

Promoting Gender Equality Consciousness in Tenth Graders through Reading  
Comprehension.

Ivonne Andrea Villamil Chuquin

Edison Javier Aguilar Mora

Universidad Distrital Francisco José de Caldas

Facultad de Ciencias y Educación

Licenciatura en Educación Básica con Énfasis en Inglés

Bogotá D, C.

2018

CONSCIOUSNESS UPON GENDER EQUALITY

Promoting Gender Equality Consciousness in Tenth Graders through Reading  
Comprehension.

Ivonne Andrea Villamil Chuquin

Edison Javier Aguilar Mora

Advisor: Julia Zoraida Posada Ortiz

A Monograph Submitted in Partial Fulfilment of the Requirements for the Award of the  
Degree of Bachelor in Elementary Education: Major in English

Universidad Distrital Francisco José de Caldas

Facultad de Ciencias y Educación

Licenciatura en Educación Básica con Énfasis en Inglés

Bogotá D, C.

2018

CONSCIOUSNESS UPON GENDER EQUALITY

Nota de aceptación

---

Tutor

---

Firma de jurado

---

Bogotá, FECHA \_\_\_\_\_

“La universidad Distrital Francisco José de Caldas no será responsable de por las ideas  
expuestas en este trabajo”

(Acuerdo 19 de 1988, Artículo 177)

**Abstract**

This research document presents a study with tenth graders of a public school who presented in a previous contact a climate of tension among girls and boys. This was a study developed by pre-service teachers, looking for analyze students' perceptions in written activities. Accordingly, this investigation worked mostly in promoting reading comprehension through elevate consciousness on gender equality.

The goal of this study is promote consciousness and make students reflect on a social issue through writing and reading. Therefore, we analyzed whether the perceptions of the students change or keep on the issue through a pedagogical implementation of six lesson plans, which looked for develop involvement of the students in the research meanwhile they deal with the issue. The approach used was Task based, as a path to contribute in the interaction of the students when they develop specific tasks.

In addition, the findings were carried out in a Qualitative Research supported by questionnaires, students' artifacts and field notes assistance in a Case Research Study. This paradigm helped us to explain whether the pedagogical implementation was effective or not, and what possible implications will require deeper investigation in order to have an emphatic understanding of the topic.

**Keywords:** Literacy as a social practice, writing: a socio-situated practice, and Gender Equality in Education.

## **Acknowledgements**

**Table of Contents**

**Chapter One**..... 10

**Introduction** ..... 10

    Problem Statement ..... 12

**Chapter Two** ..... 15

**Literature Review** ..... 15

    Literacy as a social practice ..... 15

    Writing: a socio-situated practice..... 18

    Gender Equality in Education..... 20

**Chapter Three**..... 24

**Instructional Design**..... 24

    Research Question..... 24

    Sub Question..... 24

    General Research Objective..... 24

Specific Research Objectives ..... 24

    Curriculum Platform..... 25

    Vision of Curriculum..... 26

    Learning Theory..... 26

    Language Theory ..... 28

    Vision of Classroom..... 29

    Setting..... 30

    Innovative Pedagogical Intervention Oriented in Task based ..... 30

    Methodology..... 31

    Approach..... 36

Lessons Plan ..... 39

## CONSCIOUSNESS UPON GENDER EQUALITY

Assessment process .....	45
<b>Chapter Four</b> .....	49
<b>Research Design</b> .....	49
Research Paradigm .....	49
Type of study .....	50
Setting .....	51
Participants.....	51
Role of the teacher.....	52
Unit of analysis .....	52
Data Collection Techniques.....	52
Data Collection Instruments .....	53
Validity and Reliability .....	54
Ethical issues.....	56
<b>Chapter Five</b> .....	57
<b>Data Analysis</b> .....	57
1.Gender role in the EFL class:.....	59
2.Stereotypes: social patterns in society Femininities and masculinities. ....	60
<b>Chapter six</b> .....	66
<b>Conclusions</b> .....	66
Pedagogical Implications.....	67
<b>References</b> .....	69
<b>Annexes</b> .....	72
Annex 1: Consent form .....	72
Annex 2: Lesson Plan.....	73
Annex 3: Student’s Artifact .....	76



## CONSCIOUSNESS UPON GENDER EQUALITY

Annex 4: Teacher’s Journal .....	79
Annex 5: Questionnaires .....	81

### **List of Tables**

Table 1. Lesson Plans Organization .....	37
Table 2. Categories .....	58
Table 3: Data Analysis (Color Coding) .....	82

### **List of Figures**

Figure 1: Task based cycle .....	31
Figure 2. Brainstorming .....	32
Figure 3. Discussion Sample .....	33
Figure 4. Matching Activity .....	34
Figure 5. Gender Reading .....	35
Figure 6. Debates Sample.....	36
Figure 7. Assessment Rubric.....	47

## **Chapter One**

### **Introduction**

Promoting gender equality consciousness in 10th graders through reading comprehension is a research project, which arose from the idea of improving the reading comprehension skills of the students, supported by gender equality issues. These ideas appeared in our previous contact with our focus population. Students used to work separately in terms of gender, each development of an activity, students used to work with their same-sex classmates. After analyzing and discussing in class, it was evident that there were differences between male and female students, which divided the class and affected the classroom climate.

After analyzing, we decided to implement a task based approach in our research, which is a way of learning that contributes to the implementation of knowledge to understand how the real world works, and the classroom is the laboratory to practice directed by specific tasks based on activities of the real life. According to the principles that support Task Based Learning considerate three main phases, the first phase is ‘pre-task’. It concerns on activities that students and teachers can do before the task, the second phase is ‘during task’, students perform a task, this is a task based-teaching and the third task is ‘post-task’ this ensures that the task performance is effectively in the language development.

The pedagogical question that arose to this study is what are students’ perceptions about gender equality? Researchers' main purpose is on promoting an environment of consciousness in classroom through gender equality issues evidenced and centered on

## CONSCIOUSNESS UPON GENDER EQUALITY

reading comprehension activities and mainly the production of the students, such as reading fragments adaptations which gender equality issues were implicitly in, they worked individually and in group, in order to reflect and think critically in regards to gender.

A class directed by Task Based looks like a set of activities such as introductory questions before each reading, interpretation of the text, and vocabulary activities like matching and predicting. Moreover, there were final discussions (debates) after each reading always having an evidence. We used Task Based as a means to understand learning, teaching and language theory and then accomplish the pedagogical implementation, which consisted in six lesson plans. (See Chart 1)

The objectives arisen from this analysis looked for identify specific contributions of task based in raising students' awareness and improve reading comprehension skills in students throughout the pedagogical implementation, which were achieved through the lesson plans implementation and the carefully tracing of each step in the class methodology as well as the research process, but mainly in the students-teachers involvement and participation.

To obtain our finding, we used a qualitative research study developed by 5 girls and 5 boys, this selection was a process of convenience sampling which the only criterion according to Dörnyei (2007) is the convenience of the researcher. Thus, we analyzed the way students perceived gender equality in the classroom and how they reflected in. We understood qualitative research based on Denzin and Lincoln (2000) who describes qualitative research as "... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them." (p. 3)

## CONSCIOUSNESS UPON GENDER EQUALITY

On the other hand, Case Study facilitated exploring deeply into the topic and covered it from different perspectives such social, cultural, political among others. Yin (2009) stated that the Case Study method permits investigators recollect the meaningful features of real-life events.

Additionally, we analyzed written evidence by using Grounded Theory principles, such as open coding that established the relationship between the sub-categories that progressively conducted to our emerging category, which helped us to understand the process of progressing and changing of the students' perceptions along the process in each stage besides monitoring their English learning processes.

This report opens with the problem statement that refers to gender equality, which affected the interaction and divided the class. Chapter II presents the most representative work done on experimental learning theory and reading comprehension all orientated on foreign language.

### **Problem Statement**

Gender inequality has been a real fact, not only in the field of education but also in the societies. We, as teachers have found many problems in classrooms, despite our short experience, we have noticed many things we can solve. Some of these problems have to do with gender issues. Every student, by nature, tends to show an attitude on issues related to gender. This has become such a relevant issue in nowadays' society, that it has even come to influence the way a class is developed.

Gender is not a women's issue; it is a people's issue. "Femininity" does not exist in isolation from "masculinity". The construction and power of one determine the construction

## CONSCIOUSNESS UPON GENDER EQUALITY

and power of the other. Gender relations are neither "natural" nor given, they are constructed to make unequal relations seem "natural", and can be naturalized only under the duress of socialization. Thus, there is undue pressure on boys and girls to live up to the established "norms" of masculinity and femininity. According to Grossman, Herbert and Grossman, Suzanne H (1994), "females and males experience disparate educational outcomes and fulfill different gender-specific roles both in school and in the larger society".

Taking into account this problem, we made a research for finding out what perceptions students have about gender equality issues, evidenced through their discourse from some writings they made along the process. This is a study done with tenth graders in a public school.

In primary school, we can see this problem but it is not as in secondary. Working with high school students is particularly important because young people are starting their first intimate relationships and the adherence to gender stereotypes is most evidence.

We adapted readings comprehension activities for young people and in this way, we tried to prevent violence cases, not only in our classroom, but also at home and in our society, raising awareness and analyzing students' perceptions by working on Task Based Approach.

Most of the times, we notice that students are supposed to have a role in the society generally, as girls or boys. Therefore, everybody is supposed to develop a role in a community, talking specifically about the school environment. It is well known but often overlooked that, some examinations, by which secondary schooling children belong for, deliberately skewed so that girls had to achieve better results than boys did in order to gain

## CONSCIOUSNESS UPON GENDER EQUALITY

entry to selective grammar schools. To do otherwise would have meant that girls (Murphy, P. 1998) would have overwhelmingly populated grammar schools.

## **Chapter Two**

### **Literature Review**

Three main constructs constitute this literature review: Literacy as a social practice, writing: a socio-situated practice and Gender Equality in Education. We start this chapter by defining each construct from the most representative authors and our understanding from each in our issue. The justification of this proposal deals with exploring ways of elevate gender equality consciousness in students working on reading comprehension activities.

#### **Literacy as a social practice**

Literacy as an inevitable learning process in human beings, Literacy has played a crucial role in the development of societies and allowed people to transform and involve into different learning aspects. Since literacy is needed to read and understand social context into a critical view, which allows perception and beliefs to arise. The following literature review summarizes the construct of literacy understood as the process of reading and writing beyond school setting but adapting this to discover the background of the context and the critical perception of them.

Literacy as a social practice is understood as various ways of knowledge and social aspects that involve attitudes, personal experiences and previous knowledge, which provided students engagement to interact with socio-cultural aspects in their context (Sanchez 2017). Since literacy made part of this study, we understood literacy as they way of interaction among students, teachers and school community, which allow the construction of diverse meaning. According to Sanchez in her work '*fostering literacy*

*practices in efl learners through collaborative inquiry*'' effective literacy learning involves viewing learning through social lenses that engage learners in creating a variety of texts through their language knowledge, experiences, social and cultural knowledge.

According to Freire and Macedo (1987) who argue that reading does not consist merely on decoding the written world of language; rather it is preceded by an interlaced with knowledge of the world, thus language and reality are dynamically interconnected'' (p. 1), this perspective took us to reevaluate the process of reading and writing, and then, discover paths to link the literacy practice to the social and cultural context of the reader.

On the other hand, Barton, Hamilton and Ivanic (2000) contend that literacy practices are what ''people do with literacy with regard to their lives [...] since they also involve values, attitudes, feelings and social relationships'' (p. 7) from an internal process. When raising awareness, literacy plays the role of mediator between the field of study, in regards to population and the school and the social context indeed. This bridge allowed the construction of knowledge and understanding towards particular elements such as situated perspectives in particular acts.

Our interest in social practices took us to analyze literacy inside the basic unit of a social theory of literacy, is that of literacy practices. Literacy practices are the general unit or written language use, which people address upon their lives. We understood literacy as a social practice rather than a set of skills, according to Barton 1994 ''Literacy is not simply knowing how to read and write a particular script, but applying this knowledge for specific purposes in specific contexts of use'' (p24). Then, literacy is what people do with reading and writing, as well as, a way of learning in communicating practices that embraces the language itself. This is basically what people do with literacy. However, literacy is not only



an observable unit since it involves values, beliefs and social relationships. (See Street 1993, p. 12). These are individual productions; at the same time processes of connection with others and the sharing of identities and ideologies.

As Chapetón (2007) argues, literacy, understood as a social practice, is a purposeful activity that takes place in social interactions among individuals. Literacy proves tools for critical reasoning to challenge and transform throughout reflection in sociocultural practices. Following this author's statements Giroux (2001) says that literacy is "interconnected with language practices and modes of learning that can only be understood in terms of their articulation with the power relations which structure the wider society" (Pág. 207).

The new literacy studies have focused on reading and writing to be understood only in the context of particular social practices. (Barton, 2007; Barton & Hamilton, 1998; Barton & Lee, 2013; Gee, 2004, 2008; Heath, 1983; Jewitt, 2008; Street, 1984). Literacy became part of the social context and the literacy participants may pay attention to the characteristics of their context. According to Street (2003), literacy involves much more than simply decoding a word or a sentence to make meaning; it involves engaging and participating in "particular ways of thinking about and doing reading and writing in cultural contexts" (, p. 79). The literacy practices have allowed the understanding of the social role of them in the communities as a way to read the context and understand and interpret from a critical view.

The conclusion arisen from this discussion allowed us to understand the process of literacy from a social practice, which means, see the literacy process as the combination of reflection, though, beliefs and reflection made by humans meanwhile they develop a task.

## CONSCIOUSNESS UPON GENDER EQUALITY

Literacy process works as a means to understand the context and the realities inside it.

When people are involve into literacy could acquire a stage of consciousness on their context and how it works. The involvement in literacy is what lead a social practice, when people read and write critically their surroundings, they can perceive and act differently in order to contribute both, in their individual but mainly in the general process of interaction in society, in order to solve and mitigate sociocultural issues that afflict the society.

Through this discussion, we understood the literacy process more as a perception process, which students discuss and analyze different situation and could obtain an outcome from general and individual view through perception processes. Despite traditions have had an impact in the educational process that fossilized the idea of see literacy as a mere cognitive and systematic process, literacy was considered as a process of construction among students and teachers when they interact through readings and write perceptions based on discussion and debates on gender equality.

### **Writing: a socio-situated practice**

Writing is described as socio-situated practice when connects language to what socially situated individuals do both at the broader level of culture and in specific situations (Lillis, 2001). As well as it is known, writing has been a practice that has allowed people to interact and produce by connecting not only language skills but also social competences on it. Thus, writing is a practice that comes from the necessity of communication and expression in specific situations, towards certain concerns. It arises from the writer's need to communicate, learn, or express (Ramirez, 2007). Writing takes place in situations, in which language requires to be communicate, a text is situated first when the writer's own

experiences and beliefs are shaped through interaction and secondly, when includes personal features such as age, gender or race. These set of experiences and features are called by Lillis (2001), voice-as-experience. These utterances are part of the interaction and cultural issues that are not explicit.

Writing is social since it takes place in social ambits (Ramirez 2007). The need of communication, expression and learning allows the appearance of interaction, which is reflected through the generation of new ideas. Writing involves a set of beliefs and ideologies intrinsically attached that permit the relation between the writer's voice and the writing event.

According to Baynham (1995), writing as practice looks at the way, in which the writing act and the writer entrenched in institutional practices, discourses, and ideologies. When writing, participants display their own voice, since their perceptions and previous experiences and then connected to the current topic. Understanding writing as a situated practices, it is important to highlight some aspects: the subjectivity of the writer, the writing process, the purpose and audience, the text as product, the power of the written genre of which the text is an exemplar, and the source or legitimacy of that power.

Furthermore, his study takes a social view of learning that acknowledges the importance of social contact for intrapersonal construction of meaning and scaffolding in learning (Bruner & Sherwood, 1975; Vygotsky, 1978). This concerns on the idea of learning affected by social and context factors through social interactions and relationships (Tarone, 2007). This idea comes from the critical view of learning beyond the mere reading and writing practice. Literacy takes places in personal, cultural and social practices that shape with critical reasoning through the reflection of socio cultural practices. (Giroux, 2001).

## CONSCIOUSNESS UPON GENDER EQUALITY

Gee (2008) says that a text or a simple sentence acquires its meaning only within the social configuration it forms at a specific moment. He says that practices in which text are embedded.

As conclusions, when writing is understood as a social situated practice, the writing act requires the consciousness of the writer on his/her context, writing is not an isolated process, this act implies a need for understanding and make a reading of the context. The stage before writing allows further perceptions, likewise, an expected writing outcome, which includes critical views and voices from writers. Since writers understand the social practice as the path to perceive specific situations through a reflection process, the writing act is seen as a conscious and well- structured practice. This construct was part of our study when we read the context and understood the social situation that affected our population development, so that, writing as a socio-situated practice was seen as the path of contribution into a social problematic through the conscious perceptions when they discuss and analyze the issue into the classroom and finally shape it in their writing. On the other hand, literacy practices permitted us to understand the process of writing beyond cognitive processes.

### **Gender Equality in Education**

Gender in education is a construct that arose from the idea of mitigate gender inequality in the classroom, inequality that was evident in previous contact with the population.

Education is a means to solve social issues when students are aware of social realities and contribute on it. Gender equality is a goal in different country and has been a concern with

## CONSCIOUSNESS UPON GENDER EQUALITY

many failures and few advances. Hence, we wanted to understand gender equality in education through this discussion and provide a current definition through our study.

Gender equality in education is achieved when girls and boys have equal access to learning opportunities, they are treated and benefited equally. Thus, Students empower themselves to contribute and benefit from the socio-cultural issues. Gender equality is achieved when all the different types of violence and discrimination are eradicated. Education institutions play an important role in the promotion of equality through new beliefs and attitudes, as well as, avoiding the social inequalities. The educational system must be aware of the physical and psychological differences, so, this entity must offer values and respect for both, (UNESCO, 2013). Gender equality was our concern since our first contact with the population. Thereby, we understood gender equality in education as a means to promote and elevate gender awareness meanwhile they performed in social realities and reflected on them.

According to Sahin, E. (2014) “when gender equity in formal or informal education is attached importance; the vital issues such as gaps, divisions and conflicts between sexes in society are reduced”. Gender in education is a vehicle, which allows people interaction in order to avoid divisions and mitigate conflicts, through education we have the opportunity of work in real contexts and explore new solutions that deal with social realities. Rousseau, (2008) states that “a woman’s education must be planned in relation to man”. Gender stereotypes and chauvinism have reproduced the thought of inequality in societies.

The classroom is the environment where students develop daily practices meanwhile learn, at this place, students have the opportunity of think and share willingly; the classroom is a reunion of beliefs, behaviors and identities that allows not only learning but

## CONSCIOUSNESS UPON GENDER EQUALITY

also gender disparities. Aikman and Unterhalter (2006) considered that “putting gender equity in place in the classroom is a key to connecting schooling and citizenship with human rights”. The continuous acquiring of learning, which takes place in education, allow students to open and understand different perspectives of the world as well as identify differences and fight with them. In education, professors deal not only with curriculum or cognitive troubles but also social, cultural economic issues that create an environment of responsibility inside and outside this place.

In agreement with Patridge (1912) “the ideal of education that demands the same culture for the sexes is wrong, the girl must be trained for wifhood and motherhood first of all”. These typical images of men and women enclose in specific roles and places has contributed negatively into gender disparities, this has been an issues along the centuries that is still present in the current era. These ideas elevated the gender stereotypes in societies such as mothers as housewives and father as bread winners, which is a referent in our study since students interaction depended on their gender.

Education is the field that touches every stance in society, so, gender equality in education must be seen as Biswas and Agrawal (1994) proposed, “No reform is more important or more urgent than to transform education, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals” These practice of education in favor of gender equality is a process of filling the existent gap into short term practices. These practices must be thought in order to match education to social reality issues that impact the societies positively.

## CONSCIOUSNESS UPON GENDER EQUALITY

Based on some literature explored, education contribution in gender has had an impact and has started the process of transforming towards combating gender inequality, some studies revealed that boys are treated differently from girls, but thanks to the fight for women's rights worldwide, inequalities in education have been reduced considerably in recent decades (Kapungu, 2007:6; Watkins, 2000). This sample allowed us to understand that each contribution in the field of education based in our concern could create spaces of interaction and mitigation.

To conclude, Gender has been an issue of concern to women and men permit themselves to obtain equality in the different social entities. It is not a secret than men have had superior advantage over women along history. However, nowadays, women are empowered to eradicate the issue and obtain equality and rights. According to this perception of gender, we believed that gender equality must fight from education, though this, people can perceive and touch the problematic situation and face it. Gender equality in education is the process which men and women have same responsibilities, rights and self-determination both can intervene and contribute in the creation of respect environments. Education is a means to explore and understand social realities and the education process is the opportunity to work on it. Our construct is understood as the consciousness perception of gender in the education and the recovery of equality in the classroom, so that, the creation of spaces where women and men have equality in treatment and opportunities in each sociocultural activity.

## **Chapter Three**

### **Instructional Design**

This chapter presents and illustrates the plan of instruction. It consists of planning and describing a curriculum platform and a pedagogical intervention. It also describes the methodology guided, the learning and language learning presented through an account of the processes. In addition, we give a detailed description of the setting. Besides, the explanation of our pedagogical intervention thought each lesson and the assessment process.

#### **Research Question**

What are students' perception about gender equality?

#### **Sub Question**

How do these perceptions have an impact on their English learning process?

#### **General Research Objective**

To explore students' responses on practicing readings about gender equality

#### **Specific Research Objectives**

To identify how English learning is shaped by reading in order to arise consciousness.

To interpret specific contributions of ELT in raising students' awareness.

To characterize students' perceptions about gender equality



### **Curriculum Platform**

Curriculum is understood as a means to understand the content and knowledge to create new experiences. Thus, we used internal curriculum, our language vision is language as a self-expression, learning theory constructivism and finally, our visions of classroom.

For this proposal, we made decisions on the type of curriculum platform that could strengthen their perceptions through the use of language as a means to understand the content and knowledge to create new experiences. The participants develop and strengthen reading and writing practices and processes jointly and individually in debates and discussions, also strengthen awareness of the forms and functions of English, and collaborative work.

As a means to support this innovative pedagogical intervention, this instructional design assumes an Internal Curriculum (IC), which is understood as the process to obtain learners' new knowledge by reflecting and interpreting the discussion in lessons. To support the vision of curriculum, this instructional design spouses the vision of learning (Language as a self-expression), which is language as a process of promoting social interaction throughout meaningful practices. To support the vision of learning, this instructional design is built on a vision of language from a social interactionist perspective. From, a social interactionist language is a means of self-reflection communication through experiences. Thus, Social interactionist (SI) appears in the social development of the language. To support the vision of curriculum, learning, and language, this instructional design assumes two visions of classroom. First as a communicative classroom to emphasizes language not simply as a goal but as a means of learning and secondly, we understood the classroom as socialization

## CONSCIOUSNESS UPON GENDER EQUALITY

as a means to shape the context between the interaction of students with the social reality. The classroom was seen as the tool to reflect critically upon gender equality as a socially situated practice.

### **Vision of Curriculum**

Our vision of curriculum based its principles in the vision and mission of our setting which are: The school will be a quality institution, with basic education, strengthened media with deepening in natural sciences and administrative sciences supported by a humanistic educational proposal of organization by cycles, dynamic, flexible, innovative, valued for its projection to the community and its commitment to social transformation from an ecological and productive conception, our vision was promoting to our students gender equality in classroom in order to practice this perception in a social context.

Internal curriculum (IC) is understood as the process to obtain learners' new knowledge by reflecting and interpreting the discussion in lessons. Internal Curriculum facilitated our developing and creating of activities and procedures in order to obtain students' best performances in order to strengthen their language and learning process and indeed our research. IC is best defined as "Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge." (D.S. Srivastava, 2005).

### **Learning Theory**

Learning is a means of promoting social interaction. Thus, social constructivism (SC) is understood as the construction of knowledge through interacting in a social context by collaborative activities. SC requires an understanding of a social context before the individual internalization. Vygotsky's (1978) work, suggests that knowledge is first

## CONSCIOUSNESS UPON GENDER EQUALITY

constructed in a social context and is then internalized and used by individuals (Bruning, 1999; M. Cole, 1991; Eggan & Kauchak, 2004).

Accordingly, SC was used in order to promote gender equality awareness through arising social interaction between boys and girls in the classroom. Students shared experiences and built new learnt through their experiences. Then, Social constructivists believes that the process of sharing individual perspectives-called collaborative elaboration (Meter & Stevens, 2000)-results in learners constructing understanding together and this construction cannot be possible alone within individuals (Greeno, 1996).

Social constructivists believe that the process of sharing individual perspectives-called collaborative elaboration (Meter & Stevens, 2000)-results in learners constructing understanding together and this construction cannot be possible alone within individuals (Greeno, 1996). Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence they encourage and promote the guesswork and intuitive thinking in learners (Brown 1989; Ackerman 1996).

Students participated and worked together in order to build and reinforce knowledge experiences. Students engaged from interaction, generally by use of language and actions. The use of the language was limited to the learner's necessities. In regards to the participant's prior knowledge, the transaction, that is the negotiating among participants, was not strictly language based, but produced a product of actions, thus knowledge is created as a result in this transaction. When this transaction finished both parties leaved an interaction with some knowledge gained. There are some factors that can influence social interaction. One factor is culture. Cultures can influence social interaction by placing

differing values and belief on the participants (Gergen, 1995). Another factor that can influence the situation is a participant's perspective. Perspective is the point of view from which a participant sees the interaction. In social interactions knowledge is created between the participants, not in their minds. Primary factor in the social constructivist model is the use of language. In social constructivism language is achieved through the before mentioned interactions. In the interaction a negotiated meaning occurs between two or more participants causing the language make sense.

### **Language Theory**

Language is a means of communication through experiences, Language is a process of promoting social interaction throughout meaningfulness practice. Moreover, language was used as a path to understand students' perceptions on gender equality. Students communicated through writing and discussions their thoughts, opinions and experiences in regards to the issue and finally, reflected on it. Thus, we supported our language theory on Tudor (2001) visions of language where he proposes four mainly perspectives; the first one is seen Language as a linguistic system, the second one is Language from a functional perspective, the third Language as self-expression, and Language as culture and ideology. Following our research process, the vision of language that we pretend to focus on is the language as a facilitator upon students' interaction and the construction of relationships among them, Zambrano (2015). This perspective is correlated with the second view proposed by Tudor (2001) in which language is seen a as self-expression, " is a medium by which members of a speech community express concepts, perceptions, expectations, and values which have significance to them as members of a speech community.'".

## CONSCIOUSNESS UPON GENDER EQUALITY

Hymes (1972) introduced a new perspective on language into reflection on language teaching, he situates language in its social as the medium by which members of speech community express concepts, perceptions and values which have significance to them as members of a community. Thus, language is understood within the meaningful speech structures in a community, prated in a socio-cultural framework. Consequently, language is a social action, which students provide to others ideas, beliefs thoughts inside the classroom, as well as language is understood as an environment of confidence and respect to others in the search for gender equality.

### **Vision of Classroom**

We understood the classroom as socialization as a means to shape the context between the interaction of students with the social reality. The classroom was seen as the tool to reflect critically upon gender equality as a socially situated practice. Thus “the classroom is both social and a pedagogical entity, and the two emerge in a variety of way.” Tudor (2001, pag.123)

Tudor (2001) stated a vision of classroom named the communicative classroom; based on this perspective, students interact when they communicate. On one hand, Tudor (2001) the classroom for communication is to make the classroom a meaningful preparation for real world communication. We evaluated students’ perceptions to promote equality in the classroom, our concern in interaction when they face real world situations was to raise consciousness and work on respect. Our perspective of classroom as communication is the space where students communicate and learn through interaction. Student can express themselves and listen to their classmates voices in a cooperative environment. Classroom is

where student apply knowledge and apply respect, this is the practice to their future live development.

### **Setting**

This proposal was carried out in a secondary public school. The school is located in Engativa, in the northwest of the Bogota. The school is divided in two shifts, morning and afternoon. In addition, our classes were assigned on Wednesdays from 4:00 to 6:00. The population belongs to the third socioeconomic level. The group was a tenth grade composed by 15 girls and 18 boys. And eventually, we decided to work gender issues through ELT because of some attitudes from the students in previous classes that were negative and called our attention. Therefore, we decided to implement this research in order to discover the factors that intervene in their learning process and how students could improve them.

### **Innovative Pedagogical Intervention Oriented in Task based**

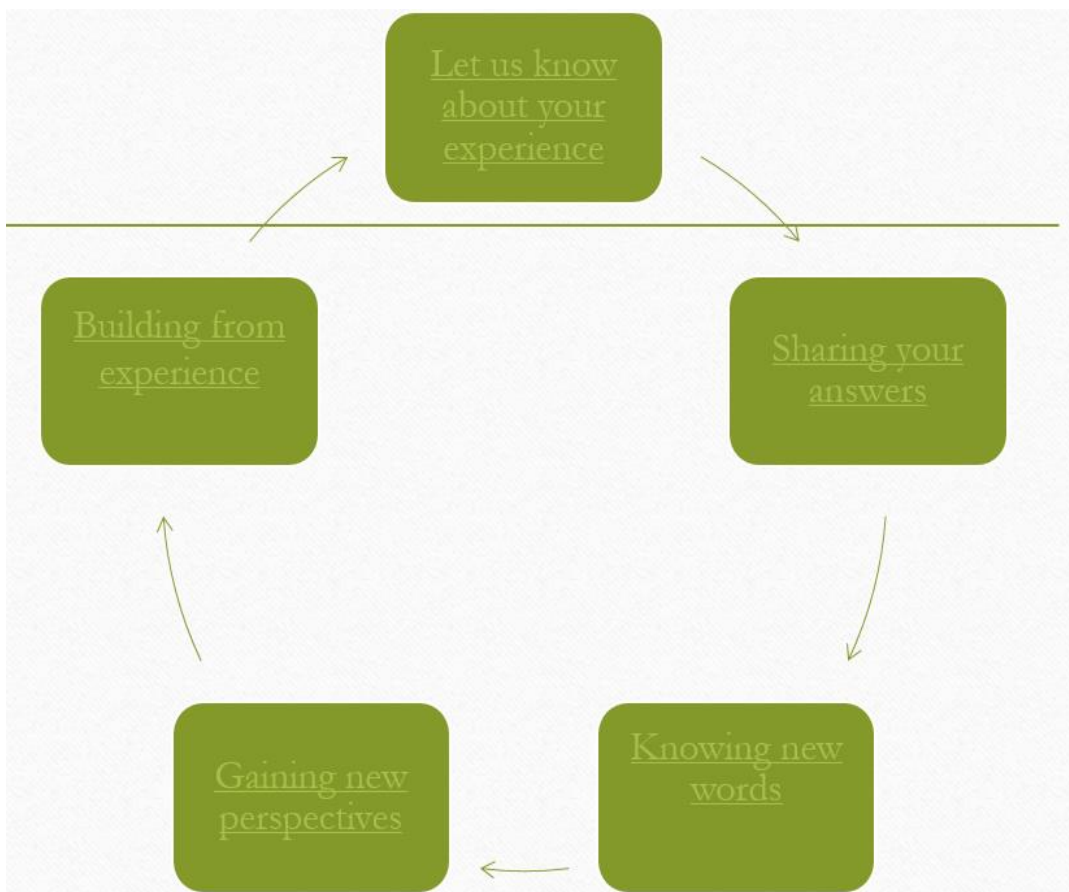
Task based is a process of learning through which learners are placed in situations like in the real life. Based on our theories of learning and language mainly, we chose task based approach since we understood it as a way to learn and promote interaction through the development of specific task. These situations promote oral communication that is essential for doing a specific task. It is argued that such an approach creates more favorable and better conditions for the development of second language ability than does an approach that focuses solely on the explicit teaching and learning of the rules of the language (Long, 1985; Prabhu, 1987; Robinson, 2001b).

Throughout this innovative pedagogical experience, students participated in four learning cycles framed around Willis, J. (1996) who outlined the 'task cycle', he said three

phases are concerned: a) Pre-task phase: presentation stage b) The task cycle: task, planning and report. Language focus: specific language features. In each cycle students participated in activities that were planned to guide them to achieve the task and to write.

### Methodology

Our methodology was based in a five steps cycle which integrated the task based cycle and our proposal, the following graphic illustrates our cycle and below we gave a detail description of each step.

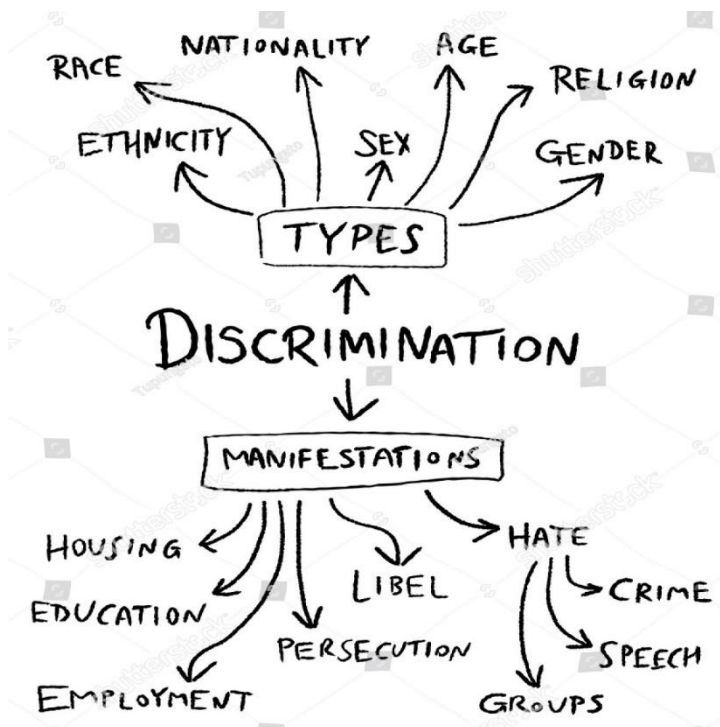


**Figure 1: Task based cycle**

Brainstorming. It is the process for generating creative ideas and solutions through group discussions. We started by announcing the general topic of the reading, thus, we

## CONSCIOUSNESS UPON GENDER EQUALITY

facilitated their processes starting with some ideas and enhancing them to continue with the task. Due to this activity students conceived the topic of gender equality by writing different words they associated on board. Students created categories with the words and classified them in three groups. This activity facilitated students to use graphic organizers that contributed in strengthen their knowledge about gender equality as well as their social skills. To evaluate, we supposed students to show their perspectives in the debates, to reflect upon the issue and finally, to know how to interpret daily life issues.



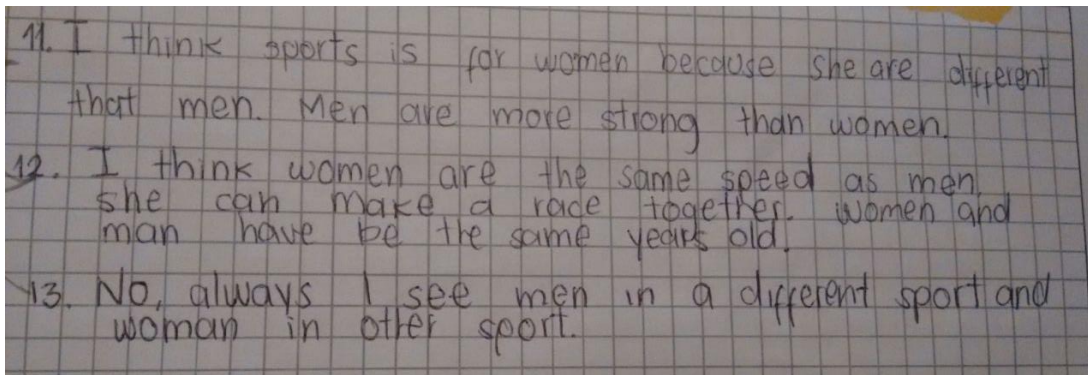
**Figure 2. Brainstorming**

Discussions. It is a formal treatment of a topic in speech or writing, there are questions considering in open and usually informal settings. Thus, we provided them some open questions in regards to gender at home. Teacher wrote down some vocabulary on board and



## CONSCIOUSNESS UPON GENDER EQUALITY

gave them a hangout. Through discussing, students shared their point of view in writings. They wrote down their answers and then they talked about the topic with their classmates guided by the teachers. This activity helped students to interact with the language through writing, reflecting and practicing social skills. To evaluate, students know how to state their positions in writings, to discuss and share opinions and participate in class.



**Figure 3. Discussion Sample**

Matching. It is the process of association between different words or elements in order to link them. This facilitates the recognition of vocabulary and learnt and new words. Thus, we pasted around the classroom some words and definitions, we guided students to walk around and match them by lines, they needed to read and figure out each. This activity helped in students' interaction. They worked together to develop the task and write the answers on board. Finally teacher corrected them and give the correct answers. Through this activity, students practiced on collaborative work and strengthen their communicative and social skills. To evaluate, Students know how to link some words with meaning, how to work individually and in group.

## CONSCIOUSNESS UPON GENDER EQUALITY

1. REFER TO THE TEXT AND MATCH THE WORDS ON THE LEFT WITH THE DEFINITIONS ON THE RIGHT.

- |                  |  |
|------------------|--|
| 1. old-fashioned | ( ) abilities  |
| 2. gender        | ( ) to obtain; to gain   |
| 3. stereotype    | ( ) to be considered   |
| 4. to acquire    | ( ) to arrange according to kind, rank, etc.   |
| 5. skills        | ( ) image, idea, character, etc., that has become fix in a conventional form without considering individuality |
|                  | ( ) the division of male or female; sex  |
| 6. to sort       | ( ) old or no longer in use  |
| 7. to be deemed  |  |

### Figure 4. Matching Activity

Reading. It is the process of looking some written symbols in order to get a meaning and an idea from them. These readings helped students to reinforce their writing skills and to construct an understanding of gender equality in real situations. Through this activity, students were able to describe their ideas in discussions and also they made comparison in how these situations should be manage by society. While the reading was made, students asked about the meaning of some sentences and the teacher gave examples in order to give them ideas about what the sentence meant, students and teacher read the text and between them there was an interaction and a feedback about the context these situations and finally to close this part, students answered their worksheet based on the reading.

### **Lesson 3**

#### **Gender Roles**

Many people don't know the difference between gender and sex. Sex is anatomical and biological. Gender roles are expectations of how a person should act, dress, and talk based on our sex. The majority of people correspond to those roles very early on, but sometimes the line blurs between femininity and masculinity. Who's to say that just because you are male you have to act manly and if you are female you must be girly? The media, for example.

It's obvious that there is no clear, solid line between masculinity and femininity, but not for the media. It likes to show men who are strong, athletic, and independent. They have commercials for men that are rather neutral in emotion, or with fast-paced action. When have you ever seen a commercial in which the man is showing any sign of femininity, that wasn't meant as a joke? There are, however, ads that show women being athletic and independent. Most of what the media says about women is that they are nice, pretty, delicate, and they wear their emotions on their sleeves.

As we grow older, both sexes have an incredible amount of pressure from the media to fit into their gender roles. If men show any feminine traits they are considered weak and are often not taken seriously. Have you noticed that society is gentler on girls if they don't correspond to gender roles than boys? Girls can be "tomboys", but that's not necessarily negative, while "sissy" and "pansy" are used as offence for boys.

Can we as a whole stop this? I don't think so, not completely anyway. We can't stop the media from pressuring our everyday lives. That's why we need to demonstrate that there are other "alternate" ways of expressing ourselves. This should start at home and work its way to the media. We need to be open!

#### **Figure 5. Gender Reading**

Debates. It is a formal direct oral in argumentation between two or more people on a defined proposition at a specific time, it is known as a form of public discourse. The debates that we worked in class were developed in the readings that we made and in their answers in worksheets. Students shared their experiences and also they connected them with the situations that were in readings, in debates students raised their positions and the teacher gave order to each discussion and also gave a feedback at the end of the class, students tried to express their ideas by the using of English.



Figure 6. Debates Sample

### **Approach**

In the pedagogical intervention, we implemented six lessons focused on task based principles. We gathered characteristics, which were included in our lesson plans, in our teaching materials but mainly in our pedagogical implementation.

We designed a set of lesson plans, based on the needs and the context of the students foremost. We started planning exercises and activities centered on the reading and writing production of the students through reading fragments, which gender equality issues were implicitly and they worked individually and in group, in order to reflect and think critically in regards to gender.

## CONSCIOUSNESS UPON GENDER EQUALITY

The activities were evident in exercises like answers contextualizing question, review vocabulary interpretation, introductory questions, and vocabulary activities and discussions upon the readings kept written evidence. Each lesson were thought to achieve the stated in the objectives, they follow a similar class procedure in organization, teachers-students' role and time. Activities only varied in the purpose or intention.

For instance, we thought our lessons focused on topics that currently call their attention related to gender equality issues. The activities proposed in the worksheets were specifically in collect specific information based on understanding, perceptions, beliefs, thoughts, and interpretation of the topic, using the context and previous knowledge of the population.

Nonetheless, we focused our research in collect data mainly from the written discourse of the students towards the topic of each reading activity, which were focus on gender equality. Moreover, gender equality was the social issue that we chose taking into account our previous contact with the school, the students and the context. We analyzed the way in which language transforms the society and how analyzing discourses we might notice how students sense the world.

The following chart includes a general view, of the pedagogical intervention. Then a concise account of the intervention is given.

**Table 1. Lesson Plans Organization**

<b>Class #</b>	<b>Topic</b>	<b>Task/aim/learning objectives</b>	<b>Activity</b>	<b>Instructional Objectives</b>	<b>Content</b>	<b>Outcome</b>	<b>Materials/resources</b>
<b>Class 1</b>	Comic	To develop reading skill	Brainstorming	Explain and exemplified	Vocabulary:	Students share	Worksheet and reading

CONSCIOUSNESS UPON GENDER EQUALITY

		through comprehension of the story's events.  To define the meaning of the words in the story.	Discussions Matching Reading Debates	reading skills		Grammar: Present simple	experiences, discuss, debate and write down their perceptions.	
<b>Class 2</b>	Growi ng up equal	To understand the concept of gender in the reading  To analyze the facts from reading to inference in their writings and speech.  To identify the role of gender in the reading and its effect in regarding to the reader.  To strengthen their reading analysis and interpretation.	Brainstorming Discussions Matching Reading Debates	Explain skimming and scanning skills	Vocabulary:  Old fashioned, stereotypes, prejudice.  Grammar: Present simple/ Adjectives.		Students share experiences, discuss, debate and write down their perceptions.	Worksheet and reading
<b>Class 3</b>	Gende r Roles	To reflect on gender related to social issues  To understand gender, role, sex To Analyze the context of the reading	Brainstorming Discussions Matching Reading Debates	Exemplify comprehensive answers	Vocabulary:  Figure out, end up, tomboys, sissy  Grammar: Present continuous		Students share experiences, discuss, debate and write down their perceptions.	Worksheet and reading
<b>Class 4</b>	world' s first wome n-led countr y	To discover expectations about Gender  To reflect into stereotypes Activity  To analyze reading and react on the issue	Brainstorming Discussions Matching Reading Debates	Give appropriate examples	Vocabulary:  Outnumber, Genocide, Beacon, Pride  Grammar: Future Simple		Students share experiences, discuss, debate and write down their perceptions.	Worksheet and reading

## CONSCIOUSNESS UPON GENDER EQUALITY

<b>Class 5</b>	the First Female Boston Finisher	To reflect on gender related to social issues  To understand gender, role, sex To Analyze the context of the reading	Brainstorming  Discussions  Matching  Reading  Debates	Reinforce feedback	Vocabulary: Amateur, Endurance, Hood.    Grammar: Past simple	Students share experiences, discuss, debate and write down their perceptions.	Worksheet and reading
<b>Class 6</b>	Why Gender Equality Is Good for Everyone	To understand the concept of gender in the video  To analyze the facts from video to inference in their writings and speech.  To identify the role of gender in the video and its effect in regarding to the students. Strengthen their analysis and interpretation.	Brainstorming  Discussions  Matching  Reading  Debates	Guide and follow students process	Vocabulary: Pitch in, Help out, Duties.    Grammar: Relative Clauses	Students share experiences, discuss, debate and write down their perceptions.	Worksheet, reading and a video

### Lessons Plan

#### Lesson 1: Comic Women in the golden age of comics

This lesson plan started with some general questions with the main topic: Comics.

These questions were thought in activate students in the class, giving them clues of the context, but also involving them in the topic, using question related to comics and gender.

After that, teacher contextualized students using some vocabulary extracted from the reading, they used their previous knowledge and interacted actively with their partners.

Meanwhile the reading, students worked alone and then in team, promoting free choosing and comparing.

## CONSCIOUSNESS UPON GENDER EQUALITY

At the end of the reading, students found a short worksheet with comprehensive questions; they answered the questions using the information of the text. Finally, they shared some answers aloud and students discussed on their perception in this answers. Teacher asked students to answer not just using text information, but also integrating their own perceptions toward the questions; in this way, their thought critically in regards to the topic. Gender issue was implicit in the reading and questions, which seemed to facilitate students understanding on how gender worked in the activity.

### Lesson 2: Growing up equal

This class started with the pre-reading handout, students were asked to think the questions individual and in groups, then they unified their answers and stated their opinions. Some of the students preferred to state their own perception out the group. In this lesson was evident the gender patterns of working separately girls and boys.

Some answers from one group to another were different, we analyzed that despite being in the same context they brought different backgrounds and perceptions, by the way. After socializing the answers, they matched the new vocabulary in the game proposed, the new vocabulary seemed to be totally awkward for them because it was not easy to match it. Notwithstanding, they used tools like dictionaries to solve it.

Students started reading; some students used some reading strategies as skimming and scanning to find out the answers. Some others seemed to have difficulties with the vocabulary and understanding, however, teacher asked them to use the previous activity and take the vocabulary. They developed the worksheet and finally we debated on the reading's topic, they settled their perceptions and it was clear that girls and boys mainly think that chauvinism is a common topic to discuss.



## CONSCIOUSNESS UPON GENDER EQUALITY

They agreed and disagreed with some fragments of the reading and debated on them. Some students showed a deeper understanding because of their answers and supporting in the discussion, thus the students were involved in the topic and at the end of the class, and most of them showed a particular behavioral change in regards to the classmate's treatment, this was a climate of respect.

### Lesson 3: Gender Roles

This lesson as common followed our class procedure, in the pre reading the students were asked with closer relationship questions to the topic, which included specific information of their house parental role in specific topic such as job, money, responsibilities, and appropriateness.

This lesson seemed to call their attention when they wanted to show their own experiences in the activity, they worked alone because they activity aimed it. However, they shared their answers and compared them with their classmates. They were worried about the vocabulary but the teacher made a list of vocabulary using the reading and context. This activity showed that their consciousness on gender had been increasing along the classes, because they analyzed their answers deeper on how they wrote and produced, they asked the teachers to correct them.

When they socialized their answers, they used to be shy but this lesson allowed them to show confidence in what they wanted to say. They stated some facts about gender stereotypes about gender role in different situations and after reading and solving the worksheet was evident that they cloud strengthen their prior knowledge. They settled some topics which belong to our daily life and allowed students interest increase.

## CONSCIOUSNESS UPON GENDER EQUALITY

When they concluded the lesson, they highlighted the issues that were crucial in the analysis of the text and the questions, even most of them wanted to participate, teachers wrote some ideas on board and then asked some silent students to support them in order to enhance participation.

### Lesson 4: Rwanda - world's first women-led country

Following our implementation, we started the pre-reading questions, in this case we wanted to analyze their perceptions on gender stereotypes in regards of gender roles. The questions were related to women and men empowerment in politics, social and economic issues. These questions offered the answers required, however most of them preferred to answer in Spanish because of the vocabulary. Teachers wrote on board the vocabulary used and asked for some students to enhance the participation. Then, students participated more, and they could support their ideas with some specific topics related to the Colombian or Latin American culture and their prior knowledge.

In order to continue the sequence, we studied the vocabulary of the reading, thus we had the vocabulary around the room and they tried to match with the correct meaning using only inferring. At the end of the activity, teachers gave them the correct meaning and exemplified it with sentences that imply their real context. Some students create sentences using the vocabulary to practice.

When they read, they were focused on the specific details to solve the worksheet. They constantly asked about vocabulary but the teacher asked them to do a first reading, trying to get a general understanding of the topic and then try to figure out the worksheet topic. They lasted some time reading and answering, then they gave answers about the worksheet and

## CONSCIOUSNESS UPON GENDER EQUALITY

discuss on the meaning of some words, the situation in Colombia and the women's participation in the world.

In this lesson was evident that they seemed to change their perceptions and get involved with the topic, they reflected thinking more in what could be better for both more than what is the real life. Girls and boys stated that gender equality is the fault of the system and some changes are necessary. These lessons showed closeness between the group and the gap was less permanent.

### Lesson 5: Roberta Gibb, the First Female Boston Finisher

The contextualizing questions of this lesson had to do with gender inequality in some aspects of the daily life, specifically in sports life, which, nowadays, is changing towards the gender role participation aspect. Therefore the pre reading questions included some questions about women and men participation in sports and how they perceived their involvement, how this participation increase or decrease in the school context.

Teachers asked students to make it personal and stated their personal experiences and reflect in the current situation. They were able to answer and complete the activity without problem. We gave them the handout for vocabulary and solved doubts about the general context and use of this vocabulary in regards of the main topic.

They figured out the activity and then they proceeded to read and solve the worksheet, this reading was about a woman who participated in a sport competence and won, this achievement was transcendental in her career and also in women's sport careers. They asked some general questions of some structures and vocabulary, which were solved easily, teachers asked some students to solve these questions using their previous backgrounds and then with the teacher explanation.

## CONSCIOUSNESS UPON GENDER EQUALITY

Finally, they reflected on the society, the current changes and how these ones have been affecting or challenging in the gender life. They discussed the reading's topic and reflected using their own experiences in the school, home or even the Colombian context. The class integration between girls and boys increased and they worked and built conclusions together in an environment of respect and kindness.

### Lesson 6 why gender equality is good for everyone?

In order to create a critical thinking we chose a video related with a lecture about gender and race, in this video students tried to understand how roles work in our society, not only with gender, also with race.

First, we contextualized what the video was about, we gave some words that were important in the lecture, also we used subtitles for a better understanding, when students had questions, we answered and gave them vocabulary, for us it was very important that they understood what they video was about, in some cases we stopped the video because it was necessary for them and then we gave feedback related with the lecture that Michael Kimmel was giving. After the video we gave some space in order to share their opinions about gender and race.

Our students showed interest about the topic and they provided real situations, they gave some experiences that were very interesting and then we started to put in practice the questions for discussion that we had. Students' participation was much better that we expected, they participated during the class and they showed appeal for the topic, we could know their perceptions about gender and also they were concern and tried to give solutions to some topics that were showed in the video.

## CONSCIOUSNESS UPON GENDER EQUALITY

Lastly, the anterior paragraphs summed up in six lessons our pedagogical intervention, in the first lesson we worked about gender on comics, in the second one we analyzed a short reading upon growing up equal. In the third, we reflected on gender roles and stereotypes. In the fourth, we identified how political issues influence gender roles and lastly, the recognition of gender roles in sports.

### **Assessment process**

Formative assessment became a vehicle to develop the evaluation in the project. We defined formative assessment from Popham (2008) "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcome".(Pag. 5).

Through formative assessment, we wanted to aim two main objectives which were: To help students identify their strengths and weaknesses in reading comprehension, to target areas that needed work and recognize where students are struggling and address problems immediately.

We evaluated the reactions of the students in a formative way, which students expressed their thoughts and we gave them feedback. This feedback was a construction between teacher and classmates, which seemed students felt comfortable in speaking and writing and also were aware on their own learning processes. These following were the main aspects in this assessment.

- Involvement in the activity
- The position stated in each activity
- Their participation in each activity and their development indeed.

## CONSCIOUSNESS UPON GENDER EQUALITY

Formative assessment contributes to positive educational outcomes that were evident in the collaborative assessment process of students in their writings, this was an individual and group work always guided by us, we gave some question and students were asked to write and discuss on their perception towards the topic.

As was evident in the lesson plans, the activities included contextualizing questions, vocabulary and reading comprehension questions which allowed us to analyze how students faced it since the beginning of each activity. We observed some ideas and perceptions about gender equality in each text that they wrote and especially in the interaction that they reflected on.

We examined the self-assessment done by the students, they reflected in their self-perception, being aware of what they said and wrote. Consequently, in peer/assessment, students debated or refused in what their classmates said. Thus, we identify students' strengths and weaknesses. We supported these statements based on Black and Wiliam (1998) “all those activities are undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (p. 10).

At the end of the process, we perceived an environment of consciousness in regards to their self-assessment as well as in their peer-assessment, they were able to identify their stances in the class, thinking critically going beyond that only looking for a grade. They thought and reflected on their processes and realized how this changed their lives. Below there is a rubric, which expresses the criteria in our classes.

## CONSCIOUSNESS UPON GENDER EQUALITY

Rubric for Assessment Process: Formative Process

Category	1	2	3	total
<b>Involvement in the activity</b>	The student follows the instructions and participates poorly.	The student often participates in the activity but passively.	The student applied and discuss in class the knowledge learned. Ss asks questions, infers, debates and interact with his/her partners.	
<b>The position stated in each activity</b>	The student relates the topics to his/her experience but not state a clear position.	The student attempts to reflect upon previous knowledge but with little clarity.	The student reflects above and beyond and states well-articulated positions based on previous and current experiences.	
<b>Participation in each activity and their development indeed.</b>	The student is struggling to express his/her ideas.	Explanation shows some connection between concepts but deep understanding is not demonstrated.	Explanations show deep meaningful connection between concepts learned in class and the real world.	

**Figure 7. Assessment Rubric**

In this chapter, we described our instructional design, we stated our pedagogical objectives. At the same time, we defined our language, teaching and learning theories, explained detailed with some real examples obtained from our pedagogical intervention. On the other hand, we showed our setting, we specified the number of students, grade, socioeconomic level and the location of the school. We named each one of the lesson plans implemented, we were detailed on resources, activities and the role performed by teachers and students in each class and finally, we illustrated our assessment process.

In this chapter, we described our instructional design, we stated our pedagogical objectives. At the same time, we defined our language, teaching and learning theories, explained detailed with some real examples obtained from our pedagogical intervention. On

## CONSCIOUSNESS UPON GENDER EQUALITY

the other hand, we showed our setting, we specified the number of students, grade, socioeconomic level and the location of the school. We named each one of the lesson plans implemented, we were detailed on resources, activities and the role performed by teachers and students in each class and finally, we illustrated our assessment process.



## **Chapter Four**

### **Research Design**

This chapter presents and illustrates the research questions and objectives. Besides, it explains and delineate the research paradigm, type of study, setting and participants. In addition, it explains the data collection techniques, data collection instruments, the unit of analysis and finally, validity and reliability.

### **Research Paradigm**

This was a qualitative research study, which inquired on students' perceptions on gender. It was conducted in a natural setting where participants discussed and debated about socio-cultural issues in the different readings, understanding and analyzing the different social and human problems in gender.

We understood qualitative research from Shank (2002) as “a form of systematic empirical inquiry into meaning” (p. 5). By systematic he means planned, ordered and public, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience.

Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “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).

The following features stated by Creswell (Creswell, 2009) characterize our research process:

## CONSCIOUSNESS UPON GENDER EQUALITY

- Research is often conducted in the field, allowing direct interaction with the people being studied in their context.
- Researchers collect data themselves by examining documents, observing behavior or interviewing participants.
- The focus is on learning the meaning participants hold rather than the meaning brought in by the researcher.
- The researcher tries to develop a complex picture of the problem or issue by reporting multiple perspectives and identifying multiple factors involved. (p. 175)

The characteristics mentioned describe part of our research process, originally our natural setting, in this case the English class at school. Thus, there was an interaction with the students as participants of the study. Promoting Gender awareness in an English class where the data collected was focused on a collection of students' artifacts, teachers' journals, and questionnaires that allowed us to get specific details.

### **Type of study**

We used case study to analyze ten students' perceptions and reflections on the social issue. We wanted to understand the phenomenon through validating data from the interaction of the learners in classroom and the outcome expected.

The type of study developed in this research is Case Study. Yin (1984) "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." (p.23) Yin (2009) stated that the Case Study method permits investigators to recollect the meaningful features of real-life events. Along this research

project we collected and analyzed data from one specific group of students in seventh grade, while observing their performance in the English class (p.4)

Case study allowed researcher to closely examine data within a specific context. Case study works with small groups and limited number of participants. Case study explores and investigates contemporary real life events and their relationships.

We used case study to analyze students' perceptions on the social issue. We wanted to understand the phenomenon thought validating data from the interaction of the learners in classroom and the outcome expected.

### **Setting**

This study was carried out in a school located in Engativa, Bogota. This school offers education for students who belong to middle socio economic income. Its philosophy concerns on education in values for coexistence and productivity.

### **Participants**

The participants were teens between 14 and 17 years old. They were currently in tenth grade in a group of 35 students, 15 girls and 20 boys. We found students from all over the country, with specific traditions and features. Students' background are broad in term of cultural and personal issues. The school has students with different perceptions towards the English class; however, there were students interested, active and critical. In the other hand, there were some quiet, shy and calm. Taking into account the characteristics of the school and population, we decided to implement our pedagogical issue in order to obtain data that enrich our findings.

## CONSCIOUSNESS UPON GENDER EQUALITY

Out of the 35 students mentioned above we selected ten. The selection of these ten participants was a process of convenience sampling where the only criterion according to Dörnyei (2007) is the convenience of the researcher. The decision on these ten specific students was their interest and participation in class, they used to generate useful samples that contributed to the project. It is important to clarify that the level of the language varied among the participants.

### **Role of the teacher**

Our role in the classroom was as teachers-researchers, this role includes teachers as observers and listeners who get details in the classroom through students' reactions, teachers as examiners and explorers identifying aspects in order to answer the research questions, teachers-negotiators between the interest of the school and our own research purpose, and teachers-innovators generating new activities and knowledge for students through the implementation of Task Based.

### **Unit of analysis**

The purpose of this study is to understand how the ELT relates to English learning. The unit of analysis is the students' perceptions when engaged in gender equality reading activities. Our aim is to analyze how English learning is shaped by reading in order to arise consciousness.

### **Data Collection Techniques**

Data collection needs to be suitable to research results, therefore Johnson and Christensen (2004) claimed that some methodologists recommend taking an eclectic view of data and thus counting on any data that helps you understand your case and then answer

your research question (p. 379). Besides, we decided to focus on the instruments that would give us the better understating and analysis of process of students and their results.

The first technique we chose was observation: Lankshear and Knobel (2004) pointed out that its emphasis is on “collecting data in real life, everyday contexts” (p. 35). The kind of data resulting of this technique is entailed and often complex, written report and understanding of an event, process, etc. The second technique was Questionnaires: questionnaires are part of the group of data collection techniques that are collected by the researcher through the asking of questions. Rockford (reference cited by Mills, 2010) says that in “questionnaires participants will write out the responses on the form provided” and “Questionnaires allow the teacher researcher to collect large amounts of data in a relatively short amount of time (pg. 67)”. The third and last technique is Artifact Collection, which has its emphasis on “collecting pertinent ‘traces’, ‘props’ or ‘products’ used by research participants, or that are relevant to the problem area being studied” (Lankshear and Knobel 2004, p. 37). The kind of data collected helps build contextualizing data for the study.

### **Data Collection Instruments**

In data collection, we explain the techniques chosen in order to collect the data. We decided to use specific tools of each one of them to gather the valid information which gave us the answer for our research question. From the observation technique, we implemented field notes. The field notes “are those notes written in the ‘heat of the moment’ during observations of events, interactions, activities and so on” (Lankshear and Knobel 2004, p.35).

The type of observation is naturalistic observations, these are observations made by a researcher of research participants in their natural settings (Cozby & Bates, 2012). It is

## CONSCIOUSNESS UPON GENDER EQUALITY

critical that the researcher observe the phenomenon in its natural place (Trochim & Donnelly, 2008). Naturalistic observations studies may focus on groups of individuals like the employees of a business organization, athletes in a sports team, or students and teachers in the school (Cozby & Bates, 2012). We used a teacher's journal which we reported the behavior of the students, their answers, participation and the development of the class. Our main focus was in the debates, perceptions and reactions. The information collected was on the impact of gender equality as a social process in the classroom as well as an English learning process.

Following the technique Questionnaire, we carried out three with open questions. Questioning was the way we conducted this instrument, we developed three questionnaires, the first at the beginning of the intervention, the second at the third lesson and finally, the last one at the end of the process. These helped us to collect data and analyze their different perceptions. Paying attention to the Artefact Collection technique we gathered information from students' artefacts. Students' artefacts were composed by two, pre reading and handout. In the first one, we analyzed their previous perceptions on the topic based on their experience. Secondly, we explored their reflections through the reading activity and the pre reading, involving their experiences in a social context and their notion of the reading that arise their awareness.

### **Validity and Reliability**

According to Nunnan (1992) and Best (1984) in case study research is important to guarantee two kinds of validity, external and internal validity. In this research study, internal validity is guaranteed by using different instruments for gathering data to assertions made by the research, in order to avoid misinterpretation of the data from the researchers.

## CONSCIOUSNESS UPON GENDER EQUALITY

Validity is understood as the veracity of results and findings from a study and how data is actually connected with the initial purpose of the study in terms of accuracy, credibility, conformability and so forth (Merriam, 1998:207, Angen, 2000:379, Gay, Mills, & Airasian; 2009:375,).

Triangulation as strategy to validate qualitative research is understood as the comparison and analysis of data from different sources, methods, data and observations to confirm how the emerging findings actually fit into the data collected (Carpenter&Suto, 2008:152, Gay, Mills&Airasian; 2009:377, Merriam, 1998:204). In order to guarantee credibility in this research study, data triangulation was implemented by means of use of multiple sources to illustrate and define the themes and categories (Carpenter&Suto, 2008:153) the instruments, data collection and simultaneous review of the emerging themes were compared by the participants, confirming emerging assumptions.

Though, external reliability is guaranteed by framing the application of the research finding to a specific context; the finding has only application over the population involved in the research. Reliability has been commented by Merriam (1998:205) as the possibility for research findings to be replicated or implemented in another type of setting and obtain a similar result, in other words, how generalizable is the study (See also Gay, Mills&Airasian; 2009: 373).

The fidelity in explanation of the instruments, techniques and procedures implemented during this study give account of reliable research processes and ethics in the use of informed consent to the school academic director in order to request for permission and approval for the collection of data and work with the selected informers of the study, an

ethical tool with a detailed account of the nature of research and the importance for the academic context of the school (Liamputtong, 2007: 45, Miller&Boulton, 2007: 2202).

### **Ethical issues**

In regards to ethical issues it is highlighted that we were concerned with carrying out a research based on an ethical conception, we conducted this study considering the validity and reliability process Merriam (1998). Equally, we began this research process since the moment we asked for the school approval with the head teacher in November 2012 to carry out the study. (See Annex).

According to Merriam (2009) qualitative researchers are guests in the space where the investigation takes part for that reason it important to keep manners and a code of ethics in order to prevent research participants being harm by the researcher or by the research process. As researchers we decided to use a consent form. It had as a purpose to inform children's parents about the research project, this form guaranteed students, their privacy and personal information to be kept as secret and not revealed to third parties. This consent letter Promoting Gender Consciousness in class allowed us as researchers to observe the students. As a last point it was important as we gained credibility by obtaining parents' permission to do so.

In short, in this chapter we exposed the type of study; also, we announced the methodology used to develop this research study. In addition, we described the setting and we highlighted the criteria consider in the definition of the participants. Equally, we mentioned the instruments and techniques selected to collect data. Besides unit of analysis, validity, reliability and ethical issues.



## **Chapter Five**

### **Data Analysis**

In this chapter we present the procedures followed to describe students' perceptions in gender equality issues, we focused on asking questions about our students' opinions and responses that were built around gender equality activities that we implemented in our class sessions. The data for our analysis came from three different sources: journals, questionnaires and students' artifacts that were gathered and grouped by participants, and common categories. The procedures we followed in this analysis were based on grounded theory (Glaser and Strauss, 1960).

To start the process of analysis, we organized the data in a chart (see annex Table 3), we took into account Students' Artifacts, Journals, Questionnaires, Commonalities, Emerging Categories and Theoretical support as instruments and per participants according to the assigned numbers to each one, from 1 to 5 boys and girls in order to have more precise information; in this chart the themes identified students' perceptions. We used open coding (Corbin and Strauss, 1990), in which we implemented color marks that facilitated the interpretation of themes in data and commonalities, in order to explain in a convenience way, we translated some students' fragments by correcting some grammar and vocabulary mistakes.

The self-defined purpose of grounded theory is to develop theory about phenomena of interest, we used coding because this is a process for both, categorizing qualitative data and for describing the implications and details of these categories. The categories resulting from this grounded data analysis are betrayed in the next table (table 4).

**Table 2. Categories**

Research Question	Category	Characteristics
What are students' perceptions about gender equality?	1. A new awakening: from Social patterns to an educational proposal.	<ol style="list-style-type: none"> <li>1. Gender Role in EFL class</li> <li>2. Gender Stereotypes: Femininities and masculinities.</li> <li>3. Chauvinism: Gender inequality still persists.</li> </ol>

The findings were organized and one category emerged, A New Awakening: from social patterns to an educational proposal is a metaphor that represents education as a means to illustrate the participants' voices in regards to the reflections and discussions made in order to promote gender equality in the classroom. Thus, this category can be framed as stated by Shaull, (2005) 'Education either functions as a means of ensuring the adaptation of younger generations to the dominant social system or 'the practice of freedom,' the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (p.34)

Category: A New Awakening: from social patterns to an educational proposal

As the objective of our project was to describe the students' perceptions in gender equality through reading exercises, we called this category A New Awakening: from social patterns to an educational proposal because in their answers in worksheets and questionnaires, students displayed that in our society we still have stereotypes about

## CONSCIOUSNESS UPON GENDER EQUALITY

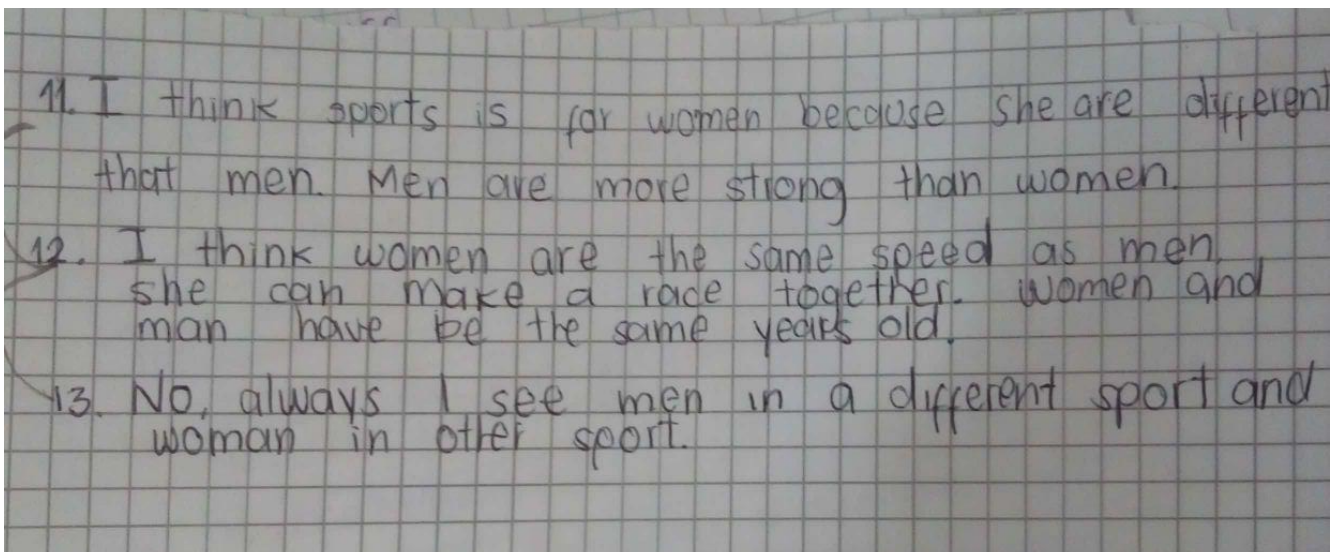
women' image in each lesson that we worked, however, students knew that these situations needed to change. We could foreground three elements within this category call “new awaking”, these elements are: gender role, gender stereotypes and chauvinism.

### 1. Gender role in the EFL class:

We identified the influence of each participant and how this role had an incidence in their answers. Thus, to promote gender equality in classroom, we encouraged students to participate and pay attention to gender dynamics during class. Students were able to understand the different roles that society has for women and men, one example of this is shown in the following annex, this student said: “men are stronger than women”.

(Corrected from teachers).

When students identified and categorized gender roles in specific situations, allowed us to understand their perception about superiority is the case of men and inferiority in women. This excerpt allowed us to realize about how gender roles are straightly defined and directed by social patterns and are spread since childhood.



(Artifacts student boy 2 questionnaire May 26th, 2016)

2. Stereotypes: social patterns in society Femininities and masculinities.

In the following excerpt, we could analyze the different factors which come from gender stereotypes that is a constant in our social process. Thus, we understood the stereotypes as the traditional patterns imposed by the society which in this research were affecting the integration between girls and boys. This is an example of femininities and masculinities, which clarifies a gender representation in a particular context that has a relation to some representations in social practices, these concepts are defined by Faulkner (2009) as “cultural notions of “feminine” and “masculine” behavior that are shaped in part by observations about what women and men do”.

There is a constantly battle between men and women arisen from social and gender identities and it is evident in some comments made by the students in the class discussions, the important aspects to highlight is the gender consciousness about gender in society.

We observed in the field notes that the process of reading was closely related to thinking; so that, students made sense of the world and also evaluated the information presented on the texts through the connections they made with their lives so they might be prepared to meet the daily challenges in their contexts. This refers to their experiences, the way they interpreted reality and their background knowledge. (Castillo, 2008)

enriched our research totally. They mentioned different aspects about how society interferes in the chauvinism, they said that many rules or traditions were established many years ago and we need to transform our minds, however some of them thought that we could not change these traditions because that is the reason people behave like this. Women and men did not agree at all in the discussion, however, we contributed as mediators and gave them some facts about the reading and the thematic of the class which helped in the reflection, we asked them to think beyond and explore possible solutions for these situations. They said that women need more interaction in the society so they need to study other careers. And men need to think that women are in the same level than they are.

(Teacher's Journal April 13<sup>th</sup>, 2017)

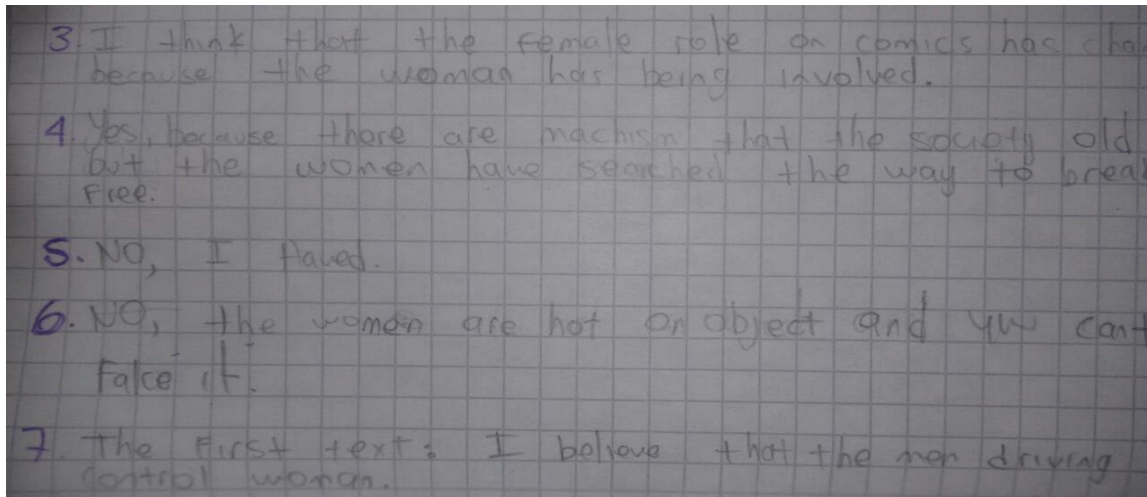
### 3: Chauvinism

We understood chauvinism as social behaviors and beliefs imposed by the society that is adopted by men and women. We could see in the annex below (girl 5) the relationship between reading process and her perception about chauvinism, she made a comparison between the reading and real life cases.

The sample of the artifact shown below presents girl's 5 answers to the following questions:

3. Why do you think that the female role on comics has changed?
4. Do you identify any kind of violence in the text? Yes/ no, support your answer.
5. Taking into account those texts, do you think that there are some things that you will change in comic's world?
6. Do you think that put woman in a specify role is good? Yes/no, why?
7. Make a short review about those texts, explain their points of view taking into account the different ages that the texts mention.

## CONSCIOUSNESS UPON GENDER EQUALITY



(Artifacts student girl 5 lesson: Women in the golden age, October 19th, 2016)

In the answer number seven, we found a comment about chauvinism from girl 5 who said ‘...I believe that men control women’, this comment allowed us to understand how some students had a pre-built conception of gender differences. When the student said: “men driving control women” (women are controlled by men) she referred specifically to the way the role of men is perceived in the society and how their powerfulness has the benefit to control women easily.

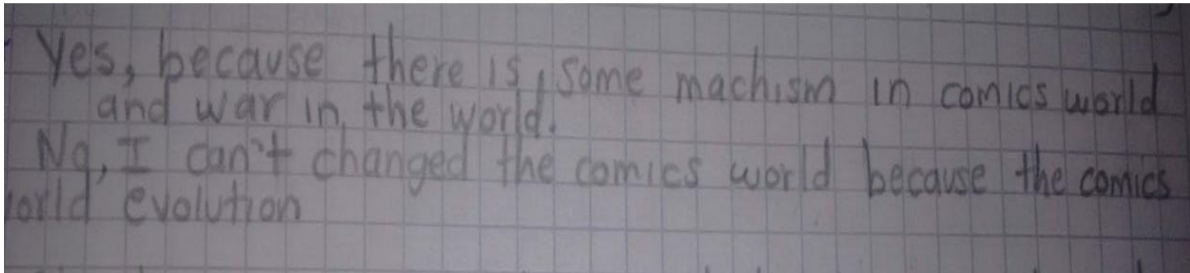
Since students started to understand the gender equality as a social issue, they were able to reflect upon different settings. In this sample students went beyond the classroom and analyzed gender equality in fictional settings, closely related to the reality. Through this lesson, students built new experiences and linked them with previous ones. Thus, participants could reflect on the issue of the class.

The following answers are taken from the lesson number one (Comic). The student showed his position in regards to the questions:

## CONSCIOUSNESS UPON GENDER EQUALITY

Do you identify any kind of violence in the text?

Taking into account those texts, do you think that there are some things that you will change in comic's world?



(Artifacts student girl 3 lesson: Women in the golden age, October 19th, 2016)

Along the process, students used the word 'machismo' or even 'chauvinism' in order to refer maleness behaviors or attitudes in their social context. In the journal extract below, we could identify the way students perceived gender in a social context, in this specific case, home. However, girls manifested their voice along the lesson and insisted in maleness as a way of violence against girls in the school but also boys showed that maleness understanding came from different context and this was the way they referred and integrated their experience to real life examples of gender equality.

This is evident in one teachers' journal, in which we observed the interaction among students. The voice of the students called our attention in these two exclamations: "Necesitamos que oigan nuestra voz" (we need people heard our voices) and "Mi papá es machista porque no deja trabajar a mi mamá" (my father is chauvinist because he does not allow my mother works) As it was evident, chauvinism is a constant in girls' and boys'

## CONSCIOUSNESS UPON GENDER EQUALITY

perceptions, and these excerpts allowed us to identify their understandings about gender in different social context.

The development of the class was positive when students seem to enjoy the discussion, because as the girls manifested "necesitamos que oigan nuestra voz", this point called our attention. Students reflected on the topic and related it to their own experience. For example, one boy said, "mi papa es machista porque no deja trabajar a mi mama".

(Teacher's Journal March 9<sup>th</sup>, 2017)

The characteristics that we mentioned before, made students reflect about the necessity that our society has in order to promote equality in gender, this element was important because they learnt through each reading that was worked in class. In one of our teacher's journals, we found that not only the students noticed changes along the process in regards to gender, when we were taking notes, we discovered students started thinking critically and deeply, despite gender roles differences were evident in the activities, meanwhile classes were developed, gender equality perception was evolving.

In the excerpt below, we can see how boys and girls showed sympathy, agreement and integration, for example, in the following annex, we could see that one girl said: "las mujeres necesitan empoderarse y salir del molde en que las tienen" (women need to empowered themselves and get out from the mold) and one boy restated his position by saying: "si las mujeres creen en lo que ellas son, los hombres no dominarían el mundo" (if women believe in what they are, men wouldn't control the world). These comments show how students' beliefs and interests were increasing through this learning process.



understanding and facilitated the reading. When they did the worksheet, they asked for some difficulties in the instruction, however we solved them. When they discussed, girls and boys agreed that inequality is present in our society that women feel inferior and they prefer to be silent. One girl student said "las mujeres necesitan empoderarse y salir del molde en que las tienen" another boy said "si las mujeres creen en lo que ellas son, los hombres no dominarían el mundo.". These kind of comments permitted the discussion and debate, however, in this lesson we realized that they worked together and their concepts and opinions were going in the same way.

(Teacher's Journal June 8<sup>th</sup> 2017)

The preceding samples showed students' ability of discussion and reflection towards a text based on personal beliefs and experiences by evaluating and considering the texts. They expressed their ideas by making judgments, debating and deciding the significance that the texts had for them (Pineda, 2004). At the same time, students expressed points of view towards the issues deciding the relation between the problematic in class and the issue in context. Besides, we supported the analysis with some fragments of the journals made in class, which showed some teacher's perceptions along the lessons.

## **Chapter six**

### **Conclusions**

Our research question, what are students' perceptions about gender equality? Was answered when raising collaborative constructions of gender consciousness in reading, debating and writing took place in each lesson. Students showed perceptions about gender, which they promoted equality and built experiences in order to change social patterns such as chauvinism, stereotypes or gender role. We made evident that along the process students changed their lack of interaction between girls and boys, at the end of the process, we could see that students realized about gender equality and how this affected their interaction and their connivance in the classroom. They started working together, the group work conformed same sex participations, a respectful interaction, collaborative work, in which they exposed their opinions and received a constructive feedback from boys and girls.

The main objective of this research was to explore students' perceptions on practicing readings about gender equality revealed the relationship between gender equality and reading throughout the level of gender consciousness that was obtained from their daily life experiences. Explore the students' perception allowed the interaction between previous knowledge and the construction made in classes that allowed their increase of consciousness.

We can conclude that in reading, it is necessary the use of strategies, to enhance and promote a better understanding, such as, pre-reading, vocabulary, contextualization questions, which allowed students to explore their abilities on reading by reflecting upon a

## CONSCIOUSNESS UPON GENDER EQUALITY

social issue. Reading facilitated a comprehension of the context and an understanding on the English language as vocabulary or grammar structures.

The involvement of social practices and English learning resulted in the benefit of the participants in cognitive and social aspects, which allows a critical view of the real life and the consciousness on the behavior practices. Our teaching practices permitted students to reflect upon social issues through reading fragments that involved social practices in gender and students' previous experiences related to gender equality in order to obtain a proposal, which battled the social patterns.

### **Pedagogical Implications**

As teachers, we can conclude that it is important to teach our students English through social issues, we can improve English skills by the use of social issues in order to promote their critical perceptions about different topics. We can help students by giving the necessary tools for understand a text by the use of attractive and current topics that enhance students' learning.

English teaching is not only the learning of reading, writing, listening and speaking skills, it is also a contribution for our society in order to reflect and provide a meaningful learning, which involved not only grammar but also social performances that allowed our students to obtain a deep understanding of their surrounding and motivate them to think critically by interacting in different social activities.

The implementation of task based supported by experiential learning facilitated the integration of the students in different activities proposed in the lessons. We used students' previous experiences in order to re-think the social patterns imposed by societies and

## CONSCIOUSNESS UPON GENDER EQUALITY

change students' view by obtaining their perception when they read and debate. Social interactionist made evident the students' perceptions about gender.

Finally, our proposal involved social issues when teaching English, thus we promote students' participation in our classroom. We teach the language meanwhile we reflect upon social issues. Teachers need to innovate by adapting and creating new material, which contain reading and writing components.

## References

- Aikman, S. and Unterhalter, E. (2006) Introduction. In: Aikman, S. and Unterhalter, E., Eds., *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, Oxfam GB, Oxford, 1-15.
- A. Showkeen and N. Zebun (2014), *Assessment and Understanding of Gender Equity in Education in Jammu and Kashmir*. India. Taken from: <https://eric.ed.gov/?id=ED550878>
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74. <http://www.amle.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>
- Biswas, A. and Agrawal, S.P. (1994) *Development of education in India*. Concept Publishing Company, New Delhi, 359.
- B. Beth (2014), *Diversity in Literary Response: Revisiting Gender Expectations*. The iSchool, University of Missouri. *Journal of education for library and information science*. Taken from: <https://eric.ed.gov/?id=EJ1074297>
- Carolyn A. , Christopher A. , Mary J. , Elizabeth S., Paulina A. , David J. (2015). *Adolescents' use of reading comprehension strategies: Differences related to reading proficiency, grade level, and gender*. Department of Pediatrics, Children's Learning Institute, University of Texas Health Science Center Houston, Houston.
- Cromley, R.A. and Azevedo, R. (2007). Testing and refining the direct and inferential mediation model of reading comprehension. *Journal of Educational Psychology*, 99(2), 311-325.
- Denzin, Norman K. and Lincoln, Yvonne S. (2000, 2ed Ed.). *Handbook of Qualitative Research*. London: Sage.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.

Garrison, C., & Ehringhaus, M. (2007). Formative and summative assessments in the classroom. Retrieved from: [http://schools.nyc.gov/NR/rdonlyres/33148188-6FB5-4593-A8DF-8EAB8CA002AA/0/2010\\_11\\_Formative\\_Summative\\_Assessment.pdf](http://schools.nyc.gov/NR/rdonlyres/33148188-6FB5-4593-A8DF-8EAB8CA002AA/0/2010_11_Formative_Summative_Assessment.pdf)

Gosen, J., & Washbush, J. (2004). A review of scholarship on assessing experiential learning effectiveness. *Simulation & Gaming*, 35(2), 270-293.

Grossman, Herbert; Grossman, Suzanne H. (1994). *Gender Issues in Education*. Allyn & Bacon; English Language edition

Hymes, D. (1972). *Ethnography of Communication*. Dell Hymes and the Ethnography of Communication, 87-87.

Kapungu RS (2007). *The Pursuit of Higher Education in Zimbabwe: A Futile Effort? A Paper Prepared for the Centre for International Private Enterprise (CIPE) 2007 International Essay Competition on 'Educational Reform and Employment Opportunities'*

Keogh, K., Sterling, L., & Venables, A. (2007). A Scalable and Portable Structure for Conducting Successful Yearlong Undergraduate Software Team Projects. *Journal of Information Technology Education: Research*, 6(1), 515-540.

Stringer, E. T. (2008). *Action research in education* (2nd Ed.). New Jersey: Pearson.

Lincoln, Y. and Guba, E. (2000). Paradigmatic Controversies, Contradictions, and Emerging Confluences in Denzin, N and Lincoln, Y (Ed.). *Handbook of Qualitative Research*. London: Sage Publication Inc.

Lillis, T. M. (2001). *Student Writing: Access, Regulation, Desire*. New York: Routledge.

Rousseau, J.-J. (2008) *Emile*. Translated by Foxley, B., Biblobazaar LLC. Charleston, 451.

## CONSCIOUSNESS UPON GENDER EQUALITY

Shank, G. (2002). *Qualitative Research. A Personal Skills Approach*. New Jersey: Merrill Prentice Hall.

Sahin, E. (2014) Gender Equity in Education. *Open Journal of Social Sciences*, 2, 59-63.  
<http://dx.doi.org/10.4236/jss.2014.21007>

Tudor, I. (2001). *The dynamic of the language classroom*.

Van den Broek, P., & Espin, C. A. (2012). Connecting cognitive theory and assessment: Measuring individual differences in reading comprehension. *School Psychology Review*, 41(3), 315-325.

Vygotsky, L. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: The MIT Press.

Yovanoff, P., Duesbery, L., Alonzo, J., & Tindal, G. (2005). Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice*, 24(3),

Watkins K (2000). *The Oxfam Education Report*. London: An Oxfam Publication.

## Annexes

### Annex 1: Consent form

Consent Letter

Bogotá, D.C. 25 de 2012

Señores:

Padres de Familia

Queridos padres de Familia:

Somos docentes e investigadores en formación de la Universidad Distrital Francisco José de Caldas quienes actualmente desarrollamos nuestro proyecto de grado en el colegio donde su hijo (a) actualmente estudia, esperando poder retribuir a la comunidad estudiantil con nuestra labor. Por medio de la presente queremos solicitarle su consentimiento para llevar a cabo una investigación, cuyo propósito es PROMOVER LA CONSCIENCIA DE GENERO EN STUDANTES DE DÉCIMO GRADO A TRAVES DE LA LECTURA. En el transcurso de esta investigación a los estudiantes seleccionados serán entrevistados y observados durante sus clases de inglés, además que se recolectaran datos escritos. Es importante aclarar que la identidad de los estudiantes se mantendrá en el anonimato ya que sus nombres serán remplazados por unos ficticios. La participación de los estudiantes es totalmente voluntaria.

Gracias por su colaboración.

Edison Javier Aguilar

Ivonne Andrea Villamil

Docentes e Investigadores en formación.

Firme si está dispuesto a participar y dejar que su hijo o hija participe en el proyecto de investigación.

Nombre Estudiante Nombre Padre de Familia / acudiente

\_\_\_\_\_



Annex 2: Lesson Plan



**Women in the Golden Age of Comics**

The Golden Age was the time from 1930s to the 1940s and where women developed their role in comics, which would impact later women roles in comics. This time was truly golden for the comics as they had evolved from comic strips though during this era, women in comics weren't really people with super abilities. These girls' powers were successful careers, girls who were involved in romance stories or perky teenagers who were dreaming of guys. Comics during this time were developing themes, such as the lone woman taking care of children and filling in her husband's jobs (think World War II).

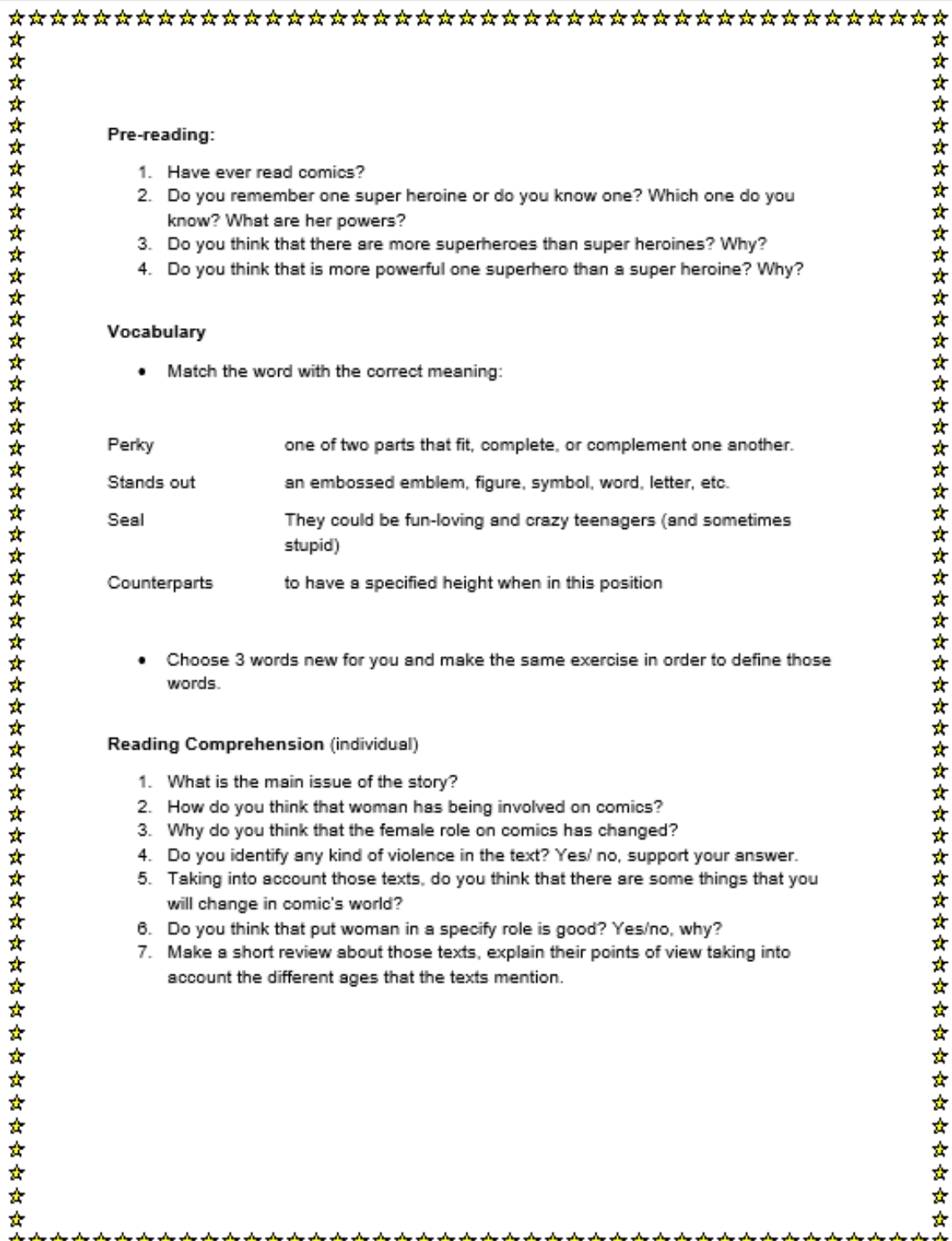
Comics were also discovering new genres, like romance, action, mystery and crime, humour and teen-themed. The diversity was dwindling during the 50s because new mediums of entertainment were being invented. For example, the radio was very popular as radio was a free way of getting their daily dose of fiction. The fact the Dir. Fredric Wertheim's book *Seduction of the Innocents* was released had accused comics for being responsible for the anti-social behaviour. In reaction to that, the Comics Code was imposed, and thus began the dwindling of sales regarding comics. However, there were three types of characters for women in comics and they were: Perky Teenager Role, Romantic Role and Career Orientated Girls.

**Super heroines.**

There was a time when most super heroines were always secondary in all aspects when compared to their male counterparts and even then not many "stands out" as a superhero figure in the comic world. But with the gender and cultural barrier being thinned out, super heroine's starts to gradually seal their place and at the same time becoming equally important as others. Being just as capable as other male superheroes, super heroines can do well enough on their own. There are a number of super heroines that can go toe-to-toe against several more formidable foe. One of the most well-known is Diana Prince a.k.a Wonder Woman with powers that includes superhuman strength, flight, healing factor as well as speed is capable of taking on the Four Horsemen of Apocalypse and even some members of the Justice League.



Nowadays, comic characters tend to have a more realistic approach towards their background or lifestyle - super heroines are no exceptions. The needs of super heroines are no different from those of a modern women. This is because most super heroines are superior in a lot of ways compared to normal people but this actually makes it even harder for them to cope or blend in. With their abilities, most of them are well to do individual compared to others but this does not exclude them from struggling with their normal/superhero life. The dealing of this problem is shown exceptionally by Karen Starr a.k.a Power Girl as she struggles to keep her global corporation from falling apart and at the same time fighting off powered villain as Power Girl.



**Pre-reading:**

1. Have ever read comics?
2. Do you remember one super heroine or do you know one? Which one do you know? What are her powers?
3. Do you think that there are more superheroes than super heroines? Why?
4. Do you think that is more powerful one superhero than a super heroine? Why?

**Vocabulary**

- Match the word with the correct meaning:

Perky	one of two parts that fit, complete, or complement one another.
Stands out	an embossed emblem, figure, symbol, word, letter, etc.
Seal	They could be fun-loving and crazy teenagers (and sometimes stupid)
Counterparts	to have a specified height when in this position

- Choose 3 words new for you and make the same exercise in order to define those words.

**Reading Comprehension (individual)**

1. What is the main issue of the story?
2. How do you think that woman has being involved on comics?
3. Why do you think that the female role on comics has changed?
4. Do you identify any kind of violence in the text? Yes/ no, support your answer.
5. Taking into account those texts, do you think that there are some things that you will change in comic's world?
6. Do you think that put woman in a specify role is good? Yes/no, why?
7. Make a short review about those texts, explain their points of view taking into account the different ages that the texts mention.

<p>Results section</p>	
<p>The first teaching stage of the project is focus on identifying the topic.</p> <p>The first research question was "Have ever read comics??"This involved analyzing classroom discourse to determine if they were acquainted with this topic.</p> <p>The second research question involve the first one but here we try to emphasize in women, so e can see that this point is base don Pre-reading.</p> <p>The second stage shows that in reading comprehension they gave their opinions about Comics' world and the role that women have had on this.</p> <p>For example when analyzing the critical position many of the students said that woman have been evolucionated on it because they are more independent that in other time, they said that in the Golden age women are seen like the typical housewife whom is in home and take care of her family. Although many students think that comic's world is made most for boys than girls they highlight that comics have changed and they show powerful and independent women.</p>	<p>Restates the research question</p> <p>Outlining how this research question is to be assessed <b>How may Critical Discourse Analysis strengthen the students' reading skills?</b></p> <p>We consider that it has increase because they did this section by their own, they were able to understand the questions and also the text.</p> <p>In this research question <b>What are students' perceptions about gender?</b> We think that all students see that women have changed over the years because nowadays women are more independent than before and their role has changed in our society not only in comic's world.</p> <p>Results:</p> <p>Discussion/ analysis of results</p>

## CONSCIOUSNESS UPON GENDER EQUALITY

### Annex 3: Student's Artifact

1. What are the responsibilities of a father to a family?
2. What are the responsibilities of a mother to a family?
3. What habits are supposed as appropriate for men but inappropriate for women?
4. What behaviors are supposed as appropriate for men but inappropriate for women?
5. What jobs are supposed as appropriate for men but inappropriate for women?
6. In your home, who does the cooking, cleaning and household chores?
7. Are there more male or female managers and executives? Why do you think this is?
8. What jobs do men do and women not do in your country?
9. Do men/men friendships differ from women/men or women/women friendships? How?
10. Who do you think has life easier, girls or guys? Why?

① the fathers have to feed your children  
the fathers have work for the children.  
the fathers have care your children.

② the mothers (sh) have love kids  
the mothers have to work for children.

③ Men's have not to cook and men's  
have no to clean the house.

Womens (s) have no to smoke y  
men's have to drive your car.

④ Womens (sh) have not to burp.  
Womens are more clean than men's.  
Womens know on table manners.

⑤ Women (s) has no to drive transmitters.  
Women are not for constructions.  
Women are not for drive construction  
machines.

Men are not for artistic.  
Men are not for interior design.  
Men are not for house cleaning.

- ⑥ In my home, my mom cooking and cleaning with my brother.
- ⑦ There are most male managers because men are more ruder and more strong than female.
- ⑧ Women are not in the construction or informatic engineering or related with computers or games (video games).
- ⑨ Yes, because women are more polite and delicate and men are more for sports and men are rude.
- ⑩ Girls have a more ~~at~~ easy life because they have everything and people work for women and have rights for works.

Annex 4: Teacher's Journal



**UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS**

*Auto evaluación y Acreditación Compromiso Social U.D*

**SCHOOL OF SCIENCES AND EDUCATION**

**PEDAGOGICAL EXPERIENCE & RESEARCH IN SECONDARY SCHOOL I**

**REFLECTIVE JOURNAL**



**PRE-SERVICE TEACHER: DATE:**

**TIME: 2 hour**

**OBSERVER: Ivonne Villamil- Edison Aguilar GRADE: Tenth**

**SESSION: 2**

**TOPIC: Growing up Equal**

1. According to what I planned, what could I do? What difficulties did I have? Why?  
(Possible categories)

In the development of this lesson, we planned to develop an activity of contextualizing questions which worked as a means to activate knowledge. Students received the question and were asked to relate them to previous knowledge of experiences. However, they were asking for some unknown words and manifested that they did not know how to answer in English. When we were socializing the question, it was difficult to manage the activity in English, but we pushed them to make an attempt. Students discussed on the topic and stated their answers, this exercise evidence that boy and girls still worked separately. In regards to the answers they used to say that 'machismo' is evident in teacher's treatment and activities and at home, when only the father works and as conclusion boy and girls said that they deserve the same education.

2. During the class, which were the positive and negative (if any) aspects? Explain.

The development of the class was positive when students seem to enjoy the discussion, because as the girls manifested "necesitamos que oigan nuestra voz", this point called our attention. Students reflected on the topic and related it to their own experience. For example, one boy said, "mi papa es machista porque no deja trabajar a mi mama". Another positive aspect is that although student said that they didn't know how to write in English, they did their best. As negative aspects, we could say that the level of the language is the most difficult aspect in class, because they spent much time trying to figure out the question, readings and writings.

## CONSCIOUSNESS UPON GENDER EQUALITY

3. According to the objectives planned for the class, did I reach them? What did I evaluate? How did I evaluate? Were there any difficulty?

Taking into account our objectives, we reached them, after analyzing the activities and the results, we figure out that students were able to understand the concept of gender in the role, in the discussion, some students mentioned that " el genero hoy en día tiene problemas por los estereotipos que la gente se crea", that actually was the main topic of the reading. They used some facts or examples using real life and the reading to get their answers. Students told us that the reading helped them to see thing that they used to avoid, example " nosotros sabemos que existen pero no les ponemos cuidado" and finally, we could realize that students were focused on the reading and although the language was not easy to understand, they used the dictionary and asked the teacher in order to develop the activity. The evaluation did not depend in a specific result, we did not specific they answered the worksheet completely, but we focused our assessment in analyze their enrolment in the discussion, their participation and reflection.

4. What do I need to take into account for the next sessions according to the aspects related above?

---

We analyzed that in their writings they used to be very specifics, therefore, for the next session we pretend to make them expand their answers, providing examples or long arguments for their answers.

5. Possible wonderings/ideas/questions to be researched.

We wanted to know if the reflections made in class contributed on the social role or simply It stayed in the classroom discussions.



## CONSCIOUSNESS UPON GENDER EQUALITY

### Annex 5: Questionnaires

#### Questionnaire 1:

1. **In your house:** Does your mother have the same responsibilities that your father? yes/ no  
Why? Which ones?
2. **In the school:** Do female students have the same participation that male students have?  
yes/no Why?
3. **In the society:** Do women have same conditions than men have? yes/no Why?  
Do women have better jobs than men?

#### Questionnaire 2:

1. Who do you think are stronger, boys or girls? why?
2. Who have best performance in the school, girls or boys? Why?
3. Who respect more, girls or boys? Why?
4. Who is more careful, a boy or a girl? Why and how?
5. How do you describe the differences that are between women and men?

#### Questionnaire 3

1. How can you define gender equality?
2. Is there in your classroom equality between girls and boys? Why?
3. Do boys and girls deserve the same treatment in: jobs, education, home? yes/no,  
Why?
4. when you are working in groups, do you prefer to work with girls, boys or both? Why?
5. In sports, do you prefer have in your team girls, boys or both? Why?

**Table 3: Data Analysis (Color Coding)**

Lesson: Comic Women in the golden age of comics

Students' Artifacts	Journal	Questionnaire	Commonalities	Emerging Themes	Theoretical support
<p>Girl 1  <i>"...men have more power in the world and comic's world is from the men than women..."</i></p>	<p>"...here we could see her perception about the power that men had on comics. In other hand, she contrasts her answer with the next question: <i>"Do you think that is more powerful one superhero than a super heroine? Why?"</i></p>	<p>"...Yes. Women and mens have the same capacidades ..."</p>	<p><i>Girl 1...men have more power in the world and comic's world is from the men than women...:</i></p> <p><i>Girl 4 "Yes, I think that in society there are always more superheroes because they are men and they are sexist."</i></p>	<p>Men have more impact than women.</p> <p><b>Inequality</b></p>	<p>Gender inequality is not perpetuated exclusively through differential access to and control over material resources. Gender norms and stereotypes reinforce gendered identities and constrain the behavior of women and men in ways that lead to inequality (Ridgeway, 2011).</p>
<p>Girl 2  <i>"...Yes, because are more developed in the comics and movies while super heroines not so much..."</i></p>	<p>"...The student made the comment that in movies we can see that men participate more than women..."</p>	<p>"No, always I see men in a different sport and women in other sport"</p>	<p><b>Girl 2 "No, always I see men in a different sport and women in other sport"</b></p> <p><b>Girl 3 " Yes, in the society people think that men are stronger than women..."</b></p>	<p>Women and men have different roles in our society  <b>Gender Stereotypes</b></p>	<p>Gender stereotypes are generalized beliefs about the characteristics and qualities attributed to men and women in society (Eagly, 1987).</p> <p>In general, men are characterized as aggressive, risk-taking, decisive, and autonomous (argentic attributes), whereas women are</p>

CONSCIOUSNESS UPON GENDER EQUALITY

					<p>characterized as kind, caring, relational, and humble (communal attributes). Evidence suggests that gender stereotyping is present as on qualities believed to be necessary to succeed in business, women are generally seen as inferior to men (Marlow, 2002).</p>
<p><b>Girl 3</b> “...machismo is a kind of violence”...</p>	<p>“ ‘machismo’ is evident in students’ environment, they know how stereotypes can influence in their lives.</p>	<p>“ Yes, in the society people think that men are stronger than women...”</p>	<p><b>Girl 3</b> “...machismo is a kind of violence”... <b>Girl 5 Yes,</b> <i>because I believe that the society who created comics were machismo”</i></p>	<p>In our society we can find that women are affected by some maleness actions <b>Maleness</b></p>	<p>Maleness is dependent upon a number of essential additive steps in the developmental process in order to produce those changes in reproductive physiology and behavior that characterize the male. LEVINE,(1971)</p>

CONSCIOUSNESS UPON GENDER EQUALITY

<p><b>Girl 4</b>          “Yes, I think that in society there are always more superheroes because they are men and they are sexist.”</p>	<p>“We were working on gender equality, some students said that men have more benefits than women.”</p>	<p>“Same rights for everybody.”</p>	<p><b>Girl 4 “same rights for everybody.”</b>  <b>Boy 1 “women and men have the same skills”</b></p>	<p>Men and women have the same conditions  <b>Gender Role</b></p>	<p><i>Gender Equality</i> means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.          • March, C., (1999)</p>
<p><b>Girl 5</b>          “Yes, because I believe that the society who created comics were machisim”</p>	<p>“‘machismo’ is evident in students’ environment, they know how stereotypes can influence in their lives.</p>	<p>“...there is more opportunities for the man.”</p>			
<p><b>Boy 1</b>          “I think that the womens in the comics are the inspiration of the superheroes.”</p>	<p>“Women are important because they are the reason of all the adventures that comics have”</p>	<p>“women and men have the same skills”</p>	<p><b>Boy 1 “women and men have the same skills”</b>  <b>Boy 4 “women and men can do the same things”</b></p>	<p>Men and women have the same rights  <b>Gender Role</b></p>	<p>Gender equality in different ways, including conceptualizations that encompass a mixture of equal access to resources and assets and equal access to dignity and integrity. (Verloo and Lombardo, 2007).</p>

CONSCIOUSNESS UPON GENDER EQUALITY

<p>Boy 2  <i>“the beautiful damser in danger”</i>  <i>“The womans they can do more things”</i></p>	<p>“Women are important because they are the reason of all the adventures that comics have”</p>	<p>“the female politicians are better”</p>	<p>Boy 2 <b>“the female politicians ares better”</b>                  Boy 3<b>“women and men deserve the same things and the same rights, we all have the same capacities”</b></p>	<p>Women and men deserve to have the same opportunities  <b>Gender Role</b></p>	<p>Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society. March, C., (1999)</p>
<p>Boy 3                  “Not, the womans can be everything they want”                  “...I think in this time the writers consider the role of the woman in the comics like a real super heroes and don’t a housewife”</p>	<p>“women and men deserve the same things and the same rights, we all have the same capacities”</p>	<p>“because there are many stupid people, don’t want to open the minds”</p>	<p>Boy 4  <b>“women and men can do the same things”</b>  <b>“women and men deserve the same things and the same rights, we all have the same capacities</b></p>	<p>Women and men have the same rights  <b>Gender Role</b></p>	
<p>Boy 4                  “I change because now there are less sexist”</p>	<p>“Students have seen the develop of women because before they did not have participation on our society”</p>	<p>“women and men can do the same things”</p>	<p>Boy 3 <b>“...I think in this time the writers consider the role of the woman in the comics like a real super hero and don’t a housewife”</b>                  Boy 4  <b>“I change because now there are less sexist”</b></p>	<p>The role of women have changed and now their participation is more frequent  <b>Gender Role</b></p>	

CONSCIOUSNESS UPON GENDER EQUALITY

Students' Artifacts	Journal	Questionnaire	Commonalities	Emerging Categories	
<p><b>Girl 1</b>                      "... some teacher in diferents schools are machistas and feminism"                      "...Boys and girls deserve equality"</p>	<p>" 'machismo' is evident in teacher's treatment and activities and at home, when only the father works"                      " as conclusion boy and girls said that they deserve the same education."</p>	<p>"una mujer femenina deberia ser vestida elegante, sofisticada, con maquillaje, tacones, cosas de mujeres"                      " una mujer debe ser femenina, usar ropa rosada..."</p>	<p><b>Girl 2</b>                      "...The boy are very sexist"                      "...all deserve the same education"</p> <p><b>Girl 1</b>"...Boys and girls deserve equality"</p>	<p><b>Women and men deserve the same things</b>  <b>Gender Role</b></p>	<p>Gender expertise is an important element for progressing in gender equality policies, both because policymaking is informed by gendered knowledge and because policy actors who share a higher gender awareness are more likely to effectively implement gender equality policies (Beveridge and Nott 2002; Verloo 2001; Walby 2005).</p>

CONSCIOUSNESS UPON GENDER EQUALITY

<p><b>Girl 2</b>          ‘...The boy are very sexist’          ‘...all deserve the same education’</p>	<p>“ as conclusion boy and girls said that they deserve the same education.”          “          ‘machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>“ deberia ser cariñosa y amable”</p>	<p><b>Gender Stereotypes Chauvinism inequality</b></p>		
<p><b>Girl 3</b></p>	<p>“ as conclusion boy and girls said that they deserve the same education.”          “          ‘machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>“ a girls femine be delicaded”          “the differences of gender emphasis when birth”</p>	<p><b>Gender Stereotypes Inequality</b></p>		

CONSCIOUSNESS UPON GENDER EQUALITY

<p><b>Girl 5</b>          ‘no, because machista activities’          ‘...sometimes they are not treated in the same way’</p>	<p>“ ‘machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>‘ delicada, grandiosa, bella, hermosa’          ‘ cuando los papas le dicen a sus hijas que jueguen con muñecas, si son niños que jueguen con carros’</p>	<p><b>Girl 5</b>          ‘...sometimes they are not treated in the same way’  <b>Boy 1</b> ‘ Boys and girls yes should receive the same education”</p>	<p><b>Gender Role</b></p>	<p>Gender equality can be conceptualized as a problem of achievement equality as sameness (this is linked to the strategy of equal opportunities), or of affirming difference from the male norm (positive actions fit with this approach, although they are not limited to it), or of transforming all established norms and standards of what is/should be female and male (gender mainstreaming has been considered as a strategy suitable to achieve this) (Rees 1998; Walby 2005; Squires 2005; Verloo 2005a)</p>
--	---	--	---	---------------------------	--



CONSCIOUSNESS UPON GENDER EQUALITY

<p>Boy 1          “not, the girls and boys no treated in the same way”          “Boys and girls yes should receive the same education”</p>	<p>“ as conclusion boy and girls said that they deserve the same education.”          “ machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>“ bien arreglada , que no muestra nada morboso”          “ de pequeños porque cuando entran al colegio ya les comienzan a ser bullying por vestir de rosado”</p>	<p>Girl 5          “ cuando los papas le dicen a sus hijas que jueguen con muñecas, si son niños que jueguen con carros”          Boy 1          “ de pequeños porque cuando entran al colegio ya les comienzan a ser bullying por vestir de rosado”</p>	<p>Society educate us in many aspects that we usually do not see  <b>Gender Stereotypes</b></p>	<p>men and women vary in the extent to which they identify with masculine or feminine characteristics , i.e. people may see themselves as more or less masculine or feminine (West &amp; Zimmerman, 1987) and this identification influences their attitudes towards stereotyped tasks (Nosek et al., 2002).</p>
<p>Boy 2          “no, girls are not treated in the same way”          “yes, teacher receive training on how deal with gender differences because there are difficult”</p>	<p>“ machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>“women are educated, friendly , judicious”</p>	<p>Boy 2          “no, girls are not treated in the same way”          Girl 5          “...sometimes they are not treated in the same way”</p>	<p><b>Gender Equality</b></p>	<p>Gender equality is a contested notion. Its contested character is obscured partly by its frequent appearance as a harmonious and a conflictual concept, either due to a tendency to homogenize diversity under a dominant norm (Verloo 2005a</p>

CONSCIOUSNESS UPON GENDER EQUALITY

<p>Boy 3          “no, for example, run more and girls less”          “no, because the boys do more and girls less”</p>	<p>“ ‘machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”          “el género hoy en día tiene problemas por los estereotipos que la gente se crea”          “mi papa es machista porque no deja trabajar a mi mama”</p>	<p>“ una mujer femenina deveria ser judiciosa, femenina y respetuosa”</p>	<p>Boy 3 “ una mujer femenina deveria ser judiciosa, femenina y respetuosa”          Boy 2 “women are educated, friendly , judicious”</p>	<p>Women and man have some specific characteristics          Gender Stereotypes</p>	<p>younger children show less gender stereotyping than older children (Durkin &amp; Nugent, 1998), and</p>
---	--	---	---	---	--

CONSCIOUSNESS UPON GENDER EQUALITY

<p>Boy 4          “Yes, teacher should receive training on how deal with gender differences because there are many problems of gender”          “ in the school, girls and boys don’t treated in the same way”</p>	<p>“ ‘machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>“ una mujer femenina debe ser aquella que se distinga por su personalidad y decensia”          “las diferencias de género empiezan desde pequeños porque es cuando decidimos...”</p>	<p>Boy 5 “yes, because people shouldn’t have gender differences”          Boy 4 “ in the school, girls and boys don’t treated in the same way”</p>	<p>Gender Role</p>	<p>Connell (1987, 1992, 1995) argued that gender has been constructed as part of each society throughout history, a view that is consistent with the belief that gender is something that people do rather than part of what people are (West &amp; Zimmerman, 1987)</p>
<p>Boy 5          “no, teacher treated better of the girls”          “yes, because people shouldn’t have gender differences”          “ yes, because we have to be treated equal”</p>	<p>“ as conclusion boy and girls said that they deserve the same education.”          “ ‘machismo’ is evident in teacher’s treatment and activities and at home, when only the father works”</p>	<p>“ debe ser amable y sencilla”</p>	<p>Boy 4 “ una mujer femenina debe ser aquella que se distinga por su personalidad y decensia”          “las diferencias de género empiezan desde pequeños porque es cuando decidimos...”          Boy 5 “ debe ser amable y sencilla”</p>	<p>Gender Stereotypes</p>	<p>(Susskind, 2003) indicated that children do not ignore counter stereotypical information, and the presentation of such information may be a way to diminish gender stereotyping. Thus, when children see fathers cooking and mothers performing home repairs, these observations may act to decrease stereotyping by breaking down illusory correlations.</p>