critical about their surroundings was also given by their teacher through the different activities that were proposed (See chapter IV) and developed during the implementation phase.

After seeing the relationship between the principles of the CCDA and what was done with the students through different examples, it is also necessary to take a look at the Grounded Theory Approach element used in this analysis. This in order to explain the way in which the data

was organized and analyzed taking into account that CCDA does not have yet a step by step framework of analysis.

Grounded Theory (GT) was firstly developed by Barney Glaser and Anselm Strauss in 1967. It may be defined as the discovery of theory from data systematically obtained from social research. These theorists also stated that there should be some requirements when using GT. They state that the theory should provide clear categories to be verified even in future research and also to be understandable to sociologist, students or any significant outsider (Glaser and Strauss, 1967, p. 3). This is an important aspect to be considered when analyzing and theorizing the collected data from the present project.

Besides, according to Charmaz (2006) “we [grounded theorists] construct data through our observations, interactions, and materials that we gather about the topic or setting” (p. 3). In the case of the present project some field notes based on the observation of the lessons, audio recordings from students’ interactions and some participants’ artifacts were constructed as data. Then, some of the components proposed by GT were taken into consideration to analyze such data: using comparative method, constructing analytical codes and categories and simultaneous involvement in data collection and analysis, and conducting the literature review after developing an independent analysis (Charmaz, 2006).

After taking into consideration the previous components to analyze the collected data, it was also imperative to take a look at the step-by-step guidelines to proceed and construct the analytical codes and categories previously mentioned. Open coding and axial coding steps will be explained as follows as they were taken into consideration to create such codes and categories. The use of the Atlas.ti software was necessary to make easier the development of the open and

axial coding steps as it has the possibility to follow them as proposed by Corbin and Strauss (1990).

Open coding was the first step followed, as its purpose is to break down the data in order to interpret and analyze phenomena in a deeper way. During this stage it was essential to compare events, actions and interactions to see their similarities and differences and reduce the created codes if necessary (Corbin & Strauss, 1990). This stage was useful when taking a look at the data as it helped in the organization and reduction of codes in order to have a deeper analysis. For instance, the following example has some ideas of open coding from the ninth session.

The screenshot displays the Atlas.ti interface. On the left, a transcript titled 'TRFN09 17-06-15.rtf' contains the following text:

The students show a picture of the character (before/after) where the girl, Dakota was fatter and how she looks like today, thinner and similar to a Barbie doll.

Sofía: *She think this is more beautiful now. (18:44)*
 Anahí: *She has long [hair] (18:50)*
 Sofía: *Cuantos años creen que ella tiene? (22:05)*
 Catalina: *ella tiene 16 años (22:10)*
 Sofía: *Ella tiene 19 años (22:14)*
 Students: *Uhhh (06:50)*
 Sofía: *Ustedes por qué creen que ella quiere parecerse a una Barbie? (22:28)*
 David: *No sé, porque le gusta y ya (22:30)*
 Jacobo: *Porque quería cuadrarse a Kent jejejejeje (22:36)*
 David: *Si, porque yo escuché que también había un Kent humano (22:40)*
 Talía: *Porque quería verse más atractiva y más bonita(23:04)*
 Emily: *Porque ella se arregla en photoshop (23:10)*
 Sofía: *Pero por qué creen que dicen que ella quiere parecerse a la Barbie? (23:15)*
 Talía: *Porque ella quiere verse diferente a las demás, porque a ella o a algún familiar le gustan las Barbies (23:21)*
 Anahí: *Porque habían unos comentarios antes en facebook y a ella le interesa más lo que piensen los demás que lo que piensa ella misma (24:10)*
 Sofía: *Ella se quiere parecer a Barbie porque ella ve la perfección en Barbie y ya (24:30)*

On the right side, a list of open codes is shown, each associated with a specific line of the transcript:

- Reporting real life cases
- Asking for classmates opinions
- Asking for classmates opinions
- Following gendered stereotyp...
- Following gendered stereotyp...
- Asking for classmates opinions
- Reflecting based on the storie...
- Reporting real life cases
- Following gendered stereotyp...

Figure 7. Open coding example (Atlas.ti)

During this lesson students presented some real life characters, in this case, a girl named Dakota who looks like a real Barbie. Students talked about what she thinks about herself and at the end of the lesson they portrayed their own discourses about it. When making the corresponding verbatim transcriptions of the lesson, the Atlas.ti software was used to assign the

corresponding codes. When taking a look at the different codes the software allows the possibility to join or even delete previous codes, which facilitated the development of the open coding step.

The second step followed was named axial coding by Corbin and Strauss (1990), this step is the process by which “codes are grouped into conceptual categories that reflect the commonalities among such codes” (p. 13). Concepts from the literature review and “in vivo” names (expressions used by the participants) can be used when doing axial coding. During the axial coding of the present project different codes were grouped together in order to create a single main category that at the same time divides itself into three sub-categories as shown in Figure 8.

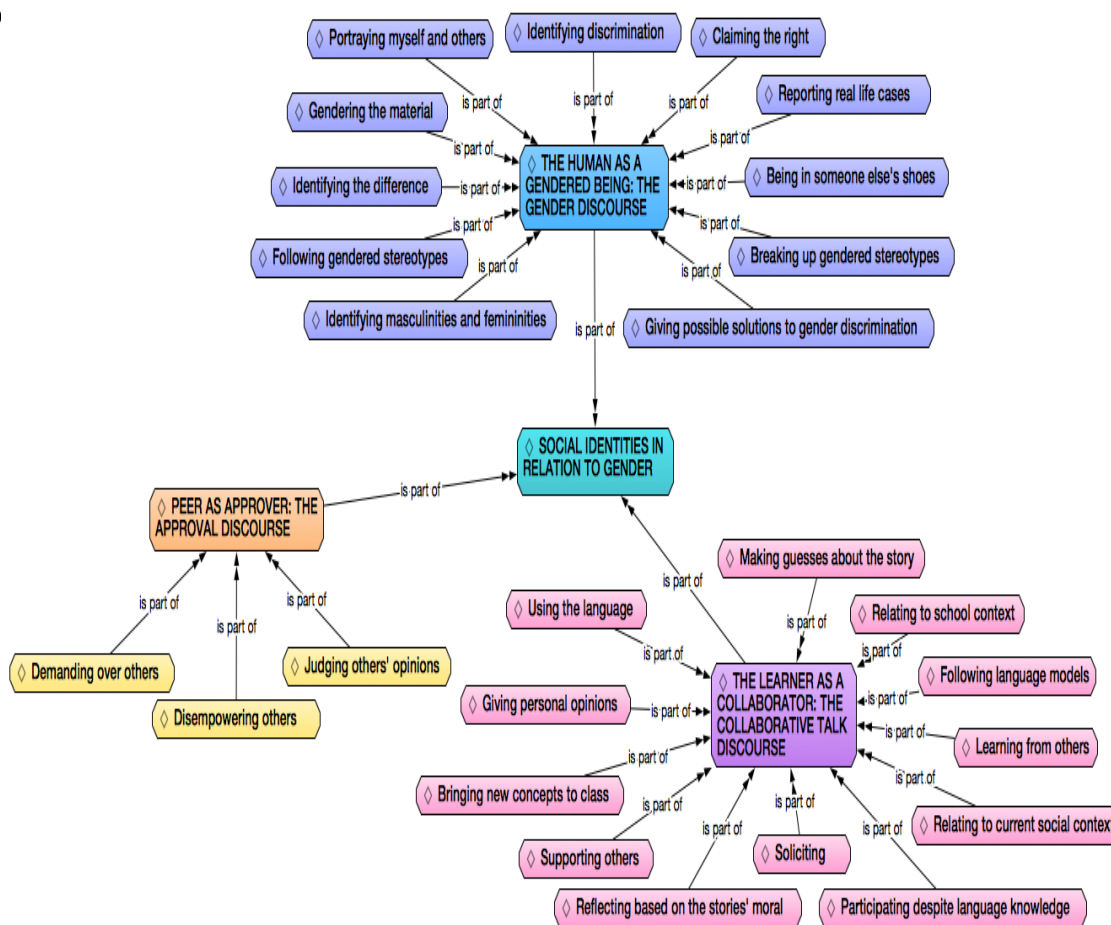


Figure 8. Category 1. Social identities in relation to gender (Atlas.ti display)

Social Identities in Relation to Gender

The main category “Social identities in relation to gender” has its name because its relation to the main question is crucial. To remind the reader, the present research project intends to identify the different identities that are discursively constructed by EFL learners when facing gendered short stories. Also, Taylor and Spencer (2004) once stated, “we have a collection of social selves, and our identities are influenced by such things as class, gender, sexuality, race, nationality, religion and the media” (p. 1). The various social identities that were constructed during the process of data collection were related to gender topics, as the different short stories participants read worked as an excuse to unveil them in the classroom through conversations and debates they built. Besides, during this construction process, students could share, relate, and negotiate their own social identities through the dialogues they sustained with their own classmates or what Hogg and Tindale (2005) call in-group members.

This main category is divided into three different sub-categories that were named taking into account Baxter’s (2003) discourses in the classroom. Those identities were defined in a similar manner considering the different created codes and the way in which they could be grouped together. The three sub-categories were named as “Peer as approver: the approval discourse”, “The human as a gendered being: the gender discourse” and “The learner as a collaborator: the collaborative talk discourse”. These categories are defined and exemplified as follows by taking into consideration the “significant moments” principle proposed by Baxter (2003). Because of space and groundedness issues it is not possible to present all of them here and only 2 or 3 examples of each code will be shown.

Peer as approver: the approval discourse. The first subcategory’s name is based on Baxter’s (2003) proposal called “peer approval” which is defined as “the ways in which social

relations in the classroom are governed by the support and approbation of its participants” (p. 92). The name of this category was changed in order to consider the corresponding identity this discourse could be joined to. Besides, peer approval denotes “the ways in which students’ relations with each other are organized and expressed in terms of notions of ‘coolness’, popularity, personal confidence, physical attractiveness and sexual reputation, friendship patterns, sporting prowess and so on” (Francis, 1998, as cited in Baxter, 2003, p. 92).

In this case, this approval discourse was expressed as the way in which some participants were demanding over others, judging other’s opinions, and disempowering others while developing a certain activity (as shown in Figure 9) which demonstrates what Francis (1998) called popularity and even friendship patterns. Some of the students paid special attention to what some of their classmates said or if they approved or disapproved what they were saying during an intervention. Sometimes this situation did not allow some students to participate in the lessons or even expressing what they really thought about what was being discussed.

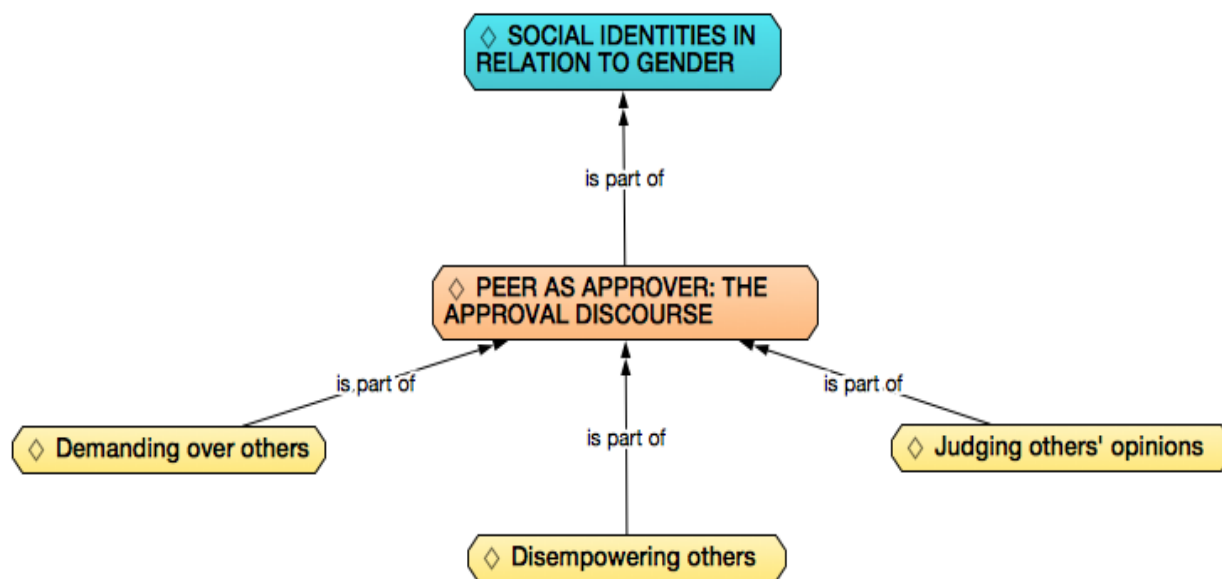


Figure 9. Subcategory 1. Peer as approver: the approval discourse (Atlas.ti display)

Demanding over others. This first code refers to the way in which some of the students demanded over others when developing the different activities. Sometimes they were tough on their classmates for making mistakes in the target language. The following examples were taken from two different transcripts of students' interventions while playing a "guess who" game. The examples were chosen among 11 different quotations.

Elizabeth: Yes!!! Has long [háir](..) Ammm, she is ammm, [háir] color black? (1:27)

Mía: She is no, no (1:34)

Elizabeth: No? (1:35)

Mía: She is [éjes] blue? (1:43)

Elizabeth: Eyes, eyes!!! (1:45)

Mía: Eyes blue? (1:47)

TR1 Guess who

Juliana: ahora pregunte usted. espere, espere (5:49)

Ángela: she is [jóm] (6:00)

Juliana: que es eso?... she isss ... yes hahaha yes hahaha (6:08)

Ángela: que si es un hombre o una mujer (6:30)

Juliana: espere, (6:40)

Ángela: es una mujer o un hombre? (6:48)

Juliana: lo mío es una mujer (6:52)... espere a ver. Como se dice cabello castaño?

She is brown hair? (7:25)

Ángela: que si tiene el cabello castaño? yes (7:30)

Juliana: ahora pregunte usted algo, rápido, rápido antes de que se acabe esto

[...] ahhyyyy hágale que nos van a recoger (7:36)

TR9 Guess who

In the first example Elizabeth and Mia were trying to guess each other's character from the board. Elizabeth seems surprised when Mia tells her that her character does not have long or black hair. Then, she corrects Mia's pronunciation when trying to refer to the eyes' color; she does it in a rude way, which could be evident through the tone of her voice in the recording. In the second example, it is evident that Juliana leads the conversation, first she laughs at Angela's pronunciation when she tries to say "hombre" but she says "[jom]" and she did not even correct her but makes fun of her. Then, at the end of the conversation Juliana asks Angela to say something quickly and rushes her to ask the next question but she does not say anything and finally she gets angry with her. It is evident that Juliana also made a mistake in her sentence "She is brown hair" but she demands over Angela to have a better English level.

Disempowering others. This second code is based on the fact that some students wanted to excel during the lessons and they tried to disempower others to do it. This code had sixteen quotations.

Teacher: *Ok, ¿será que la carita me ayuda? (1:26:33)*

Frank: *Si porque ese nombre es de mujer (1:26:35)*

Andrés: *Si ese nombre es de mujer (1:26:37)*

David: *Cierto profe que puede ser utilizado por cualquiera de los dos? si es mujer o hombre?
(1:26:58)*

TRFN05 01-06-15

Sofía: *o sea, esta y ya*

Anahí: *ay, bueno si si si, sigamos*

Talía: *has [gor has]?*

Sofía: *ush eso qué significa?*

Talía: *she's has [blan her]*

TR2 Guess who

In the example from the fifth transcript the teacher asked students to tell her if a character from the “guess who” board game was considered by them as a girl or a boy, by seeing the name that appear in the cardboard, while they were playing. When they see that the character has the same name as one of their classmates, a boy (real name), some of the students start saying that the name is for a girl in order to disempower him in front of the whole class. Although his classmates are trying to disempower him he looks for the teacher’s help to try to disempower them as well. The other example shows that Anahí and Talía are playing guess who and sometimes they ask for Sofia’s help. She intervenes to help them but at the same time she disempowers Talía when she sees that she is mispronouncing some of the words she uses to ask a question. With the expression “ush eso qué significa” Sofia discredits Talía in front of her game partner even though she tries to correct her own sentence.

Judging other’s opinions. This code appeared during different lessons when students did not agree with their classmates’ opinions. Instead of stating arguments for their disagreement they judged the opinions that deferred from theirs. It was composed by 10 different quotations and the following examples were taken from a field note and a transcription of lesson 08.

When the teacher starts asking about different aspects, for instance, “strong” and “can cook” only a student, Frank, considers that those aspects are only for girls. When he raises his hand to express his opinion some other students start complaining, David says that all of the aspects should be in a circle, (for girls and boys) other students look at him and show disagreement.

FN08 11-06-15

Teacher: *Ok, listo, the next one is “loves science” (12:52)*

Lisa: *Para las niñas (12:55)*

David: *Qué le pasa, yo amo las ciencias (12:57)*

TRFN08 11-06-15

In these examples, the class was based on different aspects that were presented to students and they were asked to circle the ones they considered possible for boys and girls. In this case, the teacher asks students for their answers and Frank expresses his opinion about considering that the aspect “cook” could be possible only for girls. Although the majority of them showed their disagreement only David told him that all of the aspects could be possible for both. Then, David is in disagreement with Lisa’s idea about considering science being loved only by girls. He even answers in a rude way to say that he loves science and maybe Lisa’s opinion bothers him for considering science as not possible for boys, in other words his condition is being disrupted. In both cases David shows his disagreement but he also judges his classmates’ opinions and even interrupts their interventions.

The cases presented previously to exemplify the codes that belong to the sub-category “Peer as approver: the approval discourse” show what Litosseliti (2006) once described as the opportunity we have as teachers to identify and analyze students’ positions of power or powerlessness in the classroom. But the most important thing is to evaluate how these aspects intervene in students’ language learning process. Sometimes this power or powerlessness positions are related to gender topics specially when they are brought to the classroom as they may contain the reflection of the participants’ identities. That is why the second subcategory is related to the first one and is presented below.

The human as a gendered being: the gender discourse. To continue, the second subcategory was defined by Baxter (2003) as “gender differentiation” taking into consideration the distinctions between sex or gender. In the case of the present project, the name was changed as collected data did not only show gender differentiation but also, in some cases, it shows how students could internalize the fact that human beings possess masculinities and femininities

without making the distinction between male/female inner elements. In other words, some of the students could break up the gender differentiation; in return they saw the human as a gendered being who is different from everyone else and that should be respected and/or accepted by others.

The next display shows the different codes that could be joined to this subcategory. As it can be seen those codes are related to the topic of gender and it involves eleven codes that will also be exemplified as follows.

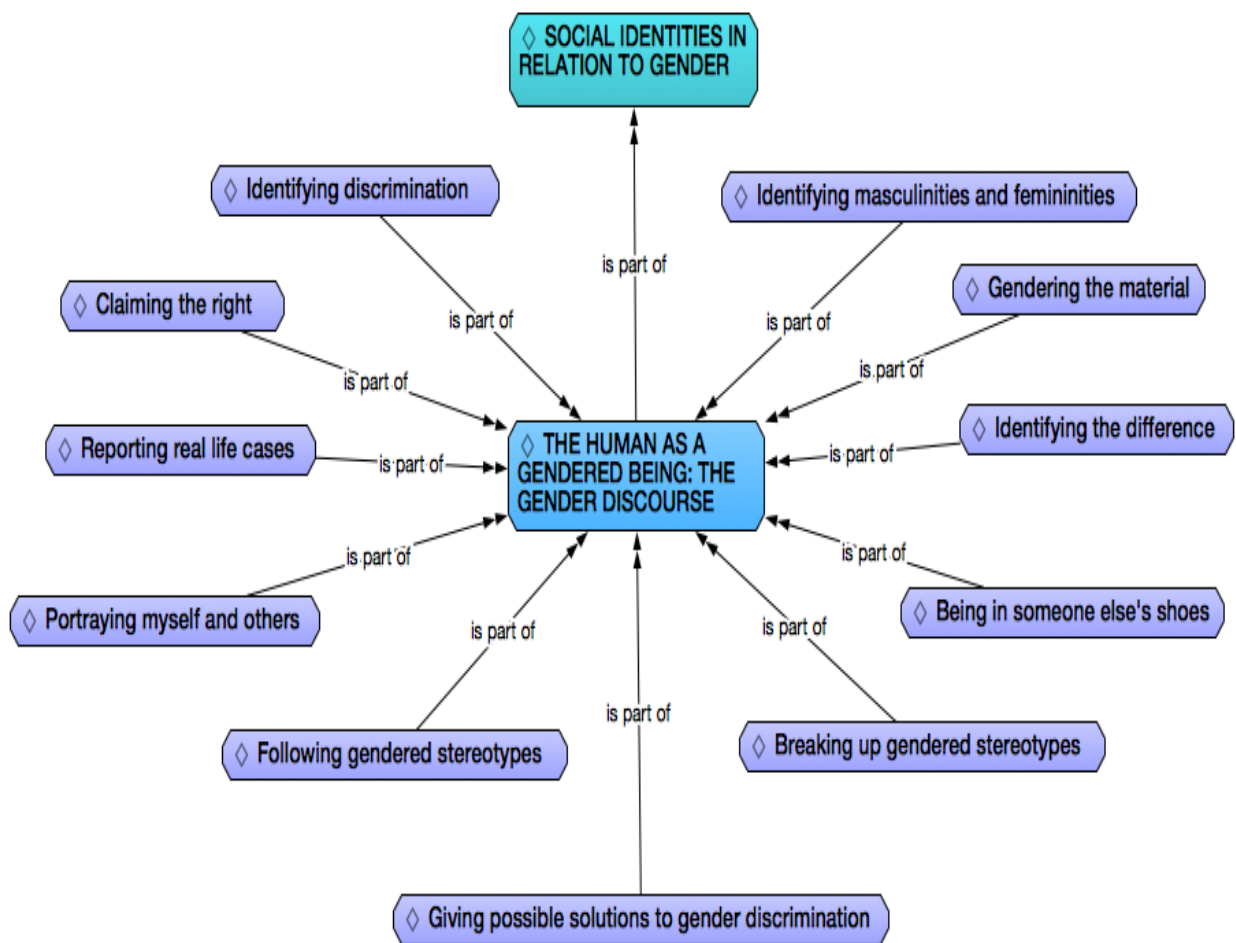
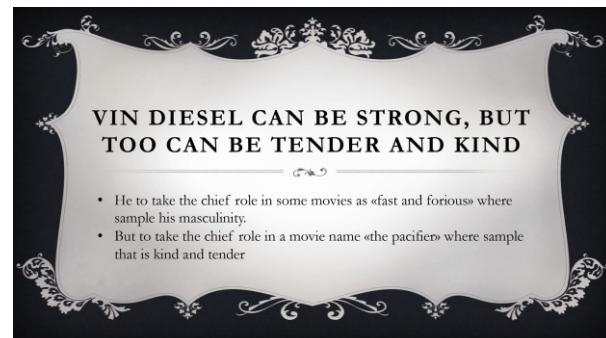


Figure 10. Subcategory 2. The human as a gendered being: the gender discourse (Atlas.ti display)

Identifying masculinities and femininities. This code was named that way as students could identify different characteristics that represented masculinities and femininities. They were presented in some of the students' artifacts where they characterized real people and toys they created bearing in mind such elements. It was composed by 38 quotations.



ARTPPT1.4

Cristian: My name is Cristian “Gleen Toy”, lo llamamos así por el hijo de Chucky.

[built] by: It has [head] of Gleen because it thinks like man and [women], it has

[body] of Gokú because it is strong (01:02:58)

Andrés: It has legs of Sakura because she is fast (01:03:08)

Lorenzo: It has arms of Marge because she is [careful] (01:03:28)

Juancho: It can be [played] by boy and girl because it has a [switch] to think as male or female (01:03:40)

Cristian: It can say [many] sentences [just by] pressing a [button] (01:03:52)

Andrés: Can two kits of cook and of soccer (01:04:01)

TRFN18 31-08-15

On lesson 09, in the first example, some students did a presentation in which they explained some real cases from people who, as seen in the slides, are portrayed in this case as the ideal social stereotype for men. Students could identify that although this actor is shown as a strong man (masculinities), he can also be tender and kind (normative femininities). They also

stated that this actor had performed different characters that let see his masculine and feminine side. The second example is from lesson 18 where students presented some toys they invented in order to join some masculinities and femininities in a single creation. They also had to explain why their creation could be played by boys and girls at the same time and these students created a toy named Gleen based on Chucky's son from the movie "Seed of Chucky" as this character has a feminine and a masculine side as they explained. They also incorporated a cooking and a soccer kit and some characteristics and parts from male and female famous characters.

Gendering the material. It refers to the different occasions in which students had the opportunity to define the gender for some of the characters they saw in the material used for the implementation. This code was composed by 16 quotations along the data collection phase.

Teacher: *How many characters do you see there? (23:13)*

Esteban: *Five (24:12)*

Teacher: *Ok five, how many boys and how many girls are there? (24:17)*

Elizabeth: *Four boys and one girl (24:20)*

TRFN10 13-07-15

At this point students are deciding the gender of one of the characters that appear in the picture by using the pronouns he and she. When a student participates saying that the main character of the story is a boy, the teacher asks her to go to the board and point at the character she is talking about. The student goes to the board and points at the character that is in the middle of the picture (a girl). The teacher asks students to raise their hands if they agree with their classmate opinion about the character being a man, 35 students agree with her but only two of them think the character is a woman.

FN01 20-05-15

When asking students to describe the cover picture of the second story (first example), they gave some gendered ideas as they decided the gender of the characters that appeared there. Esteban and Elizabeth stated that there were 5 characters in the picture but Elizabeth specifically said that there were four boys and one girl based on their physical appearance. In the first lesson, (second example) students were asked to describe also the cover picture of the story and as it is explained in the extract, 35 out of 37 students gendered the character as a boy. The main character of this story was judged for being a girl that looked like a boy. Some of the students could not believe that the drawing corresponded to a girl even though the doubt was clarified when reading the first paragraph of the story by following the grammatical use of the words “she” and “her”.

Identifying the difference. In various lessons students could identify the different aspects that a person or character may have. They realized that being different is an essential part of the human being. This code had 52 quotations along the data analysis stage.

Sofía: *Que todos los seres humanos, digamos se fijan mucho por las apariencias y critican sin saber y que pues es que digamos que uno debe aprender a no criticar a las personas solo por verlas sino que hay que saber digamos por qué las personas hacen eso y además es que ni siquiera, ni siquiera hay que saber por qué, o sea, es que no debe ni siquiera criticarlo así tenga las razones que tenga porque cada quien es diferente y si todos fueran iguales pues eso no tiene sentido (05:06)*

TRFN19 02-09-15

Teacher: *Why do you think Alex wears in a different way? (11:55)*

Cata: *Porque se viste diferente a las demás (11:59)*

Talía: *Porque no se maquilla como las otras (12:08)*

Sara: *Porque ella se quiere sentir diferente a las otras sin usar maquillaje ni nada de eso (12:16)*

Lorenzo: *A nadie le gustaba como se vestía (12:20)*

Teacher: *Y por qué crees que a nadie le gustaba como se vestía? (12:23)*

Lorenzo: *Porque se vestía como un hombre (12:27)*

David: *Y la discriminaban (12:30)*

Teacher: *Y la discriminaban por? (12:33)*

David: *Por vestirse como un hombre, por no ser igual a las chicas que había en el colegio (12:38)*

Cata: *Por ser diferente (12:42)*

TRFN03 27-05-15

In this intervention from the last lesson (19), Sofia was asked about what she learnt from the different short stories she read. She stated that people criticize others without having a reason, but although they have it we should not judge anyone. She also said that everybody is different and that there is no sense of thinking or being all the same. It can be seen that this student could learn not only to identify but also to respect and accept the differences in people, besides she saw the importance that those differences may have in everyday life. At the end of lesson three (second example) students were asked some questions about the first short story they read. The teacher asked them the possible reason why the main character dressed differently but students came up with the idea that she was being discriminated by others because of the way she was dressing. Students also identified that she was being judged for not being or acting as the rest of the girls at school, they even say “porque se vestía como un hombre” as the main reason. Besides, they assimilate the character to what is commonly known as a masculine model, which becomes the principal reason why she was considered different from the others.

Being in someone else's shoes. This code has to do with the fact of being in someone else's position in a specific situation. Sometimes students were asked what they would have done

if they were in the same situation of a specific character from the stories or from real life. The code comprehended 31 quotations in the data analysis.

The teacher reads the part of the story where the action takes place and asks students what they think about it. They say that it is not correct because she is bullying her. A student explains that bullying is to discriminate and hit someone, another student, Talia, tells him that it is not only to hit someone but also to treat someone bad and to insult him/her. Lorenzo says that it is something that should not be done because he would feel bad if something similar happens to him.

FN03 27-05-15

Teacher: *Si ustedes hubieran estado en la situación de ella qué hubieran hecho? (06:14)*

Elizabeth: *Pues yo haría como ella al demostrar que la gente no tiene la razón en decir que yo no soy bueno en algo por ser mujer (06:30)*

Mía: *Ehh, pues que aunque las otras personas a uno lo discriminaran no dejaríamos de hacer lo que nos gusta (06:54)*

TRFN17 10-08-15

The first example from lesson 03 students were talking about the first story were there was a character that physically looked like a boy. Some students claimed that it is not correct to judge someone for their physical appearance and also they brought to class the concept of discrimination. Talía adds that discrimination is not only to attack someone physically but also verbally. On lesson 17 Elizabeth and Mía were presenting the case of a woman who works as a carpenter. They explained that some people came to the store where she worked but did not want to be assisted by her for being a woman. She demonstrated people that she can do anything she wants, it does not matter her sex and Elizabeth and Mía stated that if they were in her position they would do the same, teach people to follow their dreams. In both cases students were in the

character's position to give an opinion about what was happening to them and they agreed with the fact that discrimination should not exist.

Breaking up gendered stereotypes. This code has its name because of the different ways in which students could demonstrate that gendered stereotypes can be broken up. The fact that some students showed a single person with feminine and masculine aspects seem to be crucial when talking about their social identities. They demonstrated their identities are not necessarily stuck to the social constructed gender stereotypes of male / female. This code presented 111 quotations and 3 examples are presented below.

think & WRITE

1- look at the following circle the ones you consider possible for boys and girls

fast runner	plays soccer	plays video games	tender
strong	likes cars	good at drawing	cries
brave	loving	sensitive	likes fashion
optimistic	kind	flies	loves math
dances	can cook	loves science	loves pets

2- invent a character similar to Alex:

name: Mia

character

she is brave

she is sensitive

she is optimistic

she likes dances

she is kind

she likes math

she likes pets

she is loving

she is tender

she is cri

she has short hair

she is thin

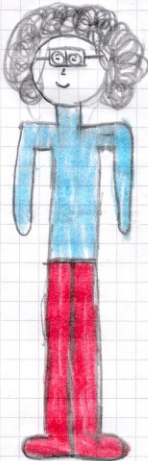
she is young

she has glasses

she has hand hair

she has the brown eyes

she has small nose



4. Write about yourself. Then, make a short presentation of your partner.

My name is: Andree

I like to prepare chocolate and Rize field

My mom teaches me to cook Rize field and wash the dishes

My father teaches me to us television and Rize field

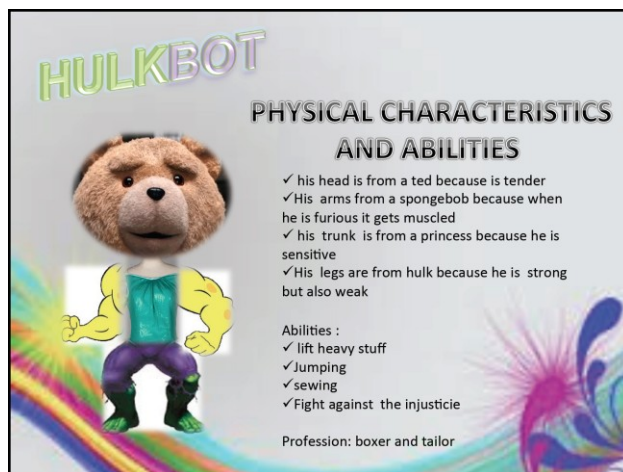
The characteristics that represent me are Play the piano good in English and good for science

At home I help cook and wash the dishes

My favorite sport is baseball

16

ART-APP-3.1



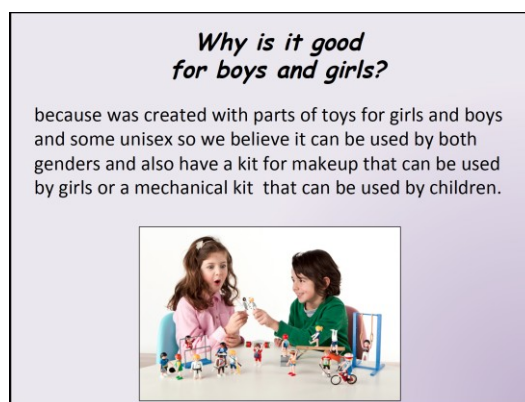
ART-PPT-3.2

The first example (artifact 1.3) has two different parts; the first one (above) shows that this student considered the aspects in circled as possible for boys and for girls. Eighteen out of twenty are marked with a circle, which reflects the students' discourse about sharing feminine and masculine aspects for a single person no matter the sex they belong to. The second part (below) shows the character she created and the different aspects she used to describe it. The character's name is Mía, a girl, with a male physiognomy, that contains feminine aspects as being sensitive, loving, and tender. In the second artifact 3.1 students had to write some aspects that

represented each one of them. This student completed the information of the format and as it can be seen, he included some normative feminine characteristics for instance, cooking, (preparing chocolate and rice) and washing the dishes. Both examples demonstrated that students could make the link between masculinities and femininities in a single person, which defies normative understandings of gender.

At the end of the implementation phase (third example) students had to create a toy and they should include some feminine and masculine characteristics with the excuse of creating something that could be used by boys and girls at the same time. The third short story presented a similar toy and it worked as an example for them. The group that created “Hulkbot” in the example included male and female parts, professions, and characteristics (strength, sensitiveness, tenderness, boxer and tailor). They also explained that the toy was different from others as it was not for members of a specific sex. These activities showed how students included both aspects in a single character, including themselves, to show that everyone can have both aspects.

Giving possible solutions to gender discrimination. Students had the possibility to see and identify different situations in which people were segregated because of their gender conditions. This time they were able to give possible solutions to teach people to respect difference. This code was represented by 19 quotations.



Teacher: [...] de acuerdo con los gustos que él tiene, yo voy a poner la profesión que él podría desempeñar. Por ejemplo el primer gusto es soccer, qué profesión puedo sacar de ahí? (05:10)

Frank: Futbolista (05:20)

Teacher: Ok, soccer player or a professional soccer player o un referee. El siguiente like es cooking (05:25)

Sergio: Un chef (05:57)

Frank: Un mesero (06:03)

Teacher: Ok, un waiter, qué otra profesión puede desempeñar? (06:16)

Sergio: Lavaplatos (06:20)

Teacher: Bueno, van a pensar qué otras profesiones puede desempeñar, y si le gusta coser? (06:28)

Carolina: [Tailor](06:30)

Teacher: Ok, qué otras profesiones si le gusta coser? (06:45)

Elizabeth: Diseñador (07:10)

Lisa: Asesor de modas (07:26)

David: Modelo (07:29)

Teacher: Ok, ahí tenemos varias profesiones, ahora writing diaries (07:37)

Elizabeth: Escritor (07:40)

Lisa: Periodista (07:44)

Frank: Poeta (07:46)

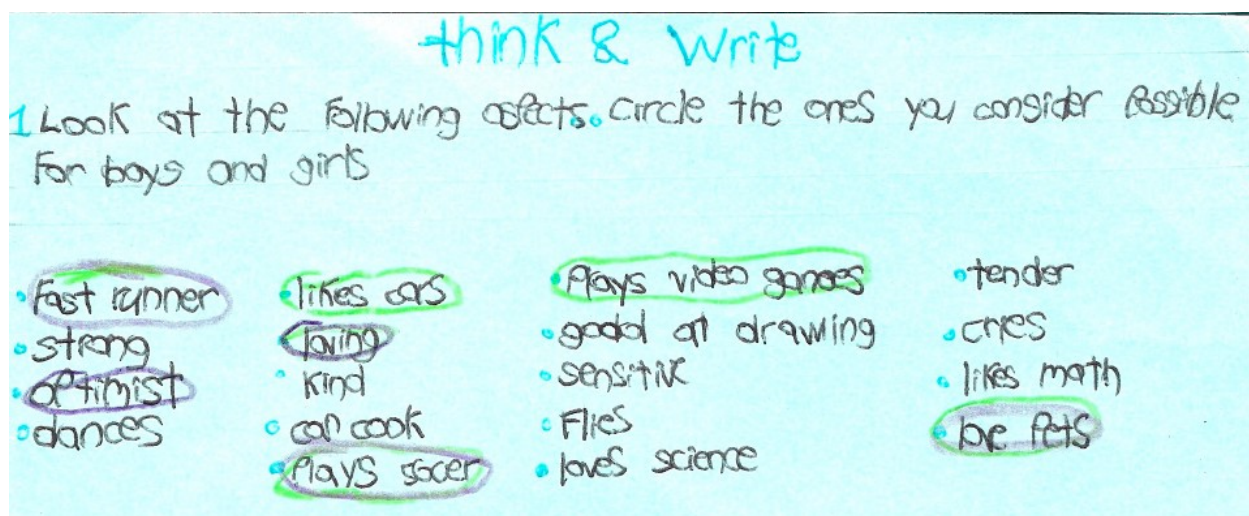
Angie: Compositor (08:02)

TRFN14 29-07-15

In this case (first example) students created a toy as previously explained, they gave a possible solution to gender discrimination as they were presenting different toys that could be played by boys and girls at the same time. They mentioned in the example above that they joined

parts from toys that are considered being for boys and for girls separately because they wanted to create a unisex toy. They included a make up and a mechanical kit but they considered the mechanical kit for children in general. On lesson 14 (second example) students had to categorize the different professions Alex, the main character of the story, could develop according to his likes. Some of the students related the character's likes with the professions he could develop. It is important to notice the amount of answers they gave to complete teacher's example. In both cases, students gave solutions to possible gender discrimination as they could see the positive aspect in having different likes without judging if they correspond to male or female stereotypes.

Following gendered stereotypes. Some of the students showed during the implementation phase that they follow gendered stereotypes which did not constitute a problem as the purpose of the project was not to change students viewpoints but to analyze the different social identities they have while reading the stories and developing the different activities. This code contained 83 quotations that do not only show students position but also others' positions (relatives, neighbors, and people from the internet) in favor of gender differentiation



Teacher: *Ok, levanten la mano los que no pusieron strong in a circle.*

Frank: *Pero para las mujeres?, Yo no lo puse en circle (6:05)*

David: *Siii, ese si puede ser para los dos, hay mujeres mecánicos y son mucho más inteligentes que los hombres (6:12)*

Teacher: *Ok, Katlin tu tampoco pusiste que puede ser posible para los dos?, para quien crees que es posible?(6:24)*

Katlin: *Para los hombres (6:26)*

Teacher: *Bueno, el siguiente, “can cook”, ¿puede ser para los dos?, alguien puso que no? (7:54)*

Frank rises his hand, and says “no”

Teacher: *Para quién crees? (7:53)*

Frank: *Para las mujeres (7:55)*

Teacher: *Sólo para las mujeres? (7:56)*

Frank: *Si (7:58)*

TRFN08 11-06-15

The piece of artifact presents the answer a student gave to the possibility to have aspects that could be shared for boys and girls at the same time, the aspects in circle are the ones he considered possible for boys and girls. This student did not circle all of the aspects, which shows the possibility that he still believes some of the aspects above are only for boys or only for girls. In the example from the transcript of lesson 8 the teacher was asking students for the answers they circle in the activity previously explained. This example shows some of the answers students gave but, it is also shown that some students, Katlin and Frank, did not agree with some of the aspects in circle. Both think that the adjective “strong” should be only for men, and Frank thinks that the aspect “can cook” is only for women. They seem to follow the gender stereotypes for boys or girls separately in both cases.

Portraying myself and others. This code shows the possibility of some students to portray themselves and others when developing the different activities. They represent themselves through the artifacts or even through their own acts in the classroom at the same time that they portray others through the presentations they did based on the interviews of other people. The code was composed by 33 quotations.


There are 3 girls who are helping the teacher to stick the memory game on the walls of the classroom. Students organize the classroom chairs in rows to start the class. There is a boy who walks around the classroom wearing dark glasses and some of his classmates look at him paying attention to what he does. He does not wear his uniform properly.

FN06 03-06-15

THINK & WRITE


1. Complete the form application according to Chris' information.


APPLICATION FORM

NAME: <u>Chris</u>	
AGE: <u>13</u>	
ADDRESS: <u>Cra 56 #23</u>	
CITY: <u>Colombia</u>	
LIKES: <u>soccer play, cook, sew and write</u>	
PROFESSIONS TO APPLY: <u>soccer player, chef, writer, designer, journalist, composer, poet, teacher, and political.</u>	

2. Complete your own application.

APPLICATION FORM

NAME: <u>Geeth Garcia</u>	
AGE: <u>13</u>	
ADDRESS: <u>Cra 78 #18 #22 sur</u>	
CITY: <u>Bogota</u>	
LIKES: <u>soccer play and read</u>	
PROFESSIONS TO APPLY: <u>soccer player, writer, composer and journalist.</u>	



ART-APP-3.8

In the artifact example, a girl is writing an application form for the main character of the second story, Chris, who had some feminine and masculine likes and he avoided telling others about it. She also completes the application form with her own likes. This shows how she portrays the character of the story and how she portrays herself by taking into account the possible professions she can develop in the future based on her own likes. She wrote that she likes soccer and reading to which she wrote she could be a soccer player, a writer, a composer, or a journalist, she presents the possible jobs as a positive way of portraying herself in the future. In the field note from class 6 (second example) it is clear that this student who wears the dark glasses is portraying himself in front of his classmates. He tries to show that he is wearing different from the others; even his uniform was not worn correctly. Besides, the fact that there are some girls helping the teacher also shows they portrayed themselves as the teacher helpers. This boy does not help but instead he shows off in front of his classmates, in other words, he portrays himself as different from the others.

Reporting real life cases. This code represents the occasions in which students brought to class some real life cases that were related to what they were living in the classroom. Sometimes they brought examples from their families, neighbors or even from facts that have occurred in other countries. This code reported 53 quotations.

Teacher: *Bueno, miremos ahora lo que dice la gente: She is ruining her body, she is exercising like a man, powerlifting is for men, she is like Barbie and Ken in one person.*

David: *Profe en Rusia hay una ley que dice que no se le puede decir a un niño que existen los homosexuales (11:15)*



ART-PPT-2.1

In the transcript, David brings an example of a real life case in which he explains that in Russia, there is a law that states that it is not allowed to talk to children about homosexuality. David is also making relations between what he learns in the classroom, in this case he learns about a Russian girl and what he knows about real life, laws in Russia. As the teacher reported a real life case, he also reported something real even though it is form a different country. The artifact example is from a power point presentation from some students who interviewed the man from the picture. They presented his case and explained that this man is a hairdresser who was judged as a being gay for developing this job; also, they reported the fact that his parents did not support his decision. These students reported a real life case from a person who is from their neighborhood and it showed how they related the unreal case from the short story they read to a real life case they investigated.

Claiming the right. It was considered for the different occasions in which students were giving opinions about some situations they did not agree with and instead they felt the necessity

to claim for the right to think or be different from others. This code had 58 quotations in the data analysis.

Sofía: *Cosas como el cabello, no solo por ser mujer tiene que tener el cabello largo, al mío le puse que tenía cabello corto, garfas, (21:15)*

Teacher: *Y qué nombre le pusiste? (21:18)*

Sofía: *Mía (17:19)*

Teacher: *a girl? (21:20)*

Sofía: *Si (21:20)*

Teacher: *Y de personal characteristics? (21:32)*

Sofía: *Que le gustaba el fútbol, las matemáticas, los carros y de vestirse también porque ella no utilizaba faldas ni nada, utilizaba pantalón porque uno puede vestirse como uno quiera, sea niño o niña (22:20)*

Lorenzo: *No porque entonces*

Sofía: *No porque si uno se siente cómodo pues nadie lo puede criticar, yo me visto para mí, yo no me visto para las demás personas (22:29)*

Lorenzo: *Ahh pues sí. (22:30)*

TRFN08 11-06-15



* The opinions of others

- People think he is gay but, he is not.
- He paints his hair pink because his mother has cancer.
- His family paints their hair pink because their aunts also suffer from cancer.
- We have to respect different people and not to criticize them.
- We don't have to judge people for their appearance because we don't know why they do what they do.


ART-PPT-1.2

On lesson 8 the teacher asked students to create a character similar to Alex, from the first short story they read. The example shows how Sofia invented a female character that was named Mia and she was also claiming the right of being different in terms of likes (hobbies and clothing) and thinking differently. She explains that people in general have the right to dress different and no one has the right to criticize others. The slides show another power point presentation students did at the end of the first unit implementation. As explained before, this boy from the slide was being judge for dying his hair pink. In this case, students presented their opinions where they claimed for the right of being different; they state that people should respect others and that we do not have to judge others based on their physical appearance.

Identifying discrimination. This code was represented by several cases in which students could identify discrimination among people. Students themselves came up with the word discrimination and they could also identify this fact while reading the different short stories. The code was composed by 116 quotations.

Teacher: *Cuéntenos por favor la historia (40:14)*

Lisa: *Pues es que a él lo discriminaban porque en el tiempo en que él empezó a estudiar auxiliar de enfermería, eso era pues para mujeres, él entró a una academia a donde solamente habían cuatro hombres y a él le tocó ir a hacer las prácticas en un ancianato de monjas entonces las monjas a él no lo querían porque pues decían que los hombres no podían, o sea, hacer esa labor porque los hombres que eran mas bastos y que no sabían tratar a los pacientes Al terminar las prácticas todos los pacientes tenían que calificarlo a él y todos le dieron una buena calificación pero las monjas decidieron que no, que él no podía graduarse porque era hombre, pero pues se graduó y hoy en día lleva 20 años en esa profesión y le ha demostrado a los demás que si se puede (14:25)*

<p>SANDRA CASTAÑEDA</p>  <ul style="list-style-type: none"> ➤ She has thirty years old ➤ Profession is watchfull ➤ She is short ➤ She has black short strashl hair ➤ She has brown eyes 	<p>People's opinions</p> <ul style="list-style-type: none"> ➤ They think that she is not good for this job. ➤ They think that Sandra is a lesbian. ➤ They think that it is a job for men. ➤ They don't value what she does.
--	--

ART-PPT-2.2

The first example (transcript from lesson 16) belongs to the story of a man who was interviewed by students and he told them that he was discriminated for working as a nurse. He was accused of being gay and he was also judged as not doing a good job, this situation almost costs him his graduation as a professional. In the second example (artifact) a different group explained the case of the woman in the slide who works as a security guard. This woman was also discriminated for doing this “male” job. In these cases students identified that both characters were being discriminated for the job they developed even though there were people who supported them as good at their jobs.

The previous examples from the different codes that appeared while describing and stating this subcategory are related to gender topics. Sometimes it is difficult to break up with the gender stereotypes that children have grown up with (Connell, 2002) however some of the students could reflect their own discourse being against gender differentiation. Besides, some others learnt not to pay attention to others' judgements in order to construct themselves, and finally, another ones construct themselves and others in talk as gender can be constructed by language (Sunderland, 2004).

That is why it is imperative to take a look at the different occasions in which students were using the foreign language while interacting and participating in the lessons. Besides, while trying to use the target language students asked their classmates for help as well as they collaborated others in the same process. This is one of the reasons stated to see the next sub-category as related to the collaborative talk discourse.

The learner as a collaborator: the collaborative talk discourse. The third sub-category comes from the classroom discourse explained by Baxter (2003) as “the collaborative talk discourse”. It refers to the “application of apparent sets of expectations from both teachers and students that most assessable talk in the English classroom should be co-operative, facilitative, supportive and involve active listening” (Baxter, 2003, p. 92). The name of this sub-category was modified in order to make the relation to the corresponding identity it refers to, in this case the learner as a collaborator.

Through this sub-category some English language-in-use will be shown as it relates to the third objective of the present research project which has to do with the potential relationship between the social identities constructed discursively in gender-related reading activities and the foreign language learning.

According to Beatty (2010)

“Collaboration is manifested in the actions a learner takes when working with others and can be evidenced, for example, as a willingness to listen to others’ ideas, suggestions, and opinions so that they can be discussed and integrated into further actions, such as decisions about how to complete a task” (p. 109).

When students were developing the different activities, they were collaborating with each other and it did not matter if they were completing a task individually or if they were working in

groups. This was evidenced when students were asking each other for help when they needed support to complete the tasks, especially when they wanted help related to the language use to answer something orally. As Beatty (2010) stated, it was also necessary for them to listen to each other's opinions when they were debating about topics such as gender discrimination or when they needed approval from their classmates. When preparing the different oral presentations, as a group, they should have listened to each other to get to an agreement and when presenting they had to respect each other's turn to present and to participate from the lesson.

The different codes of this sub-category are presented below in Figure 7. They are related to the way participants cooperated, facilitated, and supported each other to become active learners of the language.

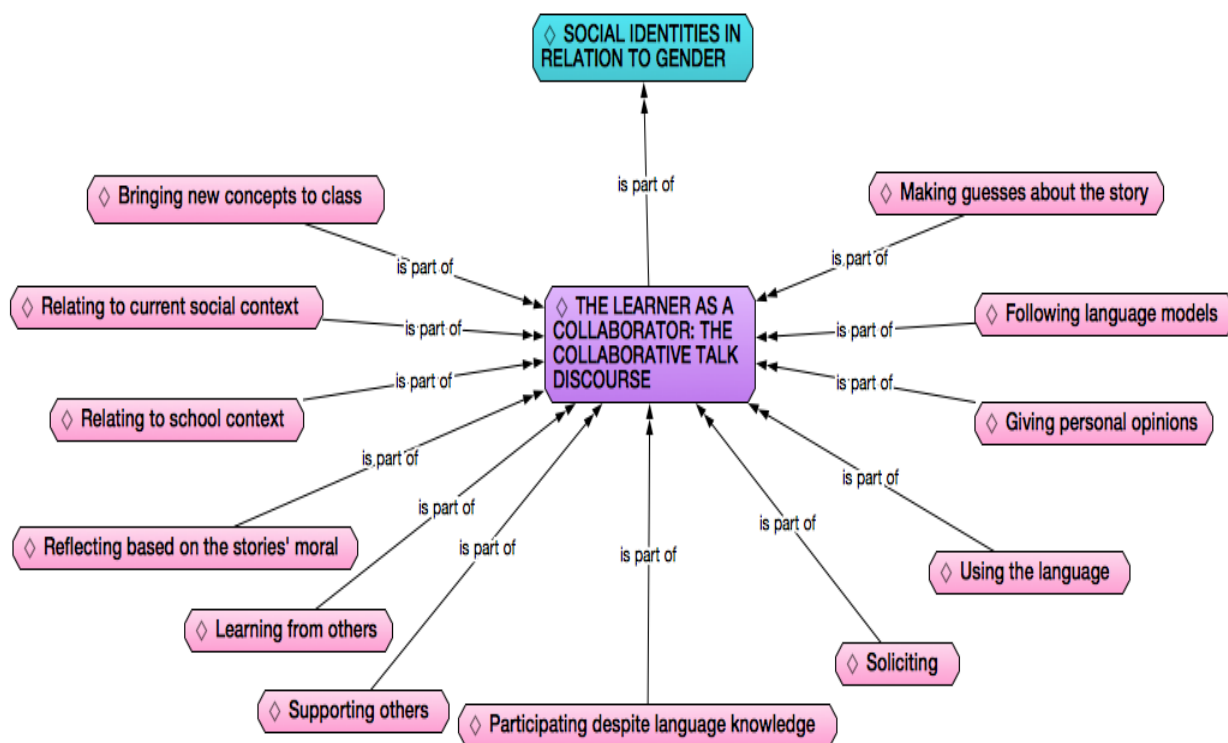


Figure 11. Subcategory 3. The learner as a collaborator: The collaborative talk discourse (Atlas.ti display)

Making guesses about the story. Students made guesses about the different stories they read. When trying to predict the main story sometimes they tried to use the language and to collaborate with each other. This code was composed by 10 quotations.

Teacher: *Pregunta, What do you think the story is about? Se acuerdan que la vimos la vez pasada? (14:32)*

Catalina: *¿De qué se trata la historia? (14:38)*

Teacher: *Yes, ¿Cómo empiezo responder? I think (...) the story is about (...) how many? One, two, three, four (...) (15:50)*

Carolina: *kids, four kids (15:55)*

Teacher: *ok, four kids (15:58)*

Carolina: *four friends (16:00)*

Teacher: *ok four friends, ¿en donde? Where are they?*

TRFN01-20-05-15

Teacher: *Y se llamaría “our secret side” porque... (29:32)*

Elizabeth: *Porque tiene un lado masculino? (29:34)*

Catalina: *Puede se que todos ellos son como alejados del grupo y el resto de las personas no saben que ellos juegan fútbol pero entre ellos si saben y ese sería el secreto (30:01)*

Sofía: *Que como en el colegio les prohíben jugar y a los papás no les gusta el fútbol entonces ellos se dan cuenta de que hay un lugar secreto para jugar (30:19).*

TRFN10 13-07-15

In the extract from class 1, students were guessing what the story was about and a girl answered that it was about four kids that according to her were friends. In this example it can be seen that students are trying to use the language with short sentences, Carolina received some help from the teacher to say a complete sentence but she answered it using her own vocabulary knowledge. In the second extract from class 10, the teacher asks about what the second story was

about and Carolina answers something related to the characters' like for playing soccer, to what Sofia continues saying that soccer is not allowed by the school and parents but they still play it. The example shows the collaboration between Carolina and Sofia when giving ideas about the facts of the story. Both examples represent making guesses of the stories but also collaboration between student-teacher and student-student.

Relating to school context. Also, students related what they learnt in the classroom to what happens in their own context at school. This code presented 26 quotations.

Teacher: *Bueno pues teníamos la semana pasada a una compañerita nueva (25:46)*

Lorenzo: *Si, pero no volvió, está enferma (25:48)*

Teacher: *No volvió, pero cuando vuelva que no nos pase lo de la historia (26:15)*

Sofía: *No, no le vamos a hacer bullying (26:32)*

TRFN05 01-06-15

Jacobo: *Profe ese niño que está por ahí es por eso? (15:20)*

Teacher: *No sabemos la razón por la que lo hace y muchos ya lo juzgaron diciendo que es gay (15:32)*

David: *Yo sé cual es la razón, profe (15:34)*

Lorenzo: *La otra vez estaba sentado allá afuera y yo le pregunté y él me dijo que porque le gustaba (15:39)*

TRFN09 17-06-15

In the example from the transcript of field note 05, it is shown that the teacher makes the relation between what was happening in the story they were reading and a current situation at school with a new student. Students stated that they were not going to bully her because of her situation as a new student. In the second example from the transcript of field note 09 it is shown that at school there was a boy in a similar situation as the boy who dyed his hair pink. At school

during the time of the implementation there was a boy from 10th grade who was dying his hair every week with a different color. David tells the teacher and students that he had approached and asked him about the reason why he was doing it and the boy answered him that it was because he liked it. Both examples show different ways in which the stories and students' presentations were related to school context.

Following language models. When using the language it is necessary to follow some models from the teacher or even from the classmates. Only one example from this code will be shown although there are many examples as it can be seen through the samples shown in this chapter taken from video and audio transcripts and artifacts that are represented by guides or power point presentations.

Juan: Your character is a woman? A woman? (0:05)

John: No, your character is a man? (0:09)

Juan: Mmm no, your character is blond? (0:16)

John: Mmm no, your character is blond? (0:22)

Juan: Yes, your character is a black? (0:32)

John: Yes, your character is a hat? (0:38)

Juan: Yes, your character is Chris? (0:41)

John: Yes (0:47)

Juan: Yupiiii (0:49)

John: Your character is Anna? (0:54)

Juan: Si (0:55)

John: ouiii (0:57)

Teacher: *Bueno si me quieres responder en español no hay problema pero preferiblemente en inglés, Why do you think Anthony wants to scape English class? What is the meaning of why? (37:21)*

Sofía: *¿Por qué? (37:28)*

Teacher: *Y si me preguntan con why con qué respondo?(37:30)*

Sofía: *Because (37:32)*

TRFN11 15-07-15

The first transcript from the “guess who” game is a clear example of following language models as one student starts the conversation and the other one just repeats it by changing only the aspect he wants to ask about. It becomes their language model to ask and answer questions. It can also be seen that during the short conversation there was only one Spanish word at the end. Students seem to be more confident when using the language as they try to use it as much as possible. In the second transcript from lesson 11, a student shows her will to answer a question in Spanish but, the teacher helps her understand the question and leads her to answer in English. the student can follow the model as she already knows that if there is a question with the word “why” she has to answer with “because”. Both examples are used to show how students were following models of the language and proposed by their classmates.

Learning from others. Students were able to learn from each other while participating and working in groups, they also learnt from the real cases they brought to class. When giving opinions they were expressing their viewpoints from what they have learnt from others. This code quoted 16 situations in the data analysis.

Teacher: *Bueno, qué más les gustó de las historias, qué parte específica de alguna historia que le gustó más, que las otras? (09:40)*

Jacobo: *De las historias pues como el respeto hacia las personas de cada una de las historias, como de respeto, de no discriminar a las demás personas, a conocerlas mejor (10:12)*

TRFN19 02-09-15

Teacher: *Cuéntenme la historia please antes de seguir (03:25)*

Elizabeth: *Que ella empezó a trabajar porque su mamá enfermó muy feo a los 26 años entonces en la casa se quedaban solos y ella empezó a trabajar pero nadie le ponía cuidado porque era mujer entonces ella fue carpintera y tenía un compañero hombre y al hombre le pedían era que hiciera los trabajos y que no los hiciera ella, pero ella dice que en estos momentos está demostrando ser más de lo que decían y entonces también ella antes de empezar el trabajo decidió que quería cumplir metas y que las metas eran entrar a la universidad que quería darle los medicamentos necesarios a su mamá y también casarse y en estos momentos está cumpliendo esas metas (04:27)*

TRFN17 10-08-15

During this last lesson (19) represented in the first example, students were asked about the different things they learnt during the implementation phase, what they liked and did not like about the stories and the activities developed. The transcript represents how Jacobo said that he liked what he learnt from the stories as they worked on aspects as respect and discrimination that some people had to face because of being different. In the second example Elizabeth told a story of a woman who had to work as a carpenter and that she learnt from her to always follow her dreams despite of the fact that some people can discriminate her.

Relating to current social context. Besides relating to school context it was also imperative to show the relation some students did with their immediate context out of the school. This code had 18 quotations.

Teacher: *Ok, "likes fashion"*

Angie: *Es como más para las mujeres que para los hombres (14.34)*

David: pero es que todos los días se practica la moda (14:46)

Frank: Porque eso es solo para mujeres (14:57)

David: Cierta profe que todos los días practicamos la moda, si por ejemplo sale una canción nueva, usted la escucha y la descarga a su celular y todo es moda, los zapatos, las canciones, los celulares, el peinado todo puede ser moda (16:00)

TRFN08 11-06-15

Teacher: Uds creen que hubiera sucedido lo mismo si ese señor hubiera desempeñado un trabajo de mujer? es decir, hacer lo que ella hizo, disfrazarse de mujer para que lo dejaran trabajar? (07:03)

David: No es necesario ya que la gente no lo discriminaría tanto a uno pues porque supuestamente en el sexo fuerte y no sería tan necesario y pues de disfrazarse, eh pues, si yo fuera mujer, yo no me disfrazaría de hombre porque pues esto no es la India, esto es Colombia y haría respetar mis derechos laborales (07:58)

TRFN17 10-08-15

In the first example from the transcript of lesson 08, David said that fashion was related to different aspects as music, clothes, hairstyle etc. Those aspects were related to social context in which students lived in. In the second example he also referred to the cases of discrimination in Colombia and in India, David knew that the cultural changes in both countries are still evident today. In both cases, David brought to class some examples of different things that he related to what he was learning in the classroom.

Participating despite language knowledge. Although some of the students do not have the enough vocabulary to participate in the lessons as seen in previous examples, it is imperative to mention that students are willing to participate and use the vocabulary they already know. This code had a large amount of quotations but the following are the most representatives.

The teacher helps students understand the question and they start describing what they see in the picture. The teacher reminds them that they can find the vocabulary on their notebooks, which can help them answer the questions. A student doubts about raising his hand but he decides to participate. The teacher gives him the turn and he says that there are some students in the picture. John is a student that doesn't participate much in the lessons but this time he does it even using the target language. When he tries to speak, he does it in a very low voice.

FN01 20-05-15

Juan: *Good morning, Milebanatoy, created by Juan, John, Tomás and Adrian. He has lego arms (34:34)*

Tomás: *It has body of Barbie (34:35)*

John: *It has legs of Naruto (34:40)*

Adrian: *It has minion's [head] (34:43)*

Tomás: *Why is it form [women] and men? (34:45)*

Juan: *Is for [women] because it has body of Barbie and can [perform] some jobs (35:00)*

Adrian: *Is for [women because] it has [head] of minion to have [fun] minions (35:09)*

Tomás: *Is for men because it has arms of the lego and can [build] a [future] (35:21)*

John: *Is for men because it has legs of Naruto to [run] fast, it can [help people] (35:33)*

TRFN18 31-08-15

The example from the field note of the first class represents a situation in which a student participates by using only one word to describe what he sees in the cover picture of the first story. Even though he is a shy student he participates and tells a single word in English. In lesson 18 students present the toy they created, this time students use short sentences to describe their toy and although they made some pronunciation mistakes they are confident to use the target language. In both examples it can be seen that students wanted to participate using the target language and they tried to do it using their lexicon and it did not matter it was not very rich.

Soliciting. This code was defined as the opportunities in which students were asking for help. Sometimes it was just to ask something they did not understand about an activity and some others because they needed help with the language. From the amount of quotations registered the following examples were chosen.

Lorena: *¿Cómo es que hay que hacer?*

Johan: *Así, five, six*

Lorena: *O sea toca buscar la pareja, ahh ya, gracias.*

Esteban: *Toca voltearlas*

TRFN06 03-06-15

David: *is, is, is bad, eh, cómo se dice por qué? (33:45)*

Students: *because*

David: *ah, [becás] Lisa is, ¿cómo se dice burlando? (33:55)*

Students: *laugh*

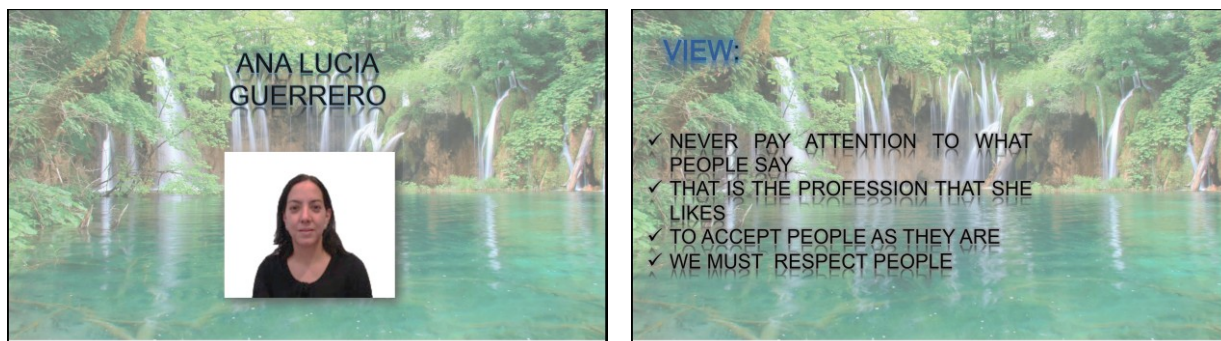
David: *[láun, láun] laughing is bad because Lisa laughing of Alex (34:20)*

TRFN03 27-05-15

In the example from lesson 6 students were organized in groups in order to play a memory game. Lorena does not understand the dynamics of the game and John explains her by turning over the flashcards with number five and six, then she gets the idea that she has to look for the flashcards that make a matching couple (word and drawing). The other example from lesson 3 shows the way in which a student is asking his classmates for help with some vocabulary to build a complete sentence. Both samples show students soliciting their classmates for different aspects they see as necessary to accomplish the assigned task.

Reflecting based on the stories' moral. This code shows different reflections students had when they presented some opinions in the classroom. Each one of the stories was working with a

specific moral and at the end of the lessons students were able to give their opinions and to reflect about different facts they should debate about. 36 quotations were presented.



ART-PPT-2.5

***Stephen:** Vale, pues, que no me haya gustado de estas historias, pues, un detalle mínimo puesto que como dicen mis compañeros que no les gustan las partes en las que discriminan pues es algo como ilógico puesto que estas historias están para enseñarnos sobre eso, para reflexionar sobre lo que estamos haciendo mal y no seguir discriminando a personas que simplemente están haciendo lo que ellos quiere, lo que ellos sienten que es lo suyo (14:55)*

TRFN19 02-09-15

The slides show the point of view of the students that presented the case of this mechanic woman who suffered from the discrimination of her male co-workers. These students reflected about accepting people's likes and jobs. The second example shows how Stephen reflected about the way in which the stories were written as they taught him not to discriminate people for doing what they like. Both examples occurred almost at the end of the implementation phase and they showed that some students could make the corresponding reflection about the different things that happen everyday at school or in other places.

Supporting others. This code has this name as it reflects the situations in which some students ask for help. Besides, when asking questions there should always be someone who is willing to help. Some of the students were helping others during the implementation stage as they

collaborated with their peers in order to guide them to accomplish their task. This code had 29 quotations in the data analysis.

Teacher: *y piensas que está mal ¿por qué? It's bad because Lisa... (34:45)*

David: *porque, porque, porque la critica, ehh, la criticates (34:58)*

Teacher: *Criticize or he is criticizing Alex It is bad because... (35:20)*

Mía: *because she different from other [girls] (35:35).*

Teacher: *Ok, it is bad ... because she is different ... from other girls thank you Mía. (35:40)*

Lorenzo: *Buena papi por los puntos, buena David, ud se fajó hoy (1:32:50)*

TRFN03 27-05-15

Teacher: *The question is: Why is Anthony blaming Andrea? (29:56)*

David: *Vamos muchacha tu puedes, saca la cara por ese equipo (30:21)*

TRFN12 16-07-15

In the first transcript example from lesson 3 the teacher was the one giving support to students that wanted to participate using the target language. She tried to rephrase students' sentences by using the correct grammar structure. Besides, at the end of the lesson it could be seen that a boy, Lorenzo, congratulated his classmate David, which also showed the support given among classmates when participating in the activities. In the other example from lesson 12 students were divided into 2 groups and they were playing "hot potato", a girl won the turn to participate and she answered the question. She also received some support from his classmate David.

Bringing new concepts to class. In this case some students brought some concepts to class, which were really important for the development and understanding of the activities in the different lessons. This code has a representative example from classes 07 and 10.

Before leaving the classroom Frank asks the teacher the meaning of an “hermafrodita” to which the teacher tells him, she is going to explain it next class.

FN07 04-06-15

Teacher: *Antes de seguir, quisiera preguntar si uds saben qué es un hermafrodita (13:32)*

David: *Si, que tiene doble sexo (13:36)*

Teacher: *Listo, biológicamente su cuerpo tiene órganos tanto femeninos como masculinos será lo mismo que estamos trabajando con las historias? (13:56)*

Students: *No (13:58)*

Teacher: *¿Qué estamos trabajando y por qué sería diferente? (14:01)*

Sofia: *Yo creo que lo de Alex es físicamente, y lo de los hermafroditas es biológicamente, (14:18)*

Teacher: *Bueno, para que no lo confundamos y para que no veamos que es lo mismo, lo que estamos trabajando acá es que todos los seres humanos, sean hombres o sean mujeres, pueden tener características femeninas y masculinas, yo puedo ser biológicamente mujer pero yo puedo tener características masculinas, un hombre biológicamente es hombre pero también en su forma de ser puede tener características femeninas (14:42)*

Jacobo: *Como Alex (12:43)*

TRFN10 13-07-15

In the field note from class 07 the teacher registered that a student was asking a question about the word “hermaphrodite” as this question came up in the last minute of the class it was necessary to remind it in lesson 10. This time the teacher asked the question to the whole group and Sofia helps her make the difference between a hermaphrodite and working with masculinities and femininities present in a single person.

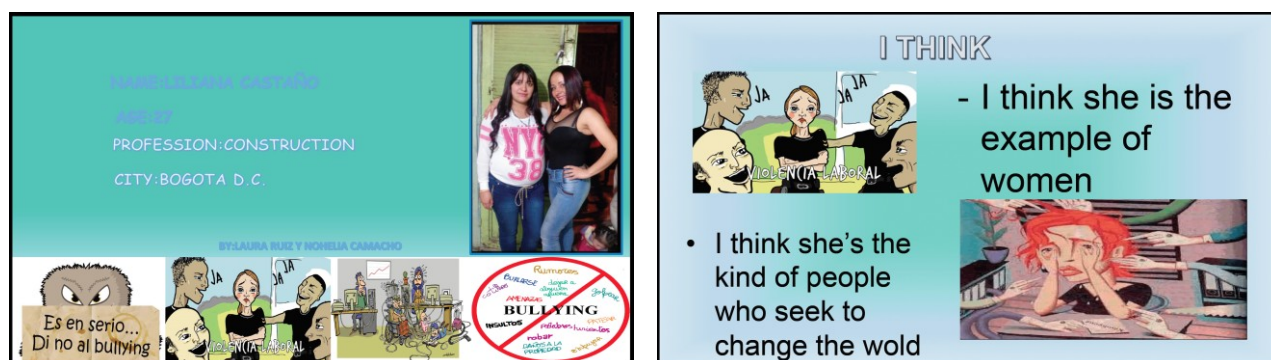
Giving personal opinions. It refers to the multiple times students were giving their opinions about different facts that happened in the stories or about different situations that

appeared in the classroom while reporting some interviewee's experiences. This code was quoted 52 times through the whole data analysis.

Teacher: *ok kind, she was kind. Now, do you think it is a good idea that Alex saves the principal and her bully Lisa? Do you think it is a good idea? Or a bad idea? (18:31)*

David: *está bien porque le demostró que ella tenía más fuerza, que era más valiente y para que no la moleste mas. (18:50)*

TRFN05 01-06-15

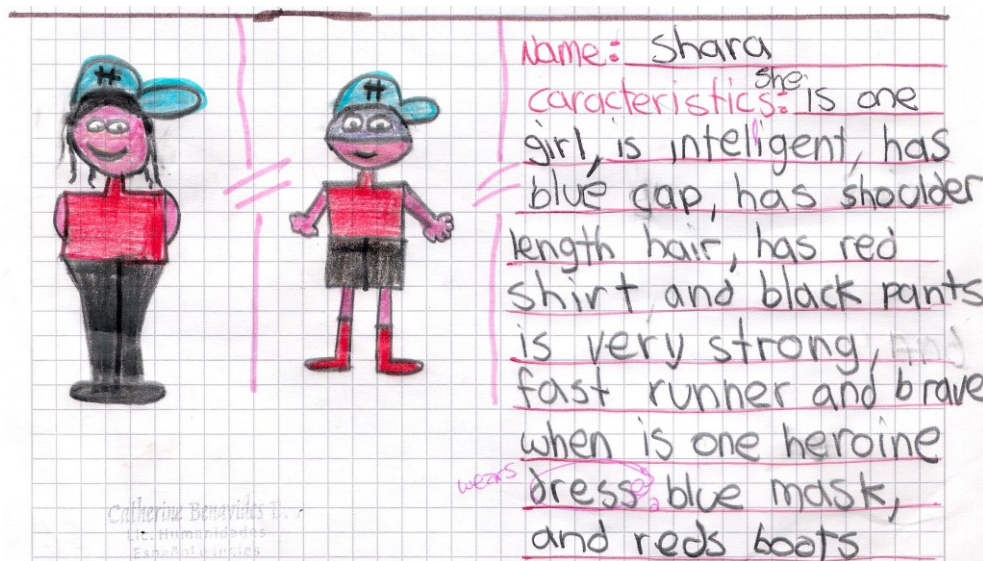


ART-PPT-2.9

The previous example taken from the transcript of the fifth session represents David's opinion about a fact from the first short story where the main character saved her bully's life. He agrees with the character as he thinks that it was not good that people bothered her for being different, he says that it was good for her to demonstrate her strength and braveness. In the second example two slides are shown in order to see that there was a presentation about a woman that was discriminated for working in constructions. Students gave their opinions also, by stating that this woman is an example to follow as she did not pay attention to people's judgments. Besides, while giving opinions through this example participants used their language knowledge to state their viewpoints.

Using the language. This code was called like this to see students' use of the target language. Although students do not have a very high level of English it can be seen that they tried

to use the language as much as possible. There were lots of examples when analyzing data in which students were using the target language, not only written but also spoken.



ART-SH-1.9

Teacher: Ok, Angela, Which are Andrea's favorite activities?, Qué te están preguntando? (38:18)

Ángela: Actividades (38:20)

Teacher: Actividades que? (38:22)

Ángela: Favoritas? (38:23)

Teacher: De quien? (38:25)

Ángela: De Andrea (38:28)

Teacher: Si, ya!!! Ahora Which are Andrea's favorite activities? (38:29)

Ángela: Jugar fútbol y jugar video juegos (39:05)

Teacher: Good! Y si me los dices en inglés? ¿cómo dices jugar fútbol? (39:11)

Ángela: Soccer (39:12)

Teacher: Y cómo dices jugar? (39:15)

Ángela: Play soccer (39:41)

Teacher: Si, y ¿la otra que me dijiste cual es? (39:43)

Ángela: Playing video games (41:00)

Teacher: Muy bien, (41:02)

TRFN13 23-07-15

The example from the artifact shows the use of language from a student who tried to describe her invented superhero. She uses the language studied in previous classes by using adjectives but also the aspects seen during the first short story she read. Although she made some grammar and spelling mistakes, she tried to write complete sentences in the target language. The example from the transcript that took place in lesson 13 presents a girl, Ángela, who was a very shy student that did not have a very good performance in English. She had to answer a simple question and she finally does it with teacher's collaboration although she does not talk very loudly.

To conclude, collaborative work was represented during the lessons as the way in which “learners learn by talking about problems, the content of the learning materials and how to find the information necessary to solve the problems” (Beatty, 2010, p. 111). They were working with gender discrimination specific cases from real and unreal characters, they had to negotiate when giving opinions and presenting the cases from the people they interviewed. They also proposed possible solutions to gender judgements through different creations.

To finish, this chapter showed clear and specific examples of what was analyzed through the different instruments. The main category and the sub-categories were created from the findings taking into account the question and the objectives of the present research study. The next chapter will state the conclusions after the data analysis stage.

Chapter VI

Conclusions

In the present chapter, the research question and objectives that were stated from the beginning of the project will be analyzed and discussed. As the main question refers to the social identities that were constructed when students were reading short stories based on gender topics, it is important to say that some of the classroom discourses presented by Baxter (2003) were taken into consideration to organize and create the main category and its sub-categories related to the main question and objectives.

The social identities that were discursively constructed in the classroom were focused on gender topics. This happened because of the fact that they read gender-based short stories as an excuse to unveil their social identities while discussing and giving opinions. Three different identities were identified from the data analysis.

The first social identity was identified as seeing human as a gendered being. Some students could identify and break up the gender stereotypes that are present in everyday life. They also showed their disagreement with any act of discrimination, they also claimed for the right of being different and respecting others' differences. In other words, reflection and criticality took place in the classroom as a way of becoming better human beings.

The second social identity that emerged was related to the fact of peer approval in which some students were asking for others' validation while participating in the activities. Some students were trying to excel in the classroom and sometimes they disempowered others by showing their better performance in the language while participating, or they simply corrected one another in a rude way. The important part with this social identity was to show students a

way to respect each other in order to give everyone the opportunity to learn and to have access to knowledge no matter their different viewpoints.

The third social identity came up after identifying repetitive situations in which students tended to collaborate each other in terms of developing an activity or helping others to use the target language. As social identities are co-constructed, it is essential to mention that collaboration in the classroom was a necessary tool to build discourse. When students collaborated with each other they were portraying themselves and others' identities during the interactions. As they were helping each other with language and group work issues they were also showing their identities as immediate actors in their own learning process.

It is imperative not to forget that students' previous knowledge and beliefs were present during their interventions and that this knowledge could have possibly been modified or negotiated while interacting in the classroom with other classmates. Some students stated a specific discourse at the beginning of the implementation phase and it continued being the same at the end of the process. The most important part was not if their discourses changed or not but the fact that students were more aware of respecting each other's viewpoints and that they did not try to change others' opinions.

As a plus, participants also practiced different values through the whole process. They affirmed that it is important to respect and accept other people and not to judge them for what it can be seen in the outside. Acceptance was also an aspect that students mentioned several times in order to show that people differences should be accepted as human beings are all diverse.

Students' needs shown in the statement of the problem (See chapter I) showed that they wanted to improve their reading and speaking skills and at the end of the process they claimed their needs were accomplished successfully as they could improve their language use. During the

last session, students had the opportunity to express their joy in terms of their language knowledge. They said they felt happy because they could see their improvement when using the target language during the presentations and debates at the end of the process. The improvement was evident in terms of vocabulary, pronunciation and values that would help them become better users of the language as well as better human beings.

The development of the present project had a positive impact on students as they claimed to have learnt more not only about the target language but also about different topics that belong to the current context they are immerse. A clear example of this was the fact that a student asked for the meaning of the word “hermaphrodite” in order to relate it to what it was seen in the lessons. With this improvement it can be concluded that students had the enough motivation to succeed the language. They worked with topics that were not stated in the institution curriculum but that were considered important for the impact they have on students' lives. Besides, they learnt not only aspects related to the language but also aspects related to current social issues. This situation also showed that the classroom became a place where students could reflect their discourses and identities without giving place to discrimination or other negative aspects.

Pedagogical implications

The present project contributed also to the development of the curriculum from the school where the implementation took place, as the grammar based content was put aside in order to give space to the reading of short stories with gender topics. Also, because debate and discussion had an important part when students intended to give personal opinions or to show agreement or disagreement with some unfair situations they saw represented in the stories.

The implementation phase gave me the opportunity to create new material for the students as in the school where I work they do not follow a specific book or workbook. Besides, to create

material that could be gender-based was a very rewarding experience as students stated at the end of the process that they liked it a lot because they could see some current social problems.

Students were also able to create materials for the lessons through the use of some electronic sources as power point presentations and the use of the edmodo educational platform. This facilitated the process of making corrections before presenting the final product. Besides, this platform was useful for some of the classes in which students used the blended learning approach.

The various activities had a clear effect on students upon their classroom and social contexts as now they are more aware of the situations that can be affecting their environment. They became more reflective about the different things and problems that surround them in terms of gender topics.

Limitations

One of the limitations for the development of the present project was the fact that it was impossible to know in advance the different ideas and previous knowledge students came with to the classroom before the implementation. It is also impossible to measure the impact of the implementation on students' daily live in the future.

The fact that CCDA (Kumaravadivelu, 1999) does not have yet a framework of analysis led me to the necessity of looking for another approach that complemented the work of data analysis. Some of the principles from GT (Charmaz, 2006) were taken into consideration to complete the data analysis stage.

Sometimes the fact that students do not have an easy access to internet connection from home was a problem when trying to give feedback to their power point presentations. Although

the institution counts with some laptops, they were not always available for students' use or the internet connection was not as expected to work in the classroom.

When creating the unit plans for the pedagogical intervention it is necessary to think about the amount of time it would take to collect and analyze data as it is time consuming. That is why it is also necessary to pay special attention to the specific moments to focus on when recording, taking notes and collecting students' artifacts.

It was necessary that students did their oral presentations using a microphone as the noise issue in the school is becoming critical. It helped a lot when doing the transcriptions of the video although sometimes it was impossible to understand what some students were saying.

When working with such amount of students it is unreasonable to think that the teacher is able to pay attention to everything that happens in the classroom. Sometimes the camera revealed some interventions that were not heard at the moment of the class and they could have enriched more the investigation process.

Further research

It would be significant to work more on the development of gender-based materials to work with students in the classroom as well as to bring to the classroom the possibility to work with this kind of topics that sometimes become controversial. Sometimes there are controversial topics, as the ones related to gender, that lead students to talk and participate more in the classroom as they are from their interest. We as teachers, do not give the opportunity to such topics as we are not well prepared to deal with some of interventions they could come up with.

It would also be vital to incorporate gender topics in the curriculum of the schools in order to promote equality among students and teachers. If schools curriculum incorporated this gender topics other teachers could incorporate the equality element that is needed nowadays.

Today we can see different situations in which discrimination takes place, it is important to teach students to respect others' differences and ways of living. When working with gender topics we can also teach equality to students' parents and relatives through the different activities we promote in the classroom as sometimes students' learning is transcended to their homes thanks to the meaningful school practices we develop with them.

Some other language teachers should also teach language incorporating opportunities for students to portray their identities and to work on the development of values in the classroom that would probably be extended to society in general. As it was shown with the present study, to talk about gender topics becomes something essential as it is a current topic that appears in everyday life. Besides, it is essential to include in our classrooms the development of the different values as sometimes not even students' parents work on them at home. We need to concentrate more on them to educate better human beings for the future.

It is imperative to continue working with the community as they are a good source of real life situations where social issues are reflected. Students interviewed some of their relatives and neighbours and they helped them realize about the gender issue that is present in our country. This was a meaningful activity as they brought to the classroom real life cases that made them analyze and criticize what is happening in our society in terms of equality. Students' communities can also help in the conscious process of constructing a better society .

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Appendix

Appendix 1.

Institution letter

Bogotá, Mayo 4 de 2015



Señora

Doris Caro Caro

Rectora Colegio IED San Rafael

Atento saludo,

Por medio de la presente le informo que en la clase de inglés a mi cargo con los estudiantes de grado séptimo se desarrollará un proyecto de investigación que busca fortalecer el desarrollo de las habilidades comunicativas del idioma extranjero Inglés. Tales actividades propenden por el mejoramiento del nivel de inglés por medio de la interacción entre los estudiantes en el espacio de esta clase. En este sentido este proyecto además contribuye activamente al PEI del colegio.

Este proyecto, además, tiene como finalidad identificar las identidades sociales que se construyen discursivamente por los estudiantes al leer historias cortas basadas en temas de género.

El proceso de aplicación de la propuesta y recolección de datos se desarrollará durante el año en curso. Dicho proceso contempla la recopilación audio y video grabaciones, desarrollo de diarios de campo, trabajos de los estudiantes, así como encuestas a docentes y estudiantes. Esta información será utilizada eventualmente para documentar y realizar análisis del trabajo de investigación realizado en la Maestría en Lingüística aplicada a la Enseñanza del Inglés en la Universidad Distrital Francisco José de Caldas.

Teniendo en cuenta tal información solicito a usted autorización para que los datos recogidos y proporcionados por estudiantes y docentes sean usados y socializados en mi investigación. Dentro del mismo se garantizará el anonimato e integridad de estudiantes y de la institución misma; por tanto, los nombres de los estudiantes serán protegidos usando seudónimos. Además se adelantará la autorización por parte de los padres de familia por medio de un consentimiento informado.

De antemano agradezco su colaboración.

Cordialmente,

Catherine Benavides Buitrago

Docente Humanidades JM - SED

Appendix 2.

Parents' consent form

Bogotá, 22 de mayo de 2015



Estimado Acudiente o Padre de Familia

Grado 701

Colegio IED San Rafael

Ciudad

Me encuentro realizando el proyecto de investigación "Students' social identities construction through the use of EFL short stories" (Construcción de identidades sociales a través del uso de cuentos cortos en inglés) que tiene por objetivo identificar y describir las identidades sociales que los estudiantes del curso reflejan cuando reciben en la clase de inglés un programa de lectura a través de cuentos cortos. La participación de su hijo o acudido en este proyecto solo implica su participación durante la clase de inglés en la lectura de los cuentos cortos que he escrito especialmente para el curso y en la realización de las actividades que se proponen. A nivel de aprendizaje la idea es reforzar las actividades de lectura de los y las estudiantes al tiempo que exploraré la construcción de identidades sociales. Fuera de clase, algunos estudiantes serán entrevistados. La participación de los niños y niñas no tiene ninguna consecuencia académica en términos de sus notas y los contenidos gramaticales de los cuentos cortos corresponden con los establecidos por el Ministerio de Educación Nacional.

Si está de acuerdo con la participación de su hijo o acudido en este proyecto le solicito diligenciar el formato que se presenta a continuación.

Yo _____, identificado con la Cédula de Ciudadanía _____ de _____, en mi calidad de Padre/Madre y acudiente de _____, del curso _____ declaro que fui informado(a) acerca del proceso que la docente Catherine Benavides Buitrago llevará a cabo con los estudiantes del curso durante las clases de Inglés en el año lectivo 2015. Entiendo que dicho proceso se realizará debido a la necesidad de recolección de información por parte de la docente para realizar su proyecto de maestría en Lingüística aplicada a la enseñanza del Inglés.

De igual manera autorizo el registro fotográfico, audiovisual, sonoro, textual o de cualquier otro formato que se requiera y que involucre los testimonios de mi hijo(a). Del mismo modo, acepto y autorizo el uso del material obtenido en este proceso para la construcción del proyecto a desarrollar por la docente y entiendo que en el análisis que realizará se registrarán nombres ficticios que no comprometen la integridad de mi hijo(a). También entiendo y autorizo a que los resultados de dicho proyecto sean publicados en el futuro preservando la identidad de mi hijo o acudido.

Padre Madre Acudiente _____

Firma: _____ CC: _____ de _____

Firma del menor: _____

Appendix 3.

Field note format

TEACHER'S NAME:		DATE:
ACTIVITY:		TIME:
RESEARCH QUESTION:		
What social identities are discursively constructed by EFL learners when facing gendered short stories?		
RESEARCH OBJECTIVES:		
<ul style="list-style-type: none"> - To identify discourses students draw on to construct social identities in the EFL classroom. - To describe social identities constructed discursively in relation to gender-based short stories. - To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning. 		
DESCRIPTION	COMMENTS	FINDINGS



Appendix 4.

Transcriptions format

TEACHER'S NAME:		TAPE/VIDEO#
ACTIVITY:		DATE:
RESEARCH QUESTION: What social identities are discursively constructed by EFL learners when facing gendered short stories?		TIME:
RESEARCH OBJECTIVES: - To identify discourses students draw on to construct social identities in the EFL classroom. - To describe social identities constructed discursively in relation to gender-based short stories. - To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.		
TRANSCRIPTION	COMMENTS	FINDINGS

Appendix 5.

Students' artifacts

SHORT STORY NAME: BEST FIRST DAY AT SCHOOL		
TEACHER'S NAME:		DATE:
ACTIVITY:		TIME:
RESEARCH QUESTION: What social identities are discursively constructed by EFL learners when facing gendered short stories?		
RESEARCH OBJECTIVES: - To identify discourses students draw on to construct social identities in the EFL classroom. - To describe social identities constructed discursively in relation to gender-based short stories. - To study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.		
STUDENTS' ANSWERS	COMMENTS	FINDINGS
<div style="border: 1px solid black; border-radius: 20px; padding: 20px; width: fit-content; margin: auto;"> <div style="text-align: right; margin-bottom: 10px;"> THINK & WRITE </div> <p>1. Complete the form application according to Chris' information.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px auto; width: 150px;"> <p style="text-align: center; margin: 0;">APPLICATION FORM</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 80%;"> <p>NAME: _____</p> <p>AGE: _____</p> <p>ADDRESS: _____</p> <p>CITY: _____</p> <p>LIKES: _____</p> <p>PROFESSIONS TO APPLY: _____</p> </div> <div style="width: 15%; text-align: center;">  </div> </div> </div> <p>2. Complete your own application.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px auto; width: 150px;"> <p style="text-align: center; margin: 0;">APPLICATION FORM</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 80%;"> <p>NAME: _____</p> <p>AGE: _____</p> <p>ADDRESS: _____</p> <p>CITY: _____</p> <p>LIKES: _____</p> <p>PROFESSIONS TO APPLY: _____</p> </div> <div style="width: 15%; text-align: center;"> <div style="border: 1px solid gray; width: 20px; height: 20px; margin: 0 auto;"></div> </div> </div> </div> <div style="text-align: center; margin-top: 10px;">  </div> </div>		