

## Appendix J. Memos Observations

### MEMO 1

**CATEGORY:** Contextualized topics.

**SUBCODES OR SUBCATEGORIES:**

- Colombian culture
- “T brings the example of Indian culture to the class” (in-vivo code)
- Personal experiences

**RAW DATA:**

T adds 2 that are found in Colombia
T mentions the “traditional family”, he says “there are more”
–“monoparental family” “it is self explanatory” he clarifies this is not included in the book.
Talks about the monoparental families that are conformed by non-heterosexual parents.
T clarifies that it is a cultural problem, T says that Colombian culture thinks that women are the ones in charge of babies.
T Makes the Ss realize that in the past it was believed that women were the best for the teaching profession he also brings that thinking to the classroom making Ss realize that the majority of people in the classroom are women.
T brings the example of Indian culture to the class, he says that there they marry young girls to fifty-year-old men, he also comments that society says that you have to accept this type of behavior because it is typical behavior of those cultures, however, he doesn’t agree with that thought even though it is something cultural.
T says two people when talking about relationships, he also points out the reason for calling a couple “two people” he says :“two people because it could be a man, a woman, two men, two women...”
T brings the example of Diomedes and says that not all men are like Diomedes.
T asks SS “what do you think about this?”. T proceeds to add “I consider this being sexist” and “I know women that are very disorganized even more than men”. “They attach being a neat freak more to women than men”. T states at the end: “I consider that this is cultural (being clean)”. T talks about how on the coast of Colombia mothers don't let men do or help with chores because they think that the kid will become a homosexual. T states that people on the coast believe that house chores are “only for women” and that is a common perception there.

One S said that this belief is still present in society and exemplifies it with her cousin's school where the majority of primary school teachers are women.
S answers that some of his relatives support him like his grandma and others like his father make some offensive comments. The S highlights that his father is costeno.
One S adds an example of Oscar Wilde saying that he was thought to be gay.

## **FINDINGS SUMMARY:**

Findings reveal that when talking about stereotypes, the teacher brings to the conversation general conceptions reproduced in societies around the globe that are contextualized by students through their personal experiences. The teacher on various occasions brought to the class different situations concerning aspects of Colombian culture in relation to family types and relationships; for example, when discussing the first topic, the teacher showed students the legal types that are recognized according to the country's constitution. In fact, at the moment of introducing them, he clarifies that in Colombia there are two more types of family than the ones shown in the book which are homoparental and monoparental families conformed by non-heterosexual people; and, when addressing the concept of relationship, the teacher acknowledged that instead of using the term couple, he uses "two people" to refer to a romantic relationship between two subjects who can be a man and women, two men, or two women. Besides, the teacher brings up the conception of women being relegated to the upbringing of newborns and the education of children. As a matter of fact, the teacher states that in the past it was believed that women were the best for the teaching profession, which one student reaffirms by expressing that this belief is still present in society and exemplifies it with her cousin's school where the majority of primary school teachers are women. In addition, the teacher commented on the stereotypes present in a distinctive region of the country, specifically the Colombian coast; for example, he mentioned that house chores are perceived as a women's job, and men who get involved in these activities would become less of a man and, therefore, a homosexual. As well, he made a reference alluding to one of the most representative icons of the music industry from that territory, stating that not all men leave their love relationships when they find someone new. And, adding to what is expected of men when discussing hairstyling, one student adds to their conversation that his father, who is from this region, makes offensive comments about his long hair. Finally, at the moment of addressing the topic of marriage, the teacher brought an example of a culture different from the Colombian one, in this case, the culture of India, which consisted of young girls married to fifty-year-old men, behavior that has been normalized, however, he claims to disagree with it, even though that is part of certain cultures.

## **ANALYSIS AND DISCUSSION:**

This information allows us to recognize that despite traditional EFL education syllabi usually avoid topics related to politics, ideology, and social issues, requiring official discourses on EFL teaching and learning to prioritize grammar and vocabulary acquisition, neglecting the political and ideological aspects of learning, the teacher sought to contextualize topics given by the textbook with the classroom sociopolitical framework and connect it with students' personal experiences. Besides, he defies gender role stereotypes not only portrayed by the hegemonic content of the textbook but also the ones proper of the students' and teachers' reality (Canale, 2015, as cited in Canale & Furtado 2021).

## MEMO 2

**CATEGORY:** Class development

**SUBCODES OR SUBCATEGORIES:**

- Structure
- Reiteration
- Participation

**RAW DATA:**

T starts to talk about the next picture, he makes Ss see the picture and then says that in boarding schools the vast majority of Ss are women. Then he asks Ss if any of them studied in one of those schools (only men or women) T also asks Ss how the experience was.
T asks one S how is his experience because he has long hair...
T asks Ss "what do you think about this sentence?"
"it is a common expression but I want to know what you think about it?"
T then asks SS "do you think there's a stereotype?".
T asks SS "do you think that there's sexism behind the sentence?"
T asks "do you think there is something behind of what they want to transmit?".
T adds "do you think that there is sexism behind the quotes?"
T asks to Ss "what is your take on marriage, do you think it is necessary for men and women?"
Does that only happens to women?
T replies "really? with a disagreeing face"
T ask is that your opinion? or is it the stereotype society has?
T asks them, is that true?
T asks if they agree with the statement.
T asks SS "what do you think about this?". T proceeds to add "I consider this being sexist" and "I know women that are very disorganized even more than men". "They attach being a neat freak more to women than men". T states at the end: "I consider that this is cultural (being clean)". T talks about how on the coast of Colombia mothers don't let men do or help with chores because they think that the kid will become a homosexual. T states that people on the coast believe that house chores are "only for men" and that is a common perception there.
T asks Ss once again "What do you think?".
"what do you think? In my case its totally true". "I think there is a natural reason, hormones, and different things. Women say that they want to have babies but it is the hormones".
T gives Ss the opportunity to talk about real habits or things that they consider as a stereotype or a misconception and they have to give reasons why. If they repeat the same ones, they will talk about the similarities and differences in how they took the situations.

Most of the SS reply and say “of course”.
There is a chat between SS but not a real answer.
SS seem to agree but there is not an intervention from the SS.
SS agree with the T but do not add more on that.
Some of the SS say that it might be.
SS answer negatively and one S says “of course not”
Ss didn't answer.
One S replies to the teacher that this is a stereotype
Ss say men
after that one S says it is a stereotype..
women Ss say
Ss say “stereotype”
Ss say both
Ss say women.
Ss say women
Ss say NO

### FINDINGS SUMMARY:

Findings reveal that there is a specific class dynamic developed by the participants in the learning process, the teacher, the students, and the textbook. This dynamic consists of using the exercises from the book as a foundation or spine for the class development and then bringing some extra information to expand on the topics of the session. Moreover, the teacher merges both, the input from the textbook and added material brought by him to finally generate a space for discussion in the classroom not only between teacher-students but also among students. This moment of the class is characterized by the frequent use of reiteration to elicit the participation of students through the use of general and particular questions (i.e. the ones aimed at the class as a whole, and others that are directed to a particular student) in order to know students' perceptions or positions on the matters. For example, when referring to general questions, it was evidenced that the teacher includes questions such as “what do you think about [...]?”, “Is that true?” “I want to know what you think about it?”, or questions like “really?”; this occurred at the time of dealing with exercises involving quotes, texts, and images about gender stereotypes, and love relationships, among other subjects. In the case of particular questions, the teacher evokes students' participation by asking directly about their personal experiences. As well, he promotes peer discussion between students inviting them to share their arguments, contrast information, and add their personal perspectives on the topics. An example of this was the part of the class when the teacher created one activity in which the students were required to discuss “real” habits or misconceptions about certain behaviors assigned to a specific gender. Despite the teacher's attempts to foster participation and

discussion, most of the students limited themselves to show agreement or disagreement by nodding or merely by saying yes and no, and even though some of them did take part by bringing questions, examples, and experiences, they did not elaborate or extend on their interventions.

### ANALYSIS AND DISCUSSION:

Due to the findings, it became evident that the teacher played a transformative role in shaping the class's content. While using the textbook as a foundation, the teacher also included extra materials to make the content more relevant to the students' real-life experiences. As Martinez (2019 as cited in Lopez,2022) points out, textbooks, viewed as cultural creations, act as written witnesses of a society's way of thinking at a specific moment in history. In accordance with the literature, it is the educators who, based on these insights, bring these contents into the classrooms and generate interactive discourses with their students (Moore, 2020). Even though the teacher's role was evident, serving as the facilitator for discussion and interaction within the classroom, and fostering an environment where students can critically engage with the content and form their own perspectives, there appeared to be limitations on the students' participation. This suggests that, despite the teacher's encouragement, some students may have struggled to fully engage in the classroom discourse.

### MEMO 3

#### CATEGORY: Taking stands

#### SUBCODES OR SUBCATEGORIES:

- Agreement and disagreement
- Making statements
- Voicing opinions

#### RAW DATA:

"it is sexist, then he asked: why would they be in danger with men?"
T expresses he'll do it, and add that there is a trust problem in society.
T clarifies that it is a cultural problem, T says that Colombian culture thinks that women are the ones in charge of babies.
T starts to talk about the next picture, he makes Ss see the picture and then says that in boarding schools the vast majority of Ss are women. Then he asks Ss if any of them studied in one of those schools (only men or women) T also asks Ss how the experience was.
T adds that some women don't let men do these tasks, T also says people from the cost are the ones who do this the most.
T Makes the Ss realize that in the past it was believed that women were the best for the teaching profession he also brings that thinking to the classroom making Ss realize that the majority of people in the classroom are women.

Male Ss can't have long hair at school, T says.
T says "I don't know" and adds the same happens when people say pink for girls and blue for boys.
T says that hairstyles, tattoos, etc... shouldn't be designated to a specific gender, he says: "Everyone is free to do what they want with their body".
T responds and states that it is "something we should avoid".
T states that "they use generalization there, which I've told you that is not a good thing to do" referring to the quotes.
Then T talks about the movements that there are and says that it is important to not reach the "extreme" sides of both parties.
T adds that the word "finished" in the statement has a bad connotation and explains that in that case, the discourse is not against men but against women.
T recalls that for society "you are expected to have a process and life" and that you are supposed to get married and there is a stigma that we are born to get married and to have children.
T starts the discussion by saying that "not every child, for being a girl, is expected to become their mothers".
T says that they can also fall into a generalization about gay people and says that it is like saying that "all gay people are the same"
T then adds "Don't be so narrow-minded and look for other types of relationships, not only men and women" referring to the task.
T states that this society expects people to get married at a very young age, asks Ss their age, and also makes students think about the age at which their relatives marry.
T brings the example of Indian culture to the class, he says that there they marry young girls to fifty-year-old men, he also comments that society says that you have to accept this type of behavior because it is typical behavior of those cultures, however, he doesn't agree with that thought even though it is something cultural.
T talks about the stigma of a man having 5 women and a woman having 5 men.... he gives his opinion and says the problem of it is religion... he also clarifies that it is a social stigma that can be changed.
T clarifies that those are stereotypes .... he points out that it can't be associated with a specific gender because it happens both ways...
After reading, T says "Women are more keen on talking on the phone" "the percentage is high" and "there are some exceptions". T says "Think about chatting" and then states that he would not be able to chat and constantly check his phone.
T states: "this is true, it is cultural but also genetics and hormones and that's why it is easier for women to cry" then T adds that "some men may have the desire to cry but they don't do it because they may seem weak" and ends the conversation of that fragment by stating that "there are studies to prove it".
T adds to the discussion that "This is not general, maybe there are women that are not like that" then T says "To get what they want at all costs" referring to a girlfriend nagging to get something from their boyfriend.

“I actually disagree, I think men's friendships are more real”. Then T states that a man and a woman can't have a relationship only based on friendship because people usually tend to assume that it is more than that.
T agrees with the statement of the S and then states that not all men look at women only for sex when talking about relationships.
T asks SS “what do you think about this?”. T proceeds to add “I consider this being sexist” and “I know women that are very disorganized even more than men”. “They attach being a neat freak more to women than men”. T states at the end: “I consider that this is cultural (being clean)”. T talks about how on the coast of Colombia mothers don't let men do or help with chores because they think that the kid will become a homosexual. T states that people on the coast believe that house chores are “only for men” and that is a common perception there.
“If you think, maybe there is true of this in the media” “Nowadays, men are more aware of plastic surgeries. But women are more keen towards this”.
“what do you think? In my case its totally true”.
“I think there is a natural reason, hormones, and different things. Women say that they want to have babies but it is the hormones”.
“Most of the women that i know enjoy doing that”. Then T asks some male Ss if they like it.

Another S says: Most men don't want to care for children of their own will.
One S brings another example, the teacher's profession, he says that the majority of them are women, or at least that is what he noticed in the kindergarten levels.
An S adds that Ss that don't belong to those schools have the perception that those Ss are lesbians. To what many Ss (Men and women) agree.
one S says that this kind of activity should be taught to everyone not just to women because they are necessary for everyone's life
One S said that this belief is still present in society and exemplifies it with her cousin's school where the majority of primary school teachers are women.
Ss stated that it is “not only men and women, it is everyone”
Most of the SS reply and say “of course”.
SS seem to agree but there is not an intervention from the SS.
SS agree with the T but do not add more on that.
When discussing this, one S says that “all people can have different expectations” referring to marriage.
SS agree with the statement.
One S adds and states that men and women who do not get married are then labeled as homosexuals or difficult to be around.
SS answer negatively and one S says “of course not”

one S agrees
A female S answers “that’s stupid” The S relates this situation to another situation and says: it is the same when the man criticizes or talks about the way the woman is dressed.
No, I think is more like ... us as women we have like.. they think that we have to talk every time
Ss say that is associated equally with both
One S replies to the teacher that this is a stereotype
after that one S says it is a stereotype..
Most of the Ss agree.
Ss comment that they agree.
Ss say that women are the ones who tend to nag more than men.
A S states “If you have a boyfriend and you have a male friend, people are going to say you are a bitch” referring to society relating this relationship to an affair.
One S says it is not based on gender but on the person that we are referring to.
S says yes and T seems shocked. They laugh about it.

#### FINDINGS SUMMARY:

Findings indicate that students and the teacher take stands on the material and information present in class resulting in emerging opinions and critics. Primarily, it was evidenced that students and teachers showed solid postures of agreement and disagreement towards the textbook, the extra material, and the discussions that came to light during the development of the class. For example, in two instances the participants used not only facial expressions but also body language to differ such as “I actually disagree” and when the teacher showcased a face of disagreement to complement his opposition to a student’s intervention. Secondly, it was found that these agreements and disagreements happened between the different actors in the classroom when dealing with the textbook’s exercises about the stereotypical behavior of women and men. For instance, when the teacher interacted with the textbook’s statements, he tended to add his personal point of view by saying expressions like “this is true” or “in my case, this is totally true”. In the case of the interactions between the students and the book, the students communicated their thoughts through verbal comments and gestures. In terms of the teacher’s and students’ exchanges, it was noted that there were situations in which both parties reached a consensus on their takes on the subjects, but nonetheless, there were occasions where they did not come to an agreement: thus, in one occasion during the class, they were discussing about shopping and the teacher mentioned that most of the women he knows enjoy doing it, however, at the moment of asking male students if they also liked it or not, they answered that they did which seemed to shock the teacher. In regards to the interactions among only the students, it was evidenced by two types of interventions: one intended to be shared out loud with the whole class and the other seeking to privately reach their nearest classmates. An example of the former was when one student made a comment out loud about boarding schools and many of the students showed their agreement loudly. Referring to the latter type, it was found that when discussing topics like sexism, students



preferred to share their thoughts with peers than answer directly to the rest of the class or the teacher.

As a result of these interactions and postures toward the topics presented in the book, the teacher and the students share their opinions through the use of critics. In the case of the teacher's contributions, it was observed that they were given from different perspectives such as sociocultural, religious, inner, and exhortative. In terms of the sociocultural standpoint, the teacher commented on expectations that society has upon gender-normed behaviors related to physical appearance (e.g. "male students can't have long hair at school"), preferences (e.g. "[...] people say pink for girls and blue for boys."), and relationships (e.g. "there is a stigma that we are born to get married and to have children.", and that "this society expects people to get married at a very young age"). He also made statements concerning social movements adding that it is important that people do not reach "extremes" or fall into generalizations about groups of people; for example, the misconception that "all gay people are the same". Additionally, he expressed his discrepancies on some cultural dilemmas involving Colombian culture being unable to trust men to take care of children and forcing this responsibility upon women, as well as Indian culture allowing female minors to get married to elderly men. In relation to the religious angle, the teacher remarked on the role that religion plays in the creation and reproduction of social stigmas exemplified by the rejection of women who have more than one partner and the appraisal of men who do the same. Regarding teachers' contributions from his inner stand, it was found that they involve matters like friendship and stereotypes. Even though these topics were mentioned before from the sociocultural perspective, it is important to clarify that the current ones come from a more subjective point of view of the teacher's reality and experiences. In respect of friendships, when the classroom was discussing a reading exercise that portrayed men's friendships as more superficial than women's, he declared "I actually disagree, I think men's friendships are more real". Also, he added that in the case of a friendship between a woman and a man, people usually assume that it is a romantic relationship and that not all men look at women merely for sex when talking about relationships. In a different situation related to stereotypes, a discussion emerged when the text stated that women were cleaner and tidier than men, the teacher said he considered this idea to be sexist expressing "I know women that are very disorganized even more than men". As well, at the moment of talking about the stereotype of women being keener towards going shopping, the teacher claimed that most of the women that he knows, enjoy doing it. Finally, from an exhortative outlook, it was seen that in some instances the teacher made comments or suggestions including how things like hairstyles or tattoos shouldn't be designated to a specific gender; how generalization should be avoided; and that students should not be "[...] so narrow-minded and look for other types of relationships, not only men and women". On the other hand, the contributions of the students were presented from an inner and sociocultural viewpoint. From the inner approach, the students brought to the conversation topics related to gender roles specifically about the delegation of the responsibility of the upbringing of children to women, not only within the household but also in the educational aspect; in fact, one of the students said that the majority of teachers are women, or at least that is what he noticed in the kindergarten levels. In addition, they

addressed some stereotypical behaviors of women and men involving relationships, and unhealthy traits. In respect to relationships, the students complained about the expectations that society has about marriage and how they should not be generalized because not everybody has the same goals in this aspect. Besides, one student criticized when women are supposed to ask for permission to go out to their boyfriends; in fact, she claimed that “that’s stupid”, and added that it is a similar situation to men judging women based on the way they are dressed. In terms of stereotypical behaviors, a female student commented that she believed people are always expecting women to be talking all the time, then most of the students agreed on the idea of women nagging more than men. Finally, when reflecting on plastic surgery or esthetic procedures, a student stated that neither women nor men are more prone to get them because “it is not based on gender but on the person that we are referring to”. From the sociocultural outlook, the students pointed out some common beliefs present in the current society. For example, one student mentioned that women being better than men in the teaching profession is still a recurrent assumption. Furthermore, when the textbook portrayed women being more competitive than men, students disagreed with that idea and said that it is “associated equally with both”. Ultimately, while commenting about the friendship between a woman and a man, a female student argued that “If you have a boyfriend and you have a male friend, people are going to say you are a bitch” referring to society relating this relationship to an affair. To conclude, even though there was interaction in the classroom from both sides, it was evidenced that there were more interventions from the teacher’s side.

#### **ANALYSIS AND DISCUSSION:**

This information allows us to evidence that the teacher plays an important role at the moment of creating these spaces and encouraging students to discuss topics or exercises that might create any conflict during the lesson ( Canale & Victoria Furtado, 2021). By giving them the possibility to either agree or disagree while sharing their perceptions, it demonstrates the great responsibility that the students have in speaking up and sharing their “ideological interests” with their peers as a way to problematize these *Gender Critical Points* (Sunderland et al. 2002). In fact, as stated by Sunderland (2002), these instances, not only between the teacher and the students but also among the pupils, are very necessary when dealing with these types of exercises as they can result in the disruption of the purpose of these texts.