

LEARNING STYLES AND STRATEGIES ASSOCIATED TO GENDER IN FOREIGN
LANGUAGE LEARNING

MERCEDES AMELIA SUAREZ

GINNA XIMENA DELGADO BENAVIDES

RESEARCH WORK SUBMITTED TO THE SCHOOL OF HUMAN SCIENCES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF B. A. IN THE ENGLISH AND FRENCH PROGRAM,

AT THE LINGUISTICS AND LANGUAGES DEPARTMENT

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Nota de Responsabilidad

“Las ideas y conclusiones aportadas en el siguiente trabajo son responsabilidad exclusiva de los autores”.

Artículo 1ro del Acuerdo No. 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

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Abstract

This research work deals with gender as it has been considered as one of the sociocultural factors that influences the foreign language learning process. This paper was aimed at identifying the influence of some learning styles and strategies in the classroom regarding both genders. In order to gather data about the previous aspects, an English module aimed at allowing the researchers to observe some specific learners' characteristics in class was designed. After having studied the results gathered through the data collection techniques that were observation and surveys and having made a detailed analysis through the use of a qualitative method known as the Grounded Theory, it was possible to conclude that gender did affect the foreign language learning process in this group of students as both genders made use of different learning styles and strategies when it comes to learning.

Resumen

Este trabajo de investigación está enfocado en el género, el cual es uno de los factores socioculturales que afecta el aprendizaje de un idioma extranjero. Este documento tiene el propósito de identificar la influencia de algunos estilos y estrategias de aprendizaje en el aula de clase con respecto al género masculino y femenino. Para recolectar información sobre los aspectos mencionados anteriormente, un modulo de inglés fue diseñado con el propósito de permitir a los investigadores observar algunas características específicas de los estudiantes. Después de haber realizado este proceso y haber estudiado y analizado los resultados a través de algunas técnicas de recolección de información, las cuales fueron observaciones y encuestas y haber realizado un análisis detallado a través del uso de un método cualitativo conocido como muestreo teórico, fue posible concluir que el género si afectó el aprendizaje de inglés en este grupo de estudiantes ya que tanto hombres como mujeres utilizaron diferentes estilos y estrategias para aprender en la clase de lengua extranjera.

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Chapter I

The Research Problem

The issues discussed in this paper are a brief description of some research works developed so far regarding how the learners' gender influences the foreign language learning process. This project is aimed at identifying the learning styles and strategies used by each gender in the classroom. This first chapter presents the research question, delimitations, objectives and the justification of this research work.

Description

Problem description. Authors such as Stern (1983), Coletes (1985) and Brown (2000) have mentioned some possible causes that influence the failure or success of learners in the foreign language learning process. For instance, the salient causes they mention are as follows: socioeconomic, cultural, social, institutional, learning context, teaching model, etc. Taking into account the causes stated previously, some research works carried out about some sociocultural factors have pointed out learners' gender as one of the aspects that might intervene when learning a language; that is the reason why, a number of other authors such as Rojas (2011) and Lopez (2006) have suggested that language learners reach a good English level in terms of fluency, vocabulary, listening, reading and writing due to the gender they belong to. Additionally, in current language classrooms, it has been noticed that the class activities are developed in different ways by students from both genders. Some of them claimed to like and learn better by watching videos, developing listening exercises and working in teams. Thus, considering what the foreign language learning process implies, our research proposal is intended at identifying the learning styles and strategies used by each gender when it comes to learn English. The learning styles and

strategies in which this work is focused on are: visual, auditory, kinesthetic styles and individual, social and affective strategies.

Conceptual Delimitations

The following are key concepts that appear throughout this research work.

Gender. Refers to the group of human beings who have one or more common characteristics as those characteristics constitute a set of practices, ideas and discourses in which it is possible to identify different kinds of behaviors, values, activities and functions that make evident the difference between women and men.

The research project Arco Iris (2005) stated that the concept of gender is linked with cultural processes that establish women's and men's expected behaviors. In the school, family, media, society these expected behaviors become stronger. It is worth mentioning that the gender is configured from what society has determined, and not only from the physical appearance of women and men. This fact originates subjectivity of gender. As example, we can say that the feminine gender is under surveillance of women, classmates, teachers regarding to the body parts that should not be exposed. In the case of the masculine gender, there is not such surveillance among men.

Learning style. Reid (as cited in Lightbown and Spada, 1999) asserted that learners have already clear how to deal with "new material" when it comes to learn. This way, it might be said that learning style refers to the way each learner retains information by appealing to his/ her own preferences. Moreover, it can be defined as the way or method in which a person acquires knowledge based on his/her individual strengths, weaknesses and preferences. These styles are also considered as patterns or factors for learning which have the role of facilitating these processes.

Learning strategies. Oxford (1990) highlighted the importance of learning strategies especially in language learning as they show students' "expertness and proficiency" about different subjects. Learning strategies are reinforced by the learner as times goes by and they can be understood as individual actions and techniques chosen by the learner according to his or her own learning experience. These strategies facilitate the acquisition of knowledge and they make this process more pleasing, effective and self-centered. Oxford (1990) suggested that learning strategies can also be known as "learning skills, learning- to- learn skills, thinking skills, problem-solving skills" (p. 2) and pointed out that it is a matter of time that language learners become aware of how learning strategies best work for them.

Research Question

What are the most prevalent learning styles and strategies used by each gender associated to the foreign language learning process in a group of high school students enrolled in eleventh grade who attend "Liceo de la Universidad de Nariño" public high school ?

Research Objectives

The objectives of this research work are presented as follows:

General objective. To identify the differences regarding learning styles and strategies associated to each gender in a group of high school students enrolled in eleventh grade who attend "Liceo de la Universidad de Nariño" public high school .

Specific objective. To analyze how the learning styles and learning strategies are used by each gender in the foreign language learning process.

Justification

This work is aimed at identifying whether the gender's learning styles and strategies influence on the foreign language learning process or not. It has the purpose of obtaining

significant data that might be used to improve the quality of English courses to benefit both, girls' and boys' learning.

Some of the practical reasons to carry out this research work are presented below:

- The analysis of results can provide relevant information about each gender; thus, this will contribute to classroom management when it comes to handling mixed groups.
- This research might provide extra information to teachers and researchers that reveal the differences in terms of learning styles and strategies regarding each gender.
- Throughout this research, it might be possible to identify prevalent techniques, activities, tasks and methods preferred by each gender when learning English; they might be used to balance the foreign language learning process of each gender.
- The results of this research might provide teachers, researchers and students some information about what is missing in daily class interaction between boys and girls to enhance the design of English lesson plans.
- This research work might generate a different view on the foreign language teaching process; therefore, new research around this topic might be developed.

Chapter II

Literature Review

This theoretical framework deals with the most common social factors that influence the foreign language learning process. Those factors were studied by Vigotsky (1979) and Stern (1983) in their sociocultural theories and by Coletes (1985) and Brown (2000) in their sociolinguistic and affective studies. Moreover, this chapter presents as well a quantity of works related to the gender factor as it is the main focus of this research work. The latter studies included in this chapter provide an overview of some specific learning styles and strategies used by each gender in the language class.

Vygotsky's Sociocultural Theory

Interaction between Learning and Development

Vygotsky (as cited in Carrera & Mazzaella, 2001) established that the learning process is based on children's experiences. That is, children's previous knowledge that comes from their home. There are two evolutionary levels: The real and the potential development level.

The zone of proximal development is the distance between the real development level which is determined by the capacity to solve a problem individually and the potential development level which is determined through the resolution of a problem under the guidance of a more knowledgeable person. Learning activates mental processes which are present while interacting with people in the context where the language intervenes. These processes are internalized until they become self-regulation processes.

Implications of the Sociocultural Theory in Education

Social implications. Vygotsky (as cited in Carrera & Mazzaella, 2001) developed three fundamental ideas about education. First, the zone of proximal development which is a

psychological domain continuously changing. In this case, teachers have to intervene to generate the learners' progress. Second, learning makes possible individuals' development processes. Finally, people who are part of the culture intervene in the learning and development processes of children.

Language learning implications. Rodriguez & Garcia – Meràs (as cited in Carrera & Mazarella, 2001) explained that according to Vygotsky (1979), learning a foreign language implies knowledge acquisition in a context where learners are the center. In this context, teachers and classmates accompany learners in order to make possible meaningful learning. On the other hand, Vygotsky (1979) also identified in his theory the need of stimulating the zone of proximal and potential development (capacity to solve problems autonomously). It is said that social mediation is an approach often used by language teachers since it allows children to learn to think either creating things by their own or with someone's help.

Educational Experiences of this Theory

Carrera & Mazarella (2001) analyzed the relationship between the real level (inter psychological functioning) and potential level of the development (intra psychological functioning) and they declared that there is a big difference between them. Besides, in their work, it was emphasized that adults' role has influence on children's learning progress. Hedegaard (as cited in Carrera & Mazarella, 2001) described a project that combines the development of a psychological theory with teaching. The goal of this project was to formulate a developmental theory about childish personality, in which the development is considered from a comprehensive point of view in a social and cultural context.

This first part of the theoretical framework explained Vygotsky's sociocultural theory and other aspects such as the author's perspective on educative, social and learning implications in

the field of language learning. The following section describes some of the sociocultural factors linked with the foreign language learning process.

Essential Factors that Intervene in Language Learning

This article presents some authors' points of view regarding some general sociocultural factors that intervene in language learning. The following definitions were suggested by Stern (1989) who listed some factors and variables which determine students' strategies, styles and techniques used in their learning process.

Social Context

It is represented as an external factor since it is an extrinsic force that influences learning. However, it is necessary to emphasize that learners' perspective about the new language (social status with regard to his or her native language), experience, attitudes and motivations are factors which permit a meaningful learning. Moreover, through the social context learners can interact with the new language culture. In this case, they need to implement fitting strategies that let them assimilate characteristics, attitudes and life style from the new culture. The social domain influences on learners' interest for learning a foreign language.

Linguistic Factors

Linguistic factors are the characteristics of the target language with regard to the native language and they are the starting point to originate language learning. It is necessary to distinguish the localization, that is, homogenous regions from the linguistic point of view since in those cases, it is possible to find factors such as the linguistic homogeneity in the classroom, and therefore, to conclude that the learning conditions and learning difficulties will be similar among learners.

Social and Cultural Factors

They represent sociocultural and economic differences that are present in social groups and that influence on second language learning. These factors are represented through learners' motivation and attitudes according to the perspective and characteristics of their own culture (experience). On the other hand, social estimation (high or low) about a language (political, economical and cultural aspects) determines learners' estimation about the new culture (this will influence on further learning).

Krashen (as cited in Stern, 1983) defined two contexts where it is possible to learn a new language. First of all, in a natural context, that is acquisition. In this case, the new language is acquired similarly to the mother tongue. Second, in a classroom, that is learning. Here, learners are guided through a systematized study by the teaching process.

Regarding this factor, Coletes (1985) suggested that culture and society are didactical strategies. That is, the grammatical elements explained in the classroom must be taken into account according to the context of the foreign culture. Language teachers need to look for methods which help them to integrate learners into the foreign culture without setting aside their original one.

Acculturation

Robinson-Stuart & Nocon (as cited in Brown, 2000) explained that the acculturation is another sociocultural factor related to the learning of a foreign language. These two authors defined acculturation as the process in which a learner creates a new identity. This implies a new way of thinking, feeling and behaving when being in contact with the cultural context of the target language.

On the other hand, the acquisition process of a new culture consists of four stages: first, individuals feel excited because of the cultural novelty around them. Second, the cultural differences start affecting the learners' confidence. In this stage, the apprentice looks for support among the members of his or her culture and expresses his or her discomfort because of the customs of the new cultural context. Third, the individual manages to solve some differences, but others persist. Finally, the individual accepts the new culture and trusts his or her new identity.

Individual Characteristics

Some of the learners' individual characteristics that have to do with the foreign language learning process are: gender, age, cognitive variables, previous experiences in language learning, affective factors (attitude and motivation) and personality as it implies authoritarianism, ethnocentrism, tolerance, prejudices, stereotypes, machiavellism, anomia, empathy, (extrovert – introvert), shock and cultural stress.

Gender. Stern (1983) stated that there is a “women's language” which is full of rhetoric mechanisms. For example, confirming questions and a negotiable attitude. According to the studies developed by Robinson and Burstall (as cited in Coletes, 1985) the feminine gender shows willingness for learning a foreign language. This difference of attitude between both genders might be related to “social prejudice”. It is believed that language learning is a matter or a characteristic of the feminine gender. The fact that the feminine gender obtains better outcomes when learning a foreign language denotes a psycho – social attitude of this gender. The results of these studies consider the importance of having mixed groups in language classes and the level of teachers' attention that men need in comparison to women.

Age of acquisition. Coletes (1985) claimed that age is a positive factor for adult learners when learning a foreign language. Besides, he suggested that it is necessary to identify the traits

that characterize the foreign language learning process at different ages. The period called early adolescence is considered critical for learning. Experimental studies coincided that children are receptive to novelty until they are 10 years old, but their receptiveness decreases between 12-14 years old.

Lightbown and Spada (1999) presented age as a salient learner's characteristic which intervenes in second language learning. The authors explained that there is a period of time when the learner's brain is likely to process information in second language learning more easily. That is known as the Critical Period Hypothesis. These authors stated that children count on innate capacities for language learning. They seem to be naturally adapted until certain age. In contrast, adult language learners make use of the same abilities for all kinds of information to be acquired. This is why adult learners have a hard time learning new sounds in a foreign language. Moreover, in relation to age, Lightbown and Spada (1999) also explained the conditions which intervene when adult learners and young learners acquire a foreign language. One reason is that young learners have enough time and opportunities to dedicate to the target language; meanwhile, adult learners have to deal with pressure, lack of time, embarrassment etc. when learning.

Learner's beliefs. Lightbown and Spada (1999) claimed that this factor is related to the learners' point of view about how new information should be presented to them. It is necessary to make clear that not all learners are completely aware of the way they best learn; "learning style". Some learners may be convinced that their success is related to the way they are exposed to new information, for instance, a foreign language, but this does not mean that they are right.

Cognitive Factors

Aptitude. Lightbown and Spada (1999) stated that some individuals have an extraordinary ability to learn languages. These people have a remarkable talent to learn any other language in an easier and faster way than other people. Moreover, they defined aptitude as a factor which is composed of different types of abilities. For instance:

- “The ability to identify and memorize new sounds.
- The ability to understand the function of particular words in sentences.
- The ability to figure out grammatical rules from language samples
- The ability to memorize new words.” (p. 53)

These authors also suggested that it is important to locate and assign students with compatible teaching and learning environments by identifying and knowing their aptitude profiles. The last process is important to be carried out in foreign language classes as it is necessary to choose activities and tasks for specific groups of students with different learning characteristics, so that they feel confident and comfortable when learning.

Cognitive style. It refers to the learning characteristics and preferences of the individual which are important in the linguistic learning field. Witkin (as cited in Stern, 1983) defined cognitive style as a way of constant functioning. It is a characteristic of one individual and this is proved through intellectual and perceptive activities since cognitive styles can change depending on contextual specific requirements.

Other Individual Factors

Previous experience. Cummins (as cited in Stern, 1983) stated that the development and acquisition of a foreign language at school depends on how much the mother tongue has been developed. Besides, it is stated that at certain point, language learning turns easier; this is because the knowledge of other languages reduces the hypothesis about the new language as the learner already knows how to learn.

Attitudes and motivation. Brown (2000) considered a relevant distinction between instrumental motives (practical reasons why a language is learned) and intrinsic motivation (personal and sincere interest in people from another group and culture). He coincided with other authors when he stated that the learner's attitude towards the members of the foreign culture is a determining factor in the foreign language learning process.

Similarly, Gardner (as cited in Lightbown and Spada 1999) claimed that positive attitudes and motivation are related to success in second language learning. Additionally, according to Gardner and Lambert (as cited in Lightbown and Spada, 1999) two types of motivation are related to success in second language learning. The first one is the "integrative motivation to refer to language learning for personal growth and cultural enrichment" and the second is "instrumental motivation for language learning for immediate or practical goals." (p. 56)

Furthermore, Lightbown and Spada (1999) claimed that foreign language learners could experience different types of feelings and attitudes when learning, for example they said that learners could either see the other language as source of enrichment or as a source of resentment. Besides, in classroom contexts, they asserted that motivation could be associated to many factors. Those factors could promote successful and meaningful learning or create some negative attitudes among students, that is why, they suggested that it was important to prepare different

activities, tasks and materials for every lesson and promote cooperative learning in class as it increases self-confidence.

Stereotypes. They are defined as pre-established ideas that some cultures have with regard to others. As stated by Brown, there can be an over generalization of what is considered typical among members of a culture. These general impressions do not describe each member of that culture (those stereotypes affect negatively members' valuation).

In the following section, this paper presents some socio-psychological factors which are closely linked with the foreign language learning process.

Socio-psychological Factors

The existing relation among learner, teacher, classmates, the learner's parents and the speakers of the target language is a deciding aspect that controls the learner's motivation. Spolsky (as cited in Coletes, 1985) claimed that each one of these individuals is considered as influence on the learner. These factors are briefly described below:

Learner's parents. The learner tends to reflect his or her parents' attitude towards the native speakers of the target language. Coletes (1985) stated that successful schooling is directly linked with the learner's parents' attitude.

Learner's classmates. The learner's classmates' influence when acquiring a foreign language depends on their age, sex and socio economic status since it determines the social dialect.

Learning context. If the context where learning takes place is not what the learner expected, it is possible that the learner puts aside the study of the foreign language. With regard to this aspect, Coletes (1985) made a basic distinction:

Learning of a second language. It is the direct contact with the target language in its natural environment. In this case, the learner also has the opportunity to learn the language in a formal context at school (acquisition).

Learning of a foreign language. The learner only has the opportunity to learn the language at school under the teachers' guidance.

Teachers. Teachers' attitude towards learners and foreign language determines the quality and quantity of the learning since their attitude is more influential than the one of their parents or the community around them (teachers influence on the results).

Influence of the Teaching Process in the Acquisition of Language

Stern (1983) mentioned the transition between learning and acquisition and clarified that learning takes place in natural contexts. For example, formal scholar contexts where the language is also acquired. He also stated that the teaching process contributes to simplify tasks, modify processes, accelerate and improve language acquisition.

Stern's Teaching and Learning Model

According to the teaching/learning model proposed by Stern (1983), it could be said that the social context influences in a direct way students, teachers and the learning conditions (natural and formal learning). Moreover, it is possible to mention that the teacher's attitude, activities, plans and intentions in the classroom could affect the teaching process as the teacher is in charge of organizing the class activities and materials in advance in order to create real communicative activities which look for exchange of opportunities for his/her students.

Learning process. The following are the stages of the learning process proposed by Stern (1983)

Initial stage. When the foreign language learning process starts, students do not start from zero since they already have some previous linguistic knowledge. In this stage, the student counts on his /her potential which is applied to the new language (some affective cognitive and social consequences can be found).

Inter-language and error stage. It is characterized by the production of mistakes or successes when the student uses the foreign language. It occurs before the acquisition of the target language. In this stage, it is found first of all, some errors known as “interferences”. They make the student appeal to the mother tongue rules into the target language. Second, inter-language errors. They are related to the mastery of the target language structures. Finally, fossilized errors. They refer to the internalization of a number of errors acquired from the class input.

Learning strategies. This stage is composed by all the mechanisms and techniques which are used by students to acquire knowledge. The student can make use of these mechanisms and techniques in a conscious or unconscious way. According to Brown (1994) the most important strategies which characterize a good learner are the responsibility of his/her own learning, organization of the information (input), creativity and practice of the target language in different contexts.

Stern (1983) also identified four learning categories of strategies based on the characteristics of a good language learner:

Active planning strategies. The student sets objectives to be achieved (he/she is engaged with his/her own learning)

Academic learning strategies. The student recognizes the target language characteristics and compares them with ones of his/her native language. This strategy allows the development of second language consciousness since it requires the use of cognitive abilities.

Social learning strategies. The student tries to interact with speakers of the target language and little by little becomes more independent from the teacher's model.

Affective strategies. The student is able to handle his/her own emotions and problems existing in the learning process (he/she is able to overcome their own frustrations).

In the previous section, some sociocultural factors identified by authors such as Stern (1983), Lightbown and Spada (1999) and Oxford (1990) were explained in order to provide a general overview of some of the factors that influence the foreign language learning process. The next segment of this chapter includes some research works related to one of the factors chosen from the previous theories; that is, students' gender and it presents a detailed explanation of learners' specific learning styles and strategies.

Gender

As mentioned before, this part of the theoretical framework deals with the gender factor, learners' learning styles and strategies. This section contains the definition of some key concepts with regard to the research topic and presents some research works which support general ideas attached to each gender. Those ideas characterize gender's learning styles and strategies when learning a foreign language.

What is Gender?

Before giving a definition about what gender means, it is important to define two terms which are thought to be close in meaning. Those concepts are "sex" and "gender". First of all, sex refers to biological characteristics which define humans as females or males. On the other hand,

gender refers to socially constructed roles, attributes, characteristics and opportunities between men and women which are not determined biologically, but which are socially constructed.

Gender and Language Learning. The gender factor associated with the foreign language learning process has to do with the learning styles, competences and strategies used by women and men in the language class. For example, it is believed that women have a certain advantage in the acquisition of the native language; consequently, they tend to transmit those strategies to the foreign language learning/acquisition.

The following section presents a detailed explanation of learners' learning strategies and styles.

Learning Strategies

Talking about what learning strategy means, Oxford (1990) first defined the term strategy as “optimal management” (p.7). This author proposed that the term strategy could be linked with tangible actions chosen by students to adjust new information to be learned. Within the field of language learning, these learning strategies contribute to make students self-directed when learning, work on specific problems (problem-oriented) and choose the learning strategies consciously. Besides, this author also considered that there are social and affective learning strategies which belong to indirect learning strategies. Indirect strategies are linked with the search of support, plans, evaluation, opportunities, mutual aid and empathy. The author also established that the affective strategies make learners regulate their emotions, diminish anxiety and measure sensations whereas social strategies contribute to learn with and from other language learners.

Affective Strategy

Concerning the affective strategies, Oxford (1990) described in detail some of the practices in this category below.

Relaxation. The language learner breaths deeply and meditates.

Music. Language learners appeal to music to get a good mood when learning

Laughter therapy. This technique is based on joke-telling, comical role-plays, games, exercises executed by students.

Self-encouragement. Students find the way of maintaining cheerful thoughts about themselves as much as possible.

Taking risks. Language learners make decisions despite the fact that it is possible that those decisions result in big mistakes.

Self-reward. Language learners discover meaningful actions to value their own achievements which make them feel better after obtaining good results in any of the four skills.

Learner's physical conditions. Students learn how to control their physical sensations to get a calming effect.

Talking to someone else. Language learners take advantage of people around them (peers, teachers, parents, native speakers) to discuss how they feel about the process they are going through when learning a foreign language.

Social Strategy. This strategy refers to the manner through which individuals deal and solve daily situations and benefit from interacting with others. Moreover, using the social learning strategy also implies that individuals manage to face up productively a variety of life situations, feelings, emotions, failures, and success.

Oxford (1990) explained how much the social strategies contribute to the four language skills listening, reading, speaking, and writing. Some of the practices described in this category are as follows:

Asking for clarification and correction. Language learners appeal to this technique to solve knowledge gaps. The learner might use expressions such as “repeat that please.., speak more slowly, I don’t understand, did you say...?, what does it mean?” p.(169). In this case, not only the teacher can provide clarification or correction but also classmates. Additionally, language learners also ask for corrections when speaking and writing because it is in these skills that errors are notable.

Cooperation. This technique makes part of social strategies due to learners are expected to interact with classmates and native speakers as much as possible. Students join other groups of learners to work. It can be said that cooperation is a learner’s ability. Likewise, learners cooperate with other users, either peers or native speakers to improve mainly communication. Oxford (1990) suggested that language learners need more cooperation when developing reading and writing skills. They look for proficient users.

Cultural awareness. By using this technique, students bring in to the class as many objects as possible that represent their native language. Students discover and discuss the contrasting points about their native and target cultures.

Awareness of others. Language learners carefully observe others’ actions, expressions, gestures, to identify what is appropriate or not in the target culture. Observing others’ general behavior enables students to get closer the target language. In addition, it is possible to sense others’ views through written material for instance, “letters, e-mails, notes” p. (173).

Individual strategy

According to Oxford (1990), this strategy implies manipulation or transformation of the target language by the learner in order to make the learning process meaningful and successful. This author grouped this strategy in four micro strategies:

Practicing. This micro-strategy is thought to be essential to reach an acceptable proficiency level in the target language. It includes: repeating (saying and doing something several times; repeating is important as it could be considered as a way of emphasizing new information), formally practicing with sounds and writing systems (practicing listening and writing in a variety of different ways), recognizing and using formulas or patterns (it enhances comprehension and production as learners' become aware of using specific formulas and patterns to link different kind of information and learn), recombining (combining already known words in new ways to produce new words and longer phrases) and practicing naturalistically (it implies practicing and interacting with the target language in a real settings).

Receiving and sending messages. It is the second micro-strategy and it consists of two strategies: getting the idea quickly, that is, finding the main idea or key points through skimming and scanning in a passage or a speech and using resources for receiving and sending messages; what implies, using additional resources such the dictionaries, grammar books, etc. to understand messages. It is useful for comprehension and production when it comes to spoken or written language.

Analyzing and reasoning. This strategy involves a very valuable process known as reasoning in which learners use their logical thinking to understand specific items of the new language. As an example, Oxford (1990) claimed that in the case of adults when learning, they tend to "reason out" the new language, that is, "to construct a formal model in their minds based

on analysis and comparison, create general rules and revise those rules when new information is available” (p. 44). This strategy also involves another process that is important and it is called “interlanguage”. It occurs when learners transfer expressions from one language to another, in this case, from the mother tongue to the new language. The following strategies categorized by Oxford (1990) can be used to understand the meaning of a new expression or to create a new expression:

“Reason deductively (using general rules and applying them to new target language situations), analyzing expressions (determining the meaning of a new expression by breaking it into small parts), analyzing contrastively (comparing elements like sounds, vocabulary and grammar), translating (converting a target language expression into the native language) and transferring (directly applying knowledge of words, concepts or structures from one language to another)”. (p. 46)

Creating structure for input and output. This strategy refers to ways to organize the target language in order to facilitate comprehension and production. Oxford (1990) stated that it involves three strategies: taking notes, summarizing and highlighting (using different methods to focus on important information).

Learning Styles

Regarding learning styles, Lightbown and Spada (1999) explained that learners’ learning styles could be categorized as follows:

Visual learners. They are those whose main characteristic is the need of seeing first what they are going to learn. Telling gestures, images, graphics, colors, concepts, words make possible to remember, link or infer meaning.

Aural learners. They are those whose strengths are hearing-centered to retain information for first time. It is worth mentioning that the listening component is not only important in class for activities such as: listening to a song, an interview or a lecture, but also this component enables students from both genders to follow instructions, solve doubts, ask questions and improve social interaction in general. In relation to the visual learning style, it could be said that the remarkable details, actions, characteristics, patterns, differences that each gender showed when using this style proved that girls' and boys' visual style functions in a different way.

Kinesthetic learners. They are those whose main characteristic is the need of using their body parts as much as possible in order to process new information. Learners use physical movements to convey information, express thoughts, and create concepts. Tactile – centered activities are the base to process info; therefore, individuals have the source of data thanks to their palpable skills.

Dependent learners. They are focused on details taken from general information to learn and independent learners who focused on general aspects when being presented any kind of information.

The following information displays results gathered from different research projects and articles that talk about gender and learning styles and strategies. The next project developed by Edugenero (2005) at Central University highlights general characteristics of both genders in the school context.

Studies about Gender at the School Environment

Gender and Education: Conceptual Tools

Stoller and Lamas (as cited in Gender and education: conceptual tools fascicule No. 1 research project Arco Iris 2005) provided the following definition about gender:

“Gender is a category which contains three basic parts:

- To assign the gender depending on the appearance of genitals at the moment of birth.
- The identity of gender established between 2 and 3 years old
- The role that each gender has which is given by society and culture related to how women and men must behave” (p.45)

Perez (as cited in Gender and education: conceptual tools fascicule No. 1 research project Arco Iris 2005) claimed that in Colombia women obtain lower results than male students in pruebas saber. Besides, the preferences when it comes to choose a career depend on the students' gender. Findings from this research mentioned in this fascicule explain that the feminine gender increased its academic level between the 70s and 80s. This fact made researchers focus on the social reasons about these differences. The findings established that: first, women are less mentioned in text- books and when it happens they have inferior roles. Second, the vocabulary used in the school reduces the feminine gender. Third, the attention paid to the masculine gender is superior. Fourth, using a cooperative method in the class with the masculine gender is not easy due to the way this gender tends to divide activities into feminine or masculine ones.

Rules of Interaction

During the observations made in the research project known as Arco Iris, it was possible to notice that at school the masculine gender accommodates the physic spaces. For example, in the backyard during school breaks or sport-class boys made use of more physic space as they needed for developing their games. This situation decreases the use of spaces of participation for the feminine gender.

In the social context, the masculine gender interacts in public spaces whereas the feminine gender is assigned to private spaces such as home and family. This division causes hierarchy and as a result it generates inequality.

Ways of Hierarchy

The research project Arco Iris also analyzed some of the situations in the school environment that originate different status between both genders. Everyday situations like these ones:

- The opinion of one member of the feminine gender is not taken seriously by teachers from the masculine gender.
- Teachers from the masculine gender are in charge of disciplinary issues in the school.
- Teachers from the feminine gender are in charge of welfare in the school.
- Teachers from the masculine gender do not take part in kinder garden activities.
- Teachers from the feminine gender are not in charge of subjects like calculus, trigonometry, chemistry, physics. These situations give status to each gender in the school.

Regarding this, looking for sameness for both genders implies to review not only the interaction between boys and girls but also the organization of the school itself.

In the interaction between teachers and students, it is possible to observe that genders maintain their hierarchy. For instance, each gender is assigned certain limits to behave, what each gender is expected to do when it comes to learning. Another example is jokes about each gender that represent social stereotypes.

Tone of Interaction: Communicative Styles Masculine and Feminine Gender

In the school environment, the communicative styles feminine and masculine are assumed. For instance, it is considered that the masculine gender must be treated stronger than the opposite gender; this is accepted by society. On the contrary, the interaction with the feminine gender is softer and tender due to social stereotypes about this gender.

Some findings about what characterizes the way of communication of each gender describe the following aspects in each case: men in communication are cold, determined, bossy, and rude whereas women in communication are affective, insecure, submissive, and fragile as result of the social and cultural influence in the communication of both genders.

Besides, the research project called Arco Iris describes some observations made in the school as follows: men act rude, noisy, competitive and full of energy while women's behavior is submissive, personal, emotional and sometimes "static". The presence of the masculine gender in the class is linked with rudeness; this generates attitudes, words, sights and attention calls when interacting. On the other hand, the presence of the feminine gender is linked with peaceful, cooperative and warming interaction. Nevertheless, in some cases teachers use strong tones to address mixed groups in general; this would be like a "masculine pedagogy".

Observations also describe the following situations when teachers and students of the feminine gender interact. First, the feminine gender has corporal reactions when it comes to

knowledge. Some examples of these are: blush, paleness, shakings, quietness and crying. In addition, the feminine gender shows anxiety and insecurity when evaluations take place.

Roles and formats of participation

Cooperative learning is positive for mixed groups in class because of the following reasons: First, rewards are aimed to the group. Second, there is individual responsibility. Third, members of the group have the same opportunity to succeed. Fourth, members teach each other. Fifth, participants are evaluated. Sixth, explanations are best understood if one member in the group provides them in his or her own words to fellows. Seventh, materials are studied by all the members in the group.

Personal Narratives

In scholar settings, the masculine gender tends to display confidence; sometimes “arrogance”, bravery and competency. On the contrary, the feminine gender tends to decrease its self-confidence about its image. Moreover, this gender displays silence, subordination and insecurity about its own skills. As result of some observations from the research project Arco – Iris, the following findings are worth mentioning: First, during starting grades of school both, feminine and masculine gender have high level of self-confidence; nevertheless, this self-confidence decreases when interaction at school takes place. It is in this setting where each gender shows less or more skills in certain areas of knowledge. Furthermore, it was possible to notice that the feminine gender highlights its “weaker” points instead of its strengths. Concerning this, it is worth mentioning that this lack of confidence sometimes is fostered by teachers themselves and it is addressed to women most of the time. Unlike women, the masculine gender shows confidence about all the capacities and skills men have; they even compare to women’s.

Women and men's self-concepts. Research from the project Arco Iris noticed that the differences between women and men's self-concepts they have are originated in the family, school, literature, plays, toys, etc. One could say that there are three categories which contain these differences mentioned.

- First category: character attributions.
- Second category: goals and aspirations.
- Third category: comparisons between both sexes

Wollmer (as cited in personal narratives fascicule No. 8 research project Arco Iris 2005) mentioned that men perceive themselves as: more active, more independent, superior, with higher level of confidence than women. On the contrary, women perceive themselves as kind, cooperative, thoughtful and loving. Richardson (as cited in personal narratives fascicule No. 8 research project Arco Iris 2005) stated that team sports contribute to the following men's features in their personality: "competitive spirit, orientation towards one objective, courage, aggressiveness and resistance". On the other hand, Lever (as cited in personal narratives fascicule No. 8 research project Arco Iris 2005) explains that girls' plays develop "socio-emotional abilities "in their personality.

Some differences. There are remarkable differences when talking about expectations and goals that women and men have in their future. Richardson (as cited in personal narratives fascicule No. 8 research project Arco Iris 2005) declared that the feminine gender at early age visualizes future executing the following professions: teacher, nurse, secretary, and housewife. On the contrary, the masculine gender considers a wider variety of occupations.

At school, girls consider that mathematics and science suit better a masculine profile and boys consider that language and literature suit better a feminine profile. These thoughts make

both genders auto-exclude to execute future professions such as: engineering, medicine and journalism.

Cano, Salomon, Holmes & Cordes (as cited in personal narratives fascicule No. 8 research project Arco Iris 2005) noticed that girls showed less interested in attending university compared to boys. Furthermore, these girls obtained lower grades in courses.

In addition, girls' and boys' professional aspirations are related to traditional children's literature. (Ashby & Wittmaier as cited in personal narratives fascicule No.8 research project Arco Iris 2005). But also, it is possible that literature in which women take non-traditional roles foster a change in the self-concept girls have about them.

The previous series of studies about gender give a general synopsis about gender's learning characteristics.

English Interactive Patterns in Foreign Language Learning in Mixed and Differentiated Groups of Students

Rojas (2011) in her article explained that the similarities and differences when learning a foreign language and learners' learning styles have to be kept in mind in the learning classroom. This author claimed that the idea of successful language learning is usually a characteristic given to women exclusively. It is believed that men do not pay too much attention to this process as they think that English will not be used in their daily lives. Besides, some other authors such as Neu & Weinfeld (as cited in Rojas, 2011) explained that men tend to leave school at early stages. Besides, they asserted that men have the potential to learn in whatever environment, but they do not evidence academic performance in the school contexts. They finish neither the high school nor start undergraduate studies in the same proportion as women do.

Similarly, Gurian (as cited in Rojas, 2011) considered that the masculine gender is not the central problem and he pointed out schools as the possible causes for their low language performance. He also claimed that in the case of men, the environment, education and culture influence on a higher level their learning.

The next segment presents the similarities and differences regarding the interaction of men in the foreign language class according to this article's author.

Similarities

- Men learn quickly when the class activities involve physical movement. It implies the movement of hands and the body (it keeps their minds active).
- Men cannot keep their attention for more than 15 minutes because after that period of time their attention seems to be decentralized (their minds start a “break or rest period” when they are exposed to long periods of academic lectures).
- Men tend to participate more in the class activities when the topic is not only related to the subject matter (participation includes the formulation of questions to the teacher even out of the classroom).
- Men have a better class performance when their work is continuously supervised by the teacher since it motivates their competence.

Differences

- Men show less interest and participation in the teacher's class discourse while women keep their attention until the end of the instruction.
- In a mixed context, men tend to avoid interaction and they also express their disagreement with work which requires a long period of time to be developed.

- These differences are noticeable in the language class since women have the control of the class interaction. It is important to promote a friendly environment to help men feel comfortable to interact, that is, teachers have to adjust their class activities in order to balance their likes and interests.

Interactional Patterns of Men in the Language Classrooms

Rojas (2011) stated that it is shown that when men are interested in the class topic or activities, they interact and get involved with their teachers and classmates. Teachers have to emphasize the way to teach men since it is important to encourage them to develop a creative consciousness to know what they do and what they have to do. Interactional patterns of men can be understood when analyzing two key elements: first of all, learning strategies and secondly, learning styles. A previous study around this topic showed that men had preference for these types of learning:

- **Kinesthetic.** It contains activities where men learn to do something by movements and physical activities.
- **Interpersonal or group.** It contains activities where men have to cooperate with their classmates.

According to the learning preferences shown previously, Rojas (2011) asserted that men preferred learning activities which made them interact in the language classroom since their learning style was active and direct. This type of learning benefited curious and spontaneous students who were willing to take risks.

Learning Styles

Learning styles can be understood as predispositions to certain ways of focusing in learning and they are closely related to individuals' personality.

- **Auditory learning.** In this style, learners like to receive oral instructions and they remember better when they listen rather than when they read or write.
- **Visual learning.** In this style, learners like to read what the teacher writes on the whiteboard.
- **Touch and individual learning.** This cognitive style has to do with the practice of manual activities.

Those learning styles are related to the social progress of assuming and learning new things by means of group activities in which the communication process is fundamental and the way to get constant supervision and help in learning activities, error corrections and acceptance of final works. Besides, it shows that men like to get involved in activities which imply the analysis of things; thus, it is possible to say that men are active and competitive learners who feel identified with challenging activities which make them participate.

In the former research work, it could be noticed that there are some differences in the learning system according to gender since boys and girls have different learning styles. The following research work displays some differences found regarding the learning and teaching processes of a foreign language and the noteworthy relationship with learners' gender.

The Gender Variable in the Learning Process of a Foreign Language

López (2006) presented in this research work some general conclusions which represent the main differences between men and women in relation to the learning of a foreign language.

Differences

- The feminine gender develops better verbal abilities in their native language as well as in the foreign language (it is a general ability for this gender).

- The masculine gender develops abilities which involve size, shape, space and visualization of objects.
- The interest of the feminine gender in relation to the foreign language implies knowing the culture, country and the speakers of the target language. However, for the masculine gender, the target language is only a tool to reach a particular goal.
- The feminine gender evidences a major security in relation to the activities which they perform. On the contrary, the masculine gender tends to auto criticize their own communication abilities in the target language.

This research work also explained the variables which intervene in the success of the learning process in relation with the learner's gender. These variables are:

Cognitive factor

Learning style of gender. Catalán (as cited in Lopez, 2006) acknowledged that the feminine gender makes use of auditory learning to learn, but in contrast, the masculine gender uses the eyesight and touch styles to learn (visual and touch learning). Besides, it was established that girls and boys have the same ability to express themselves until they are 10 years old, but after eleven, girls develop a better communicative skill in their native language.

Affective Factors

Attitude. Lopez (2006) noted that the feminine gender not only has a favorable attitude towards the learning of languages, but they also evidence interest for the speakers and culture of the target language (this interest leads to success in their learning).

Motivation. The feminine gender experiences the integrative motivation (although in some cases women work with the instrumental motivation as well). On the other hand, men learn under the instrumental motivation (the achievement of something particular through language).

Personality. (Self-confidence) the feminine gender not only shows more confidence with the linguistic development achieved in their native language as well as in the foreign language, but they also have a positive level of self-evaluation. Powell's (as cited in Lopez, 2006) said that young men can feel inhibited by the presence of girls; which explains their lack of confidence.

Learning strategies. Lopez (2006) suggested that the feminine gender prefers to elicit the input in a conversation. They use more learning (individual) strategies and check for comprehension and formal instruction in order to provoke input when they learn vocabulary. In contrast, the masculine gender makes use of translating strategies and has the preference for learning vocabulary through images.

Social Factor

It deals with the influence of the environment in the learning process of a foreign language according to the learner's gender.

The environment. The feminine gender maintains a positive attitude towards the learning of a foreign language independently from the social class. It is said that the relationship between success in the school environment and the feminine gender is caused by the perception of women of the work environment. This perception creates a stronger desire for success.

Educational Factors

They refer to the influence of the teacher and the teaching method in the process of language learning in both genders.

The teacher. The high number of women whose profession has to do with the teaching of languages influences the success of learning in their students. Somehow, the feminine gender sees a future model of profession in teachers of their same gender. Therefore, it was pointed out that children can lose their interest in the subject due to the relation they make between foreign

language =teacher (women). It is associated with the fact that men express lack of interest for activities which involve women.

Crawford (as cited in Lopez, 2006) confirmed that teachers assume to treat boys and girls in the same way; nonetheless, some observations made in different classrooms indicate that boys get more attention from the teacher than girls. On the other hand, studies developed by De Bie's (1987) showed that the idea that the feminine gender has more linguistic attitudes than the masculine gender makes the teacher's expectations focus on this aspect. It is assumed that men do not reach the same level of linguistic competence; consequently, the motivation is focused and centralized on the feminine gender.

Teaching method. The communicative approach is the current method applied in the teaching of foreign languages. The main characteristics of this approach are: communicative interaction, exchange of information, negotiation of meaning and sharing of experiences.

These characteristics seem to benefit more the feminine gender rather than the masculine gender since women are more open to new input and they can modify and combine it in different linguistic forms.

This second chapter presented some sociocultural factors studied by Stern (1983), Brown (2000) and Coletes (1985) that contributed to give a wider perspective about how they influence the foreign language learning process. Finally, some additional research works focused specifically on the gender factor and genders' learning styles and strategies were added since they contained relevant information for the development of this research project. The next chapter explains the research method of this work.

Chapter III

Methodology

This chapter displays all the aspects regarding the research method of this work. The design section explains what a qualitative research mean, the research type that in this case is ethnographic and the instructional design description. Moreover, in the context section the population, the setting and the sample of the context which was studied are described in detail. Besides, in the data gathering techniques section the instruments used for the data collection were depicted and the way how those techniques were going to be validated through the pilot study and triangulation criteria. At the end, in the ethical issues, the commitment to the responsible management of the information and the respect for the participants was reaffirmed.

Design

Research paradigm. This research project was carried out taking into account a qualitative approach. According to Goyes & Uscátegui (2001) the qualitative paradigm studies social actions and human environment; therefore, it attempts to understand, interpret and transform them. The data gathering process is strict and systematic as it describes in detail the context where those events take place and what causes them. The main objectives of this research paradigm are: the theoretical construction, the hypothesis formulation process and the understanding of social relationships and interactions. It is characterized by being based on the pragmatism. Furthermore, this approach attempts to understand the reality and it does not make generalizations since the interpretations are made taking into account the context. It was chosen as it could lead us to the understanding of the influence of learners' gender in the current environment of a foreign language class. Moreover, it could help us to collect information from a primary source.

Research type. In accordance with Creswell (1998), the ethnography is a detailed way to describe, explain and interpret what a social group does in its own environment. This description and interpretation is important since it requires daily observation of the characteristics of a group. Besides, this technique has the objective of studying and understanding the specific attributes which characterize a community; thus, through the use of this approach the researcher gathers the data from direct interaction. Ethnography was useful for this research work as it helped us obtain relevant information to accomplish some of the research objectives stated previously. Moreover, in order to carry out the data gathering process, the researchers had to observe students in their own classroom environment and interact with them while they developed the English module as it was designed to collect specific information.

Goal. To design a coursebook or learning module which contains different activities intended at identifying students' learning styles and strategies when learning English.

Objective. To identify the influence of learners' learning styles and strategies in the learning process of English as a foreign language.

Description of the intervention. The lesson plans and module activities were designed according to the following topics:

- Simple past (Unit 1)
- Present Perfect (Unit 2) (Appendix 6)

Procedure. Every intervention took one hour a week and the measuring tools which were going to be applied attempted to analyze students' learning styles (visual, auditory and kinesthetic) and learning strategies (social, individual and affective) in the classroom. First of all, the lesson plans and module topics were based on what the students' English curriculum stated. Second, the previous learning styles and strategies were involved either implicitly or explicitly in

every activity in order to gather specific information. And finally, all the activities developed in every class were collected, so that they could help to identify students' particular learning characteristics.



As it is shown in the previous picture, in all the interventions students had to develop a specific activity and the researchers observed students performance and behavior. One of the researchers was in charge of monitoring the activity and explaining students how to develop the module's tasks while the other one was responsible for observing what was happening in the classroom. At the end, both researchers compared their findings and made detailed interpretations about students' actions and interaction during the class.

Module's units description. Table 1 contains the description of the module's activities and the skills which were going to be observed in every intervention.

Module's Units Description				
Unit 1: Past Simple				
Listening	Speaking	Reading	Writing	Grammar

1. Listen to the reading	1. Make predictions	1. Read the complete story	1. Scrambled exercise	1. Simple past
2. Write down as many verbs as possible	2. What is this story about?	2. “Moving past the crime”	2. Simple past chart	2. Regular and Irregular verbs.
	3. Who are the characters?	3. News vocabulary		
		4. Use body language		
Unit 2: Present Perfect				
Listening	Speaking	Reading	Writing	Grammar
1. Listen to the song	1. How many times did you... today?	1. Identify the song mistakes	1. Correct the song mistakes	1. Present perfect tense
2. Draw the structure of present perfect tense from the song	2. Truth or lie	2. Past participle verbs matching activity	2. Grammar exercise.	2. Writing activity
			3. Create a chain story using present perfect tense.	3. Since-For

Table 1: Module’s Units Description

Lesson plans. Table 2 shows a sample of the lesson plans which were created for every session. The other lessons plans are presented on Appendix 2. Every lesson plan was used to

organize how the observation process was going to be carried out, that is why, they represent each one of the eight observations sessions and interventions.

Lesson Plan 1 – Observation 1	UNIT: 1
TOPIC: Past Simple	Time: 8:40 a.m. – 10:10 a.m.
Date: Thursday, September 19, 2013	
Objective: Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.	
Class Procedure: Students will develop the following activities: Contextualization of the class topic and activities: 1. Practice one: listening activity 2. Practice two: written activity 3. Practice three: reading activity	
Materials: English module, board, dictionaries, etc.	

Table 2: Lesson Plan Sample

Description of the Context

Population. The population who participated in this research was a group of students enrolled in eleventh grade from the “Liceo de la Universidad de Nariño” high school. The number of students (boys and girls) in the classroom was about 38 and their ages ranged from 16 to 17 years old. It is a public high school; this can suggest that students belonged to, medium and low-medium socioeconomic status.

Setting. This research work was developed at the “Liceo de la Universidad de Nariño” high school located in the 5th street No. 32A-86 in San Vicente neighborhood. This school consists of large classrooms, a café, three sport fields, a music room, a computers’ room, a library and one main entrance. It is surrounded by the Aurora and San Vicente neighborhoods.

Sample. The participants involved in this research work were a group of 38 adolescents (boys and girls) enrolled in eleventh grade. Their age ranged from 16 to 17 years old and they belonged to low-medium socioeconomic status. They were chosen taking into account their curriculum and the fact that there had to be a similar amount of students regarding both genders in the classroom.

Data Collection Techniques

Observation. Bastidas 2002 stated that it is an organized process which is used to test hypothesis. It takes place in the context where the events occur. The elements which this technique includes are the observer, what is being observed, the techniques employed by the observer and the theoretical and conceptual frameworks. In the case of this research work, the observation was participative as the observers had an active role in the class. They had to intervene in every observing session using an English module which was created to gather specific data. Moreover, the data gathering was complemented using observation diaries in order to check some pre-conceived hypothesis. (Appendix 3.1)

Survey. Brown 1988 claimed that it is a technique which has structural questions (open and closed) about specific aspects of the classroom, curriculum and learning method. Through this technique, the information can be analyzed in a fast and simple way. It is important because the information comes from a direct source, it is easy to handle and it is comprehensible. Taking into account the last definition, this instrument was applied in the following way: to start, the

surveys were handed in to the participants in order to explain and clarify their possible doubts about it. The survey had a maximum of 20 questions (15 minutes) and its format was “yes or no” (choice). At the end, the surveys were picked up and the participants were thanked for their help. (Appendix 3.2)

Validation Criteria

Pilot study. In order to test the reliability of the data gathering instruments, it was necessary to find a group of students who could answer the survey. During this process some statements were either removed or corrected to facilitate its application to the real sample.

Triangulation. It is a way of assuring the validity of research results through the use of a variety of research methods and approaches. It is a means for overcoming the weaknesses and biases which can arise from the use of only one method. It also allows researchers to collect quantitative and qualitative data from both primary and secondary sources (Shenton, 2004). This research made use of observations, and surveys so as to collect information. The data came from different sources, so it was compared and contrasted in order to make it trustable and reliable.

Trustworthiness. With the purpose of giving the methodological consistency of the case, two types of instruments were implemented: observation and surveys. This was done to obtain different perspectives from various angles of the same problem. This practice has an epistemological basis that lies on the approach about the divergent thought which holds that one perspective from different angles on one topic or subject provides more enriching elements. By doing this, it is possible to get a better understanding of the problem that is being studied. This situation would not happen if the phenomenon under study were seen only from one perspective.

Ethical Issues

According to Kemmis and McTaggard (1981), the ethical principles which will be taken into account in this research project will be:

Copyright. All the bibliographical references, taken from articles and magazines which were used to organize the definitions and concepts, were respected.

Permission. Students, parents, teachers and the high school principal were requested for an authorization to carry out this research.

Voluntary participation. Students were informed about the procedures involved in this research, so that they could give their consent to participate on it.

Damages. The participants of this research were affected neither physically nor psychologically.

Confidentiality. The results obtained will not be published in order to respect and protect the identity and privacy of the participants and the school.

Reciprocity. A final copy of this research project will be handed into the school with the purpose of letting them know what the results were.

This chapter displayed a complete explanation about the research method. At the beginning, it described the research paradigms, types and techniques used for the data gathering process. Furthermore, it made a detailed presentation about the population, setting, sample and procedure which was carried out in order to collect information. The next chapter presents the analysis of data and its results.

Chapter IV

Data Analysis and Findings

This chapter has the purpose of explaining the methods used to analyze the research results. Keeping in mind some key concepts explained in previous chapters such as the research paradigm; qualitative and type; ethnographic, in this part of the research, those strict and systematic methods are used to make detailed descriptions from the results to draw conclusions and formulate hypothesis.

In order to examine the results obtained through the use of qualitative instruments such as observation and surveys, this research work made use of the Grounded Theory as the main qualitative tool or method to analyze the information. Glaser and Strauss (1967) asserted that “the grounded theory is aimed at creating or generating a new theory based on the results obtained from social interaction” (p. 35). Charmaz (as cited in Glaser and Strauss, 1967) stated that this theory usually contains a number of particular features or steps such as simultaneous collection and analysis of data, creation of analytic codes and categories developed from data and not by pre-existing conceptualisations (theoretical sensitivity), discovery of basic social processes in the data, inductive construction of abstract categories, theoretical sampling to refine categories, writing analytical memos as the stage between coding and writing and the integration of categories into a theoretical framework, etc.

According to this theory, the analysis of data is accomplished through the development of a series of procedures, for instance, open coding, axial or contrasting coding and selecting coding or building interpretation. These procedures are important and necessary since they help to reduce the information and filter what is relevant to achieve the research objectives.

Considering the previous definition and information and taking into account our research question What are the most prevalent learning styles and strategies used by each gender associated to the foreign language learning process in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school ? and objectives a sample of the steps and procedures described and employed to analyze the information were as follows:

Open coding. This process allowed the organization of data taking into account its relevance and made possible that information could be broken down into small bites to make easier its interpretation. In the case of this research work open coding charts, either for observation or surveys were filled out. Table 3 and 4 show the development of this step.

Open Coding – Observation Institution: Liceo de la Universidad de Nariño high school Time: 8:40 a.m. – 10:10 a.m. Researchers: Ximena Delgado Benavides – Mercedes Amelia Suarez Research problem: What are the most prevalent learning styles and strategies used by each gender associated to the learning process of a foreign language in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school? Date: Thursday, November 30, 2013			
Observation 1	Girls	Boys	Comments
Description of what was observed 1 :	Kinesthetic activity: Girls acted and managed to convey the verb they had to dramatize without using words. Girls looked comfortable performing before their classmates.	Kinesthetic activity: some boys dramatized the verbs without using words but it took them little long to come up with an idea to perform. Boys looked little shy when performing before their classmates.	Boys feel less comfortable by acting because of boys' commentaries more than girls'.
Description of what was observed 2 :	Girls paid attention to teacher's speech in both English and Spanish until the end of the class.	Boys looked more interested in English speech; even if they did not recognize all the vocabulary and expressions; hence, their attention was kept during English speech.	Boys directly exposed to the foreign language keep their attention because they don't fear novelty

Table 3: Open Coding – Observation Sample

Open Coding – Surveys Institution: Liceo de la Universidad de Nariño high school Time: 8:40 a.m. – 10:10 a.m. Researchers: Ximena Delgado Benavides – Mercedes Amelia Suarez Research problem: What are the most prevalent learning styles and strategies used by each gender associated to the learning process of a foreign language in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school? Date: Thursday, November 30, 2013	
Statement	Researcher’s personal commentaries
(Auditivo) 1. Me gusta hacer actividades que incluyen música, canciones, diálogos, relatos en la clase de inglés.	Boys :all boys answered in an affirmative way to this question; thus, it can be said they prefer and use the auditory style when learning English Girls: Only one girl answered(no) to this question. Most of the girls answered in an affirmative way, what implies that they make use and prefer auditory style
(Auditivo) 2. Prefiero que el (la) profesor(a) de Inglés explique el tema de la clase y no leer en el libro la explicación de ese tema.	Boys: most of boys said that they preferred to listen to the explanation of the topic but not to read about it. Only one boy said he preferred to read the explanation of the topic Girls: half of girls preferred to listen to teacher’s explanation. But the other half of girls considered more convenient to read on their own about the topic of the English class.
(Visual) 3. Me agrada que en la clase de inglés se utilicen videos, imágenes, afiches, títeres, figuras porque recuerdo el vocabulario y expresiones.	Boys: most of boys fund that videos and images in general enhance the way they learn English. Only one boy did not consider that videos and images in general are useful Girls: almost all girls considered that videos and images in general help them to learn in a better way. Only one girl did not consider that these materials are useful

Table 4: Open Coding – Surveys Sample

Axial coding or contrasting. This is the second step in which the data gathered by the data collection techniques was compared and contrasted in order to obtain common characteristics or conclusions that will be used to start the coding building process. Table 5 shows the comparison between both instruments and its possible conclusions.

Axial Coding or Contrasting Institution: Liceo de la Universidad de Nariño high school Time: 8:40 a.m. – 10:10 a.m. Researchers: Ximena Delgado Benavides – Mercedes Amelia Suarez Research problem: What are the most prevalent learning styles and strategies used by each gender associated to the learning process of a foreign language in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school? Date: Thursday, November 30, 2013		
Observations’ general ideas	Survey’s general ideas	Researcher’s personal commentaries
(Auditivo) Girls make sure of following instructions to do the activity or task only once. The feminine gender is able to keep attention. Boys directly exposed to the foreign language keep their attention. In the case of girls; speaking either in English or Spanish, the teacher can get girls’ attention	(Auditivo) 100% boys’ preference for auditory activities in class. On the other hand, girls enjoy auditory activities but not in the same proportion as men. It can be said that boys prefer and use the auditory style. Most of the girls answered in an affirmative way, what implies that they make use and prefer auditory style Notable preference of boys to receive explanation and listen to the teacher. With girls, we observe their preference for listening	(Auditivo) Regarding auditory style, boys and girls use it, but girls are more likely to maintain it up for more time when <u>learning or</u> receiving instructions. Boys’ auditory style is maintained little longer before novelty.

Table 5: Axial Coding or Contrasting Sample

Selecting coding or building interpretation. This is the last step and it was important as it made possible the recognition of key words and concepts in both, observation and surveys. Moreover, it facilitated the formulation of some specific and detailed conclusions. Table 6 shows an example of the categories found in the results obtained from both instruments.

Selecting Coding or Building Interpretation Institution: Liceo de la Universidad de Nariño high school Time: 8:40 a.m. – 10:10 a.m. Date: Thursday, November 30, 2013 Researchers: Ximena Delgado Benavides – Mercedes Amelia Suarez Research Question: What are the most prevalent learning styles and strategies used by each gender associated to the learning process of a foreign language in a group of high school students enrolled in eleventh grade who attend "Liceo de la Universidad de Nariño" public high school?			
Code 1 Observations (Auditory)	Code 2 Survey (Auditory)	Comments (Auditory)	Categories
Boys prefer to be directly exposed to the foreign language Girls reached a higher level of accuracy in the listening activities according to the results of the English Module	Notable preference of boys to receive explanation Girls considered more accurate to read about grammar explanation on their own	One characteristic of girls' performance in listening exercises is their accuracy. The auditory learning style is used by boys and girls; however, this style shows notable differences when being used by each gender.	Category 1: The two most influential and predominant learning styles used by girls and boys when learning English are the visual and auditory. Category 2: Girls and boys show remarkable differences when related to the use of the social learning strategy.
(Visual) Both genders enjoy working with images, videos, etc.	(Visual) The use of images, videos, etc. enhance in general for boys' and	(Visual) Visual material such as images, words, etc. work for both, boys and girls.	

Table 6: Selecting Coding or Building interpretation Sample

In order to reach the point of finding categories, the data collected from the instruments had to be read and re-read. Next, the analysis of the information provided to answer the research question began. After this practical but important exercise, some commonalities and repeated behaviors and events were found that seemed to be the basis of categories which gave insights to answer the research question.

Findings and Categories

Below, we describe the findings after analyzing the gathered data. The first category found after developing the selecting coding or building interpretation process is the following: "the most influential and predominant learning styles used by girls and boys when learning English are the visual and auditory styles", and the second category states that "girls and boys

show remarkable differences when related to the use of the social learning strategy”. Those two categories are described in detail and they answer the research question: What are the most prevalent learning styles and strategies used by each gender associated to the foreign language learning process in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school?. Moreover, considering the general objective: To identify the differences regarding learning styles and strategies associated to each gender in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school and specific objective: To analyze how the learning styles and learning strategies are used by each gender in the foreign language learning process the analysis and description of the information gathered and analyzed according to the previous steps is discussed below. Furthermore, in the next discussion, the findings of some theories that talk about gender with regard to learners’ learning styles and strategies are compared to what was found in current language contexts.

Category 1. The two most influential and predominant learning styles used by girls and boys when learning English are the visual and auditory styles.

The importance of this category is based on the fact that it mentions the most frequent actions, characteristics and patterns found in each gender’s behavior for executing any task in which the listening and visual components were 100 % needed.

The next excerpts cover in detail some of the differences found in the use of these learning styles according to students performance on the development of activities contained in the English module and the survey’s results.

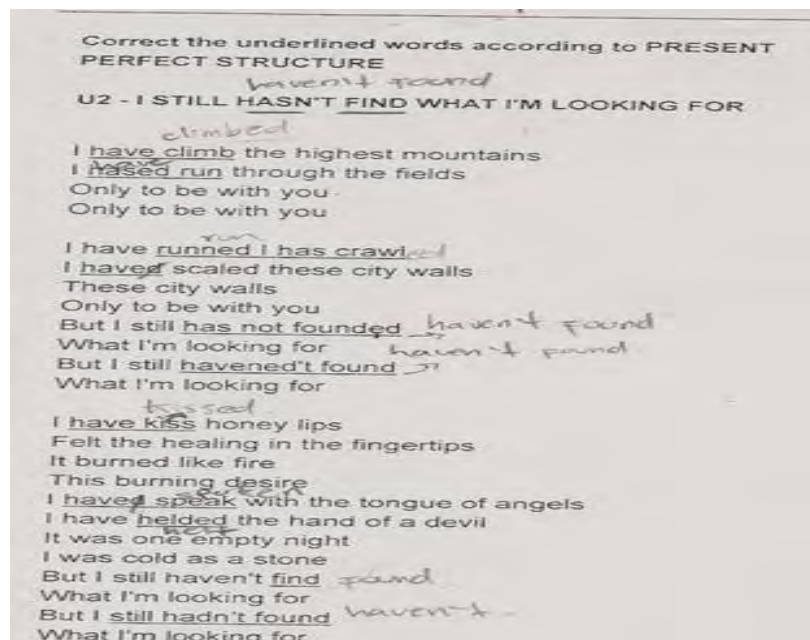
Auditory learning style. It can be defined as the manner of learning in which speaking and listening are the main methods implemented to comprehend information provided through someone's words, voice, sounds, lectures and speech.

Regarding this style, in the classroom, it was possible to observe the following aspects. In observation 1, on Thursday, September 19, 2013 from 8:40 a.m. to 10:10 a.m., while developing practice 1 where students had to listen to the reading “Moving Past the Crime by Jack Billings”, we could see the following behaviors in the class: first, from the beginning of the session, girls waited for instructions to know what they had to do and what they were going to be asked to do with the class activities while boys did not pay attention and were doing some other things. Moreover, sometimes, when girls and boys had to listen to instructions, they showed to be comfortable despite not knowing all the vocabulary in English. In this same observation, in practice 2 about the past simple tense in unit 1, students had to listen and write down as many verbs as they could from the reading “Moving Past the Crime by Jack Billings”. After doing this, they had to make predictions about the story, considering the verbs they could catch from it. In this task, it was detected that boys gathered little more verbs than girls as they listened attentively and attempted to write the verbs they caught even though if they did not know the correct way to write and spell them. On the contrary, girls did not feel confident about what they listened; that is why, they did not write the verbs they heard.

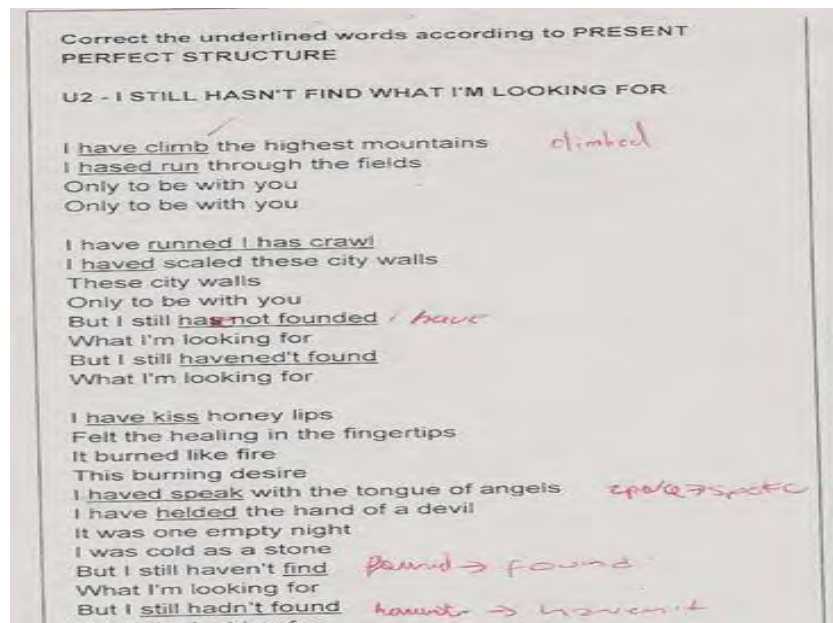
Additionally, in observation 4 that took place on Thursday, October 10, 2013 from 8:40 a.m. to 10:10 a.m. in which the class topic was the present perfect tense in unit 2, activity 1, students were asked to go around the classroom asking some questions to their classmates, so that they could be able to tell their teacher which of their classmates' actions were repeated the most during the day. In this exercise, girls showed to be more attentive to their classmates' answers;

hence, when they had to report the activity, they talked confidently and explained in detail all what they had heard; however, boys' performance in this task was quite different from girls since they just gave some general aspects about all classmates.

Furthermore, in observation 6 on Thursday, October 24, 2013 from 8:40 a.m. to 10:10 a.m. during practice 3, students had to develop an activity in which they had to listen to the song "I still haven't found what I'm looking for" by U2. The song had some mistakes related to the structure of the present perfect tense; thus, in this task, students were asked to listen carefully to identify the mistakes and correct them. It was perceived that after listening to the song, as shown in sample 1, girls noticed most of the mistakes that had been intentionally written on the lyrics. On the contrary, as it can be seen on sample 2, boys paid less attention to the song; thus, they couldn't identify or notice most of the mistakes.



Sample 1. Song: "I still haven't found what I'm looking for". Task developed by girls.



Sample 2. Song: “I still haven’t found what I’m looking for”. Task developed by boys

Moreover, during observation 8 about unit 2 developed on Thursday, November 7, 2013 at 8:40 a.m. – 10:10 a.m., students had to come in front of the class and tell three things about their lives; two true things and one false, using the present perfect tense structure. Then the rest of the group had to try to guess which of those statements was the false one. In this oral exercise, it was observed that both genders paid attention to their classmates’ statements, yet boys had a hard time at identifying girls’ false statement. In the case of boys, they did not accomplish the exercise effectively as their body gestures and voice showed the contrary of what they actually wanted to mean.

In most of the interventions and classes developed from Thursday, September 19, 2013 to Thursday, November 7, 2013 from 8:40 a.m. to 10:10 a.m., taking into account the auditory learning style, it was possible to notice that speaking either in English or Spanish, the teacher

could get girls' attention; nevertheless, speaking in English directly helped the teacher get boys' attention because boys reacted before the novelty of the foreign language.

In addition, the survey answered by students on Monday, November 15, 2013 showed that in this group there was a notable preference of boys to receive explanation in class. The survey's results to this statement "Me gusta hacer actividades que incluyen música, canciones, diálogos, relatos en la clase de inglés" about auditory learning style showed that all boys and girls answered affirmatively; consequently, it could be said they both preferred and used the auditory style when learning English. Besides, in the second statement, "Prefiero que el (la) profesor(a) de Inglés explique el tema de la clase y no leer en el libro la explicación de ese tema" most of boys said they preferred to listen to the explanation of the topic but not to read about it. With regard to this statement, only one boy claimed to prefer to read the explanation of the topic. In the case of women half of the group of girls preferred to listen to the teacher's explanation, but the other half of them considered more convenient to read on their own about the topic of the English class.

Keeping in mind that the previous analysis was gathered from the data collection instruments used in this study, some authors that talk about the auditory learning style in foreign language contexts like Catalán (as cited in Lopez, 2006) asserted that the feminine gender makes use of the auditory learning to learn, but in contrast, the masculine gender uses the eyesight and touch styles to learn. This author declared that auditory learning style is only attributed to the feminine gender. This declaration strongly contrasts with up-to-date classrooms since this learning style is used by both genders; nonetheless, there is an important difference to consider that can be explained as follows. In this case, this author might have made generalizations that do not match with updated English class context. However, it is worth mentioning that the feminine gender demonstrated to be little more precise or "accurate" for listening tasks. To this regard,

there is a difference between stating that the masculine gender only uses the eyesight and touch styles to learn than saying that boys use auditory style, yet they do not get the same level of accuracy as girls. Furthermore, boys and girls use auditory style, but girls were more likely to maintain it for more time when learning or receiving instructions. As example, in the written exercise called scrambled activity on Thursday, September 26, 2013 from 8:40 a.m. to 10:10 a.m., some girls waited for instructions to do the written activity whereas boys began to do the written activity without waiting for instructions. It seems to be that boys observed the pattern on the sheet of paper that told them what to do; therefore, they did not need to wait for instructions. It is possible that boys' auditory style is maintained little longer before novelty and that boys directly exposed to the foreign language keep their attention because they enjoy listening to the foreign language.

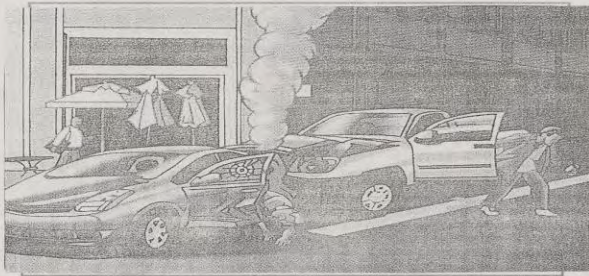
Omar Jair Benavides

Moving Past the Crime by Jack Billings

- On May 30, 2006, 53-year-old Adam Carson **DROVE** to work. While he **WAITED** at a stoplight, a truck **CRASHED** into his car. The driver of the truck **WAS** 21-year-old Lee Giron, and he **WAS** drunk. Lee **WALKED** away from the crash, but Adam **DIED** in the accident.
- Valerie Carson, Adam's wife, **SAID**, "I **WANTED** to kill the man who **KILLED** my husband. I **WAS** so angry. So **HURT**. I **WANTED** to scream at him. I **DIDN'T** want Lee to just go to prison. I **WANTED** him to do something to help me."
- At 21, Lee **REGRETTED** that the accident **KILLED** the older man. But in the months that **FOLLOWED**, he mostly **WORRIED** about going to prison. In the end, the court **FOUND** Lee guilty of drunk driving, and he **WENT** to prison for one year. In prison, he **DIDN'T** think about the accident or the Carsons. He **THOUGHT** only about what he **WANTED** to do when he **GOT** out. When someone **ASKED** if he **WANTED** to be in the restorative justice program at his prison, he **WAS** afraid. He **FELT** terrible and **DIDN'T** want to meet the wife of the man he **KILLED**. But finally, he **AGREED**. Valerie **WAS** afraid to meet the man who **KILLED** her husband. But she **WAS** still in so much pain, she **THOUGHT** maybe meeting him could change how she **FELT**. She **AGREED** to be in the program too.
- At their first meeting, Valerie **TOLD** her story. She **DESCRIBED** her anger, her sadness, and her fears. Lee **LISTENED**, and at the end of her story he **APOLOGIZED** to her. At their second meeting, Lee **TOLD** his story. At their third meeting, Valerie and Lee **DECIDED** what Lee could do to compensate for the damage. "Nothing could ever bring her husband back," Valerie **SAID**. "But I **FELT** if people could hear Lee's story, another life might be saved." And so Lee and Valerie **AGREED** to work together giving talks to young people about drunk driving. This is how Valerie **FOUND** herself traveling around the country for four years. She **WORKED** with the man who **KILLED** her husband. "Restorative justice **HELPED** me to stop seeing Lee as a monster. It **HELPED** me learn to forgive him," Valerie **SAID**.

Scrambled Exercise:

- EIRDV: drive
- IWTA: wait
- SCHRA: be
- EB: be
- LWKA: walk
- IED: die
- NTWA: want
- LKIL: kill
- UTHRE: there
- GTERRE: there
- WLOLFO: follow
- RWOYR: find
- NIFD: find
- OS: so
- OD: so
- TGE: get
- KAS: ask
- ELF: feel
- EGREA: agree
- IHKTN: thing
- LETL: tell
- SCRIBED: describe
- STENLI: listen
- ZEAPOGILO: apologized
- CIDEDE: decide
- YAS: yes
- KORW: work
- PELH: help



2/28

Sample 3. Boy's scrambled exercise

Karen Baca Herrera 11-3

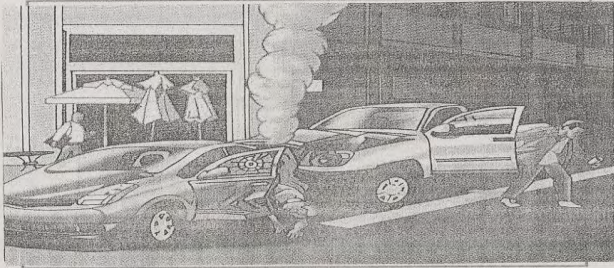
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Scrambled Exercise:

- EIRDV: *DRIVE*
- IWTA: *WAIT*
- SCHRA: *CRASH*
- EB: *BE*
- IWKA: *WALK*
- IED: *DIE*
- NTWA: *WANT*
- LKIL: *KILL*
- UTHIR: *HURT*
- GTERRE: *REGRET*
- WLOLFO: *FOLLOW*
- RWOYR: *WORRY*
- NIFD: *FIND*
- OG: *GO*
- OD: *DO*
- TGE: *GET*
- KAS: *ASK*
- EELF: *FEEL*
- EGREA: *AGREE*
- IHKTN: *THINK*
- LETL: *TELL*
- SCRIBED: *DESCRIBE*
- STENLI: *LISTEN*
- ZEAPOGILO: *DECIDE*
- CIDEDE: *DECIDE*
- YAS: *SAW*
- KORW: *WORK*
- PELH: *HELP*

29/23



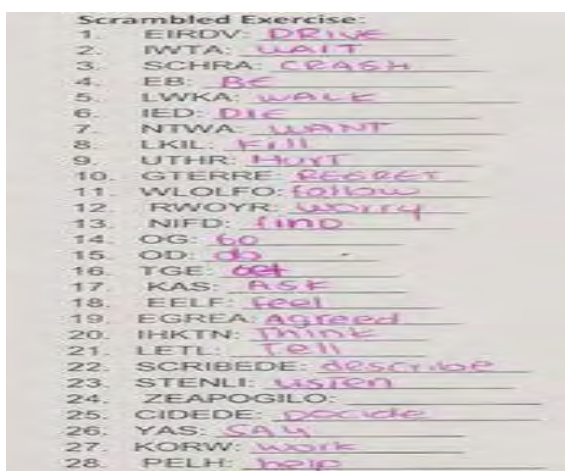
Sample 4. Girl's scrambled exercise

Visual learning style. It can be described as the modality of learning in which the information provided to individuals is presented visually through telling gestures, images, graphics, colors, concepts and words that make possible to remember, link or infer what is being presented. By using the visual learning style, learners store all the represented information in their visual memory.

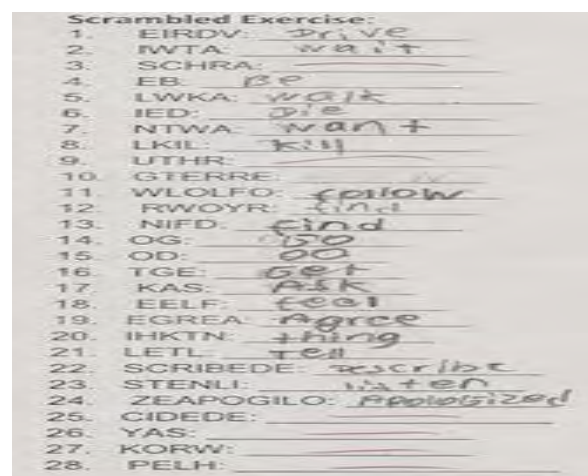
In order to gather information for the visual learning style, the activities developed from the module allowed observing and mentioning the following salient learners' characteristics. In observation 1, on Thursday, September 19, 2013 from 8:40 a.m. to 10:10 a.m. by developing practice 3 in unit 1, where the class topic was the past simple tense, students had to read the complete story "Moving Past the Crime by Jack Billings" and pay attention to the verbs in capital letters. After this, they had to tell their teacher what differences they found among the verbs they

could see there. In this case, girls found out the difference and they told their teacher that the difference between the verbs lied in the (-ed) ending of the regular verbs and the irregular form of some of them. The previous example allows stating what had already been told before that when learning English girls tend to be more detailed while developing a class activity.

In addition, in observation 2 on Thursday, September 26, 2013 from 8:40 a.m. to 10:10 a.m. in practice 5 from unit 1 about the past simple tense, the group of students was asked to develop a scramble exercise. They had to reorganize some verbs according to the reading “Moving Past the Crime by Jack Billings” and then write their past form in front of them. It was possible to see, as shown in sample 5, that some girls made marks on the scrambled words to find out what the word was; hence, they did not erase many times on the sheet of paper. On the other hand, as presented on sample 6, boys did not make any marks on the scrambled exercise to find out what the word was; therefore, they erased many times on the sheet of paper. The previous description gives the idea that boys prefer to do written activities directly based on what they see (patterns) while girls take time to analyze them and also follow patterns.






Sample 5. Girl's scrambled exercise



Sample 6. Boy's scrambled exercise




Besides, in observation 3 hold on Thursday, October 3, 2013 from 8:40 a.m. to 10:10 a.m. from unit 1 about the past simple tense, students had to develop practice 8. Here, they had to observe eight images and organize some sentences in affirmative form according to each situation and then they had to write the main verb in simple past tense. In this activity, as it can be seen on samples 7 and 8, boys and girls were really interested in organizing the sentences correctly. It could be seen that both genders felt curious about determining how much they knew as they asked many questions and doubts to their teacher to confirm whether their answers were correct or not.

Name: Omar Jair Benavides

IMAGINE THESE SITUATIONS	ORGANIZE THE QUESTION	YOUR CLASSMATES' ANSWERS
 <p>1. Memory/ Lose/Suddenly /You/ Your</p>	<p>What would you do If... you lose your memory suddenly</p>	<p>If...</p>
 <p>2. A/ Age/ Baby/ Have/A/ Your</p>	<p>a baby has your age at</p>	
 <p>3. Adopt/ Know/Your/ That Be/ Brother/You</p>	<p>you know that your brother be adopt</p>	

Sample 7. Girl's past simple activity

Name: Alejandra Carrascal Hernández

IMAGINE THESE SITUATIONS	ORGANIZE THE QUESTION	YOUR CLASSMATES' ANSWERS
 <p>1. Memory/ Lose/Suddenly /You/ Your</p>	<p>What would you do If... you lost your memory suddenly</p>	<p>If...</p>
 <p>2. A/ Age/ Baby/ Have/A/ Your</p>	<p>a baby has at your age</p>	
 <p>3. Adopt/ Know/Your/ That Be/ Brother/You</p>	<p>you knew that your brother is adopt</p>	

Sample 8. Boy's past simple activity

Furthermore, in this same observation, students had to develop practice 9 that was a reading task about organizing news headlines. In this task, students were given a piece of news and some images. They had to work in groups to organize the correct sequence of the news on a different sheet of paper and decide whether the image given to them belonged to the reported news or not. If so, they had to stick it on the top of the paper, but if it did not, they had to exchange it with other groups. At the end of the task, students had to read out loud the complete piece of news. This exercise made possible noticing the following differences between the work developed by girls and boys. For example, some girls took their dictionary and used it as they wanted to make sure of meaning, vocabulary, orthography and grammar structure; however, boys only asked the other groups about the unknown words in the text since they looked for translation.

Moreover, in observation 7 on Thursday, October 31, 2013 from 8:40 a.m. to 10:10 a.m. about unit 2 which dealt with the present perfect tense, students developed practice 4 that consisted in creating a chain story in which they were provided only with the beginning of it. In this exercise shown on sample 9, each student had to come up with a sentence based on an image they had randomly chosen. Then they were asked to complete the chain story using the present perfect tense and at the end, one student had to read out loud the complete version of the story. In this activity, on each girl's turn, it was observed that they took few more minutes than boys for completing the story since they preferred to take their time to do the activity correctly. What is more, some girls attempted to read all the previous lines of the story to complete it as they were concerned about giving it an accurate sense. On the other hand, boys took less time for completing it and they only read the previous line of the story and wrote their own statement. In the same activity, it was evident that girls and boys enjoyed working with images they could see,

touch, compare and write on. In this specific task, images were a good tool for working on the development of written skills for both, girls and boys.

NIGGER

Once upon a time, there was a little black boy called Barack. Obama has been president of the United States since 2010. One day,...

a driver has going to the school, and cars have prepare a lake, and the security guard has open the door to the school

to the driver ~~has~~ drive in the street, has driven in the street

so, the librarian, ~~(in those moment needed, a)~~ has been trying to get a taxi, the next day the nurse helped a kid in the school, she has been a wonderful support, and she has visited to the librarian and they have traveled to Medellín, Antioquia, they have met Cordas of Botero, and then they have met Cuba a pretty woman who help them to visit the city. Cuba she's lived in Cuba a long time, and she go with them



Sample 9. Chain Story developed by boys and girls

Regarding the survey answered by students on Monday, November 15, 2013 in which one of the statements asked to them about visual learning style was “Me agrada que en la clase de inglés se utilicen videos, imágenes, afiches, títeres, figuras porque recuerdo el vocabulario y expresiones”, most of boys found that videos and images in general enhanced the way they learned English. Only one boy did not consider that videos and images were useful. Similarly almost all girls considered that videos and images in general helped them learn in a better way and only one of them did not consider that these materials were useful. In the second statement “Comprendo el tema y recuerdo los ejemplos de la clase de Inglés cuando mi profesor(a) escribe en el tablero”, the majority of boys declared that written examples on the whiteboard helped them to have a better understanding of the topic. Only few students did not find that written examples

were a good tool for learning, yet writing is the tool all girls coincided helped them to comprehend better the topic in the English class.

In relation to visual learning style, some authors have stated that both genders make use of this style. For instance, Lopez (2006) asserted that the masculine gender develops abilities which involve size, shape, space and visualization of objects, but the author does not mention that this style can be attributed to girls which means that his theory leaves aside girls' use of visual learning style. Nevertheless, it is necessary to clarify that in general girls' and boys' visual learning style is different especially when analyzing texts, words, paragraphs and grammar exercises. One reason is that girls' visual style goes to details when it comes to reading and written tasks. On the contrary, boys' visual style seems to analyze general elements first, then particular ones. In this case, one could say that both genders develop abilities which involve size, shape, space and visualization of objects; nonetheless, girls' visual style tends to be more detailed especially for written activities. To this respect, during the observations and survey it was noticed that girls analyze written activities and also follow patterns; that is why girls' observation is more detailed especially in written activities and when it comes to grammar exercises. On the contrary, for boys written examples help them for a better understanding, but in reading activities their observation is not as detailed as girls'.

Despite that visual and auditory learning styles are the principal styles used by boys and girls to learn English, there is a third learning technique which is the kinesthetic style which also has influence in their learning process and has the following characteristics.

Kinesthetic learning style. It is a learning method where tactile – centered activities are the base for receiving and processing information to be acquired. This learning style involves all sort of physical movements that are used to convey information, express thoughts, and create

concepts. By making use of the kinesthetic learning style, individuals have the source of information thanks to their palpable skills.

In Observation 3 carried out on Thursday, October 3, 2013 from 8:40 a.m. to 10:10 a.m. from unit 1 about the past simple tense in practice 6, the teacher was supposed to show to a member of each group of students a verb from the story “Moving Past the Crime by Jack Billings”. Those students had to mimic that verb and the team that guessed the biggest number of verbs won the game. However, a team could win the game only if they knew the past form of that verb as well. In this task, girls acted and managed to convey the verb they had to dramatize without using words and they looked comfortable performing before their classmates. Nonetheless, some boys dramatized the verbs without using words, but it took them a little longer to come up with an idea to perform it and also they looked a little shy in front of their classmates.

Additionally, taking into account the survey answered by students on Monday, November 15, 2013 with regard to the following statement “La clase de Inglés es interesante cuando realizamos dinámicas, juegos, competencias etc.que me ayudan a comprender el tema” aimed at knowing students’ opinion about the use of the kinesthetic learning style, most of boys and girls claimed to like activities that made them perform a kind of physical movement, yet few boys and girls claimed they did not enjoy these type of exercises. For the second statement “Cuando no recuerdo una palabra en Inglés muevo mis manos, brazos hago gestos para lograr que mis compañeros sepan lo que quiero decir” eight boys answered affirmatively and they agreed that in some circumstances they move their hands or body to make other people understand what they want to say, yet three students expressed that they do not do this. On the contrary, most girls stated that they usually move their body when they do not find words that express the word they do not know; however, one girl disagreed.

Respecting the kinesthetic style, in the literature review chapter, some authors such as Rojas (2001) claimed that men have the potential to learn in whatever environment, but they do not evidence academic performance in the school context due to the influence of the environment, language and culture. Besides, she asserted that men learn quickly when the class activities involve physical movement, for instance the movement of hands and body. This research emphasizes that men have preference for the kinesthetic style and group learning strategy. In present language classrooms, women do not have exclusively the role of successful language learners since it was possible to notice that both genders were successful in their own way. Moreover, it is possible to agree with the previous work in the sense that boys' learning is influenced by external factors as they tended to keep their attention for a short time as after that period of time their attention seemed to be deviated and they started developing other activities that were not related to the class topic. Also, boys and girls made use of physical movements to learn and express themselves; nevertheless, it is important to highlight here that girls felt freer to use this learning style since boys usually felt uncomfortable to perform physical movements as they felt afraid of other students' mockery and comments. This previous information allows concluding that despite the fact that both genders use effectively this learning style, girls were more successful. This analysis permits to claim that students from both genders use the kinesthetic learning style when they learn English, yet the feminine gender seems to be more successful.

Category 2. Girls and boys show remarkable differences when related to the use of the social learning strategy.

The importance of the second category about social learning strategies in this analysis is based on the fact that it includes the following components: first the affective and second the

individual component. In relation to the social, affective and individual components it is possible to say that all the strategies planned in advance by boys and girls either to interact in social context or to work individually determine their learning process.

The next section explains in detail the second category of this analysis and describes the events, actions and behaviors displayed by each gender in the classroom.

Social learning strategy. This strategy refers to the manner through which individuals deal and solve daily situations and benefit from interacting with others. Moreover, using the social learning strategy also implies that individuals manage to face up productively a variety of life situations, feelings, emotions, failures and success.

The following is the description of what was noticed from Observation 1 on Thursday, September 19, 2013 to observation 8 on Thursday, November 7, 2013 related to the social learning strategy. From the beginning, it is important to highlight that girls' participation in class was less frequent despite their concentration; however, boys' participation was notable; what implies that boys were willing to participate as it seemed they were aware and more confident about their knowledge. Second, girls looked concentrated when working either individually or in small groups whereas boys seemed to be more focused on the class when working individually. The previous actions and behaviors were repeated along the class intervention. Besides, it was observed that girls were a source of distraction for boys who were sitting close to them; on the contrary, the boys who were sitting away from girls' groups got focus on the exercise. Third, it was possible to identify that girls maintained cooperative work until the class activity finished and all the members took part in its development as they assigned a different role and supervised each member's work. In contrast, boys were not that demanding with each other and they

maintained cooperative work for less time since it was said they assigned the task to the members of the group who knew more vocabulary, grammar, etc.

On Thursday, October 10, 2013 from 8:40 a.m. to 10:10 a.m. students developed the activity practice 4 about writing a chain story. In this exercise, it was noticed that despite it was an individual exercise, both, boys and girls helped their classmates to complete it.

Regarding the survey statements about this social strategy answered by students on Monday, November 15, 2013, the results showed that for the statement, “Practico frases cortas en Inglés con mis compañeros fuera del salón de clase” boys claimed that they usually practiced what they learned even out of the classroom, yet only two boys claimed that they do not do it. In the case of girls, four of them answered affirmatively to this statement and three girls said no, this showed that there is a close difference between girls’ answers; that is why, it is quite difficult to state an opinion about it. With regard to the second statement “Me gusta trabajar en grupo en la clase de Inglés” seven boys’ answers showed that they liked working in teams, but four boys claimed they do not like it. Through their answer it is possible to conclude that they prefer working individually; in contrast, according to girls’ answers it is possible to say that all of them asserted to like working in teams.

Keeping in mind research works that talk about the social learning strategy regarding gender when learning English, it is worth mentioning Lopez (2006) as he confirmed that communicative interaction, exchange of information, negotiation of meaning, sharing of experiences benefit more the feminine gender since women are more open to new input. On the contrary, Muñoz, (1997) declared that the masculine gender is likely to interact in public spaces. The analysis of what was observed allows saying that it is possible to say that communicative interaction, exchange of information, negotiation of meaning, sharing of experiences are actually

put into practice by boys out of the classroom. One example of this is that boys are usually willing to interact and practice the foreign language. For example, boys helped their classmates to complete the assigned tasks when working in groups. By doing this, they recreate what they learn in the academic environment; hence, boys' interaction is higher than girls'. Moreover, despite some boys work individually, their interaction in social activities is higher than girls'. It was possible to notice that boys are open to new input; especially related to novelty. This increases their interaction. Boys recreate what they have learned and look for social contact little more than girls.

Likewise, the data gathered in this work through activities such as practice 9: news headlines, activity 1: speaking and practice 5: speaking - two truths and one lie on Thursday, October 10, 2013 and Thursday, November 7, 2013 from 8:40 a.m. to 10:10 a.m. showed that both, boys and girls enjoy working in teams in current times as well. They have a good relationship and cooperate with each other in order to develop the class assignments.

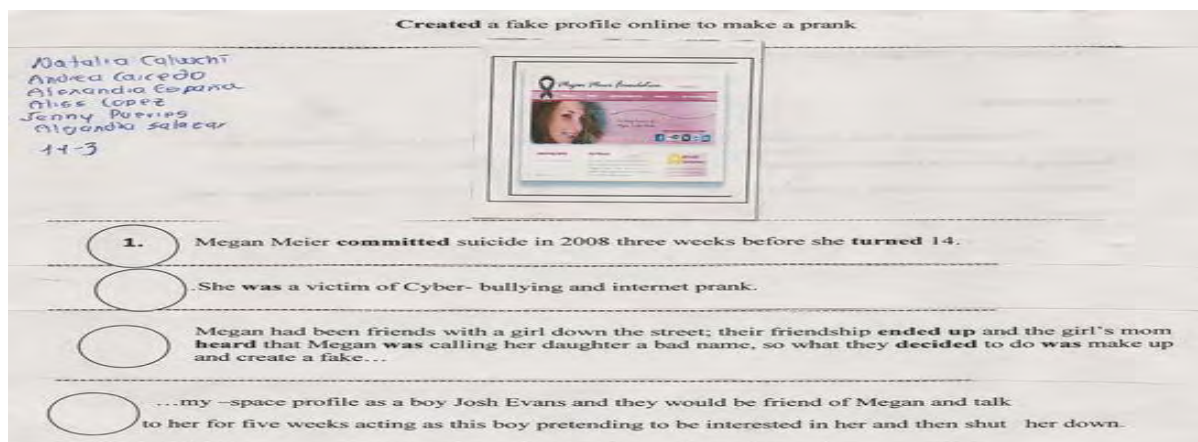
Nevertheless, it was possible to perceive that some conflicts emerged when both genders worked in teams as boys were indifferent to the task in terms of its quality; it means that they only wanted to finish the activity without caring about the results whereas girls were more concerned about failing; that is the reason why, they motivated boys and pushed them to work harder to improve the quality of the task. Furthermore, it was found that boys were more willing to participate in the class and they felt confident and secure to speak in public even though when their performance was not accurate. It was observed as well that boys constantly interacted in the class activities and that they recreated what they learned even out of the academic environment. Taking into account the general objective of this research work, the previous analysis shows that there are some similarities between what happens currently and what some theories about gender

have asserted so far. Additionally, it is possible to suggest that boys' behavior can motivate girls to take risks and participate more in the class activities as it is evident that the previous descriptions coincide that either boys or girls like and make use of the social strategy to learn in the language class.

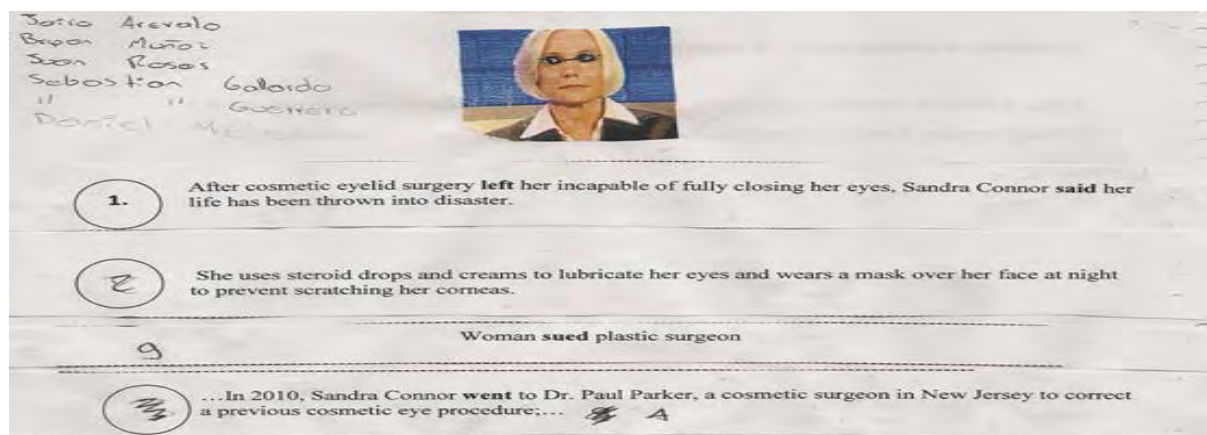
The next learning strategy, that is, the individual strategy is considered as one important element which complements the group of the social strategies.

Individual learning strategy. This term makes reference to all the activities and plans previously organized by individuals with the purpose of acquiring knowledge in the manner that best fits the learner.

Regarding this style, it was observed that in general girls asked for clarification or more instructions individually when they did not understand as they felt afraid of being criticized. On the other hand, boys asked for clarification or more instructions before the entire group. On Thursday, October 10, 2013 while developing practice 9 reading about news headlines in unit 1 about the past simple tense, presented in samples 10 and 11, girls brought stick, glue, etc. to develop the class activity; nonetheless, boys did not bring those materials; thus, they borrowed them from other classmates. In this case, girls preferred to save time by not borrowing materials as it was perceived that they strongly considered time management. Additionally, in most of the exercises and tasks, girls tended to highlight words, take notes, summarize, etc. to remember easily what they wanted to learn, but boys did not use these type of techniques. Furthermore, it was noticed that even out of the classroom, boys used and practiced what they had learnt in class, yet girls did not used the language outside of the class and it was evident that using the language even in class was less frequent than boys.



Sample 11. News Headline's activity developed by girls.



Sample 10. News Headline's activity developed by boys.

Considering the survey carried out on Monday, November 15, 2013 and the statements about students' use of the individual learning strategy, the answers to the statement "Me siento cómodo trabajando individualmente en la clase de Inglés", demonstrated that most of boys preferred working individually, yet there were two boys who said no. The reasons why these two boys answered negatively might be associated to some affective factors such as lack of confidence; that is the reason why, they would prefer working in teams. In the case of girls, most of them agreed that they felt comfortable when working individually; however, there was one girl

who said no. The second statement “Busco información adicional sobre lo que aprendí en la clase de Inglés” showed that six boys claimed that they did not like to look for further explanation about what they learned in the English class. Nonetheless, five boys answered affirmatively, what shows that there is a close difference between their answers and therefore, it is difficult to give an objective interpretation about whether they use additional materials or sources to learn or not. In this case, most of girls claimed that they looked for extra information about what they learned; however, two girls disagreed.

Speaking about this strategy in relation to what literature claims and taking in to account the observations, one could say that cooperative learning is not easy to put into practice among students. One reason is that the results from the observations showed that boys and girls prefer working individually. Regarding this, it is necessary to point out that boys showed a higher preference for individual work than girls. On the other hand, Lopez (2006) noted that the feminine gender evidence interest for the speakers, culture, details of the target language. According to this author, the feminine gender experiences an integrative motivation when learning English. In view of this statement; on Thursday, October 17th 2013 at 8:40 a.m. – 10:10 a.m. it was possible to corroborate through the class activity about reading and organizing news headlines that for example, some girls took their dictionary and used it, but boys asked the other groups about the unknown words in the text. Additionally, girls looked for extra information most of the time; consequently, integrative motivation could be attributed to them. One example of this is that in written tasks girls made sure of meaning, vocabulary, orthography, grammar and structure before handing in their tasks to the teacher. On the contrary, it was observed that boys did not use additional sources such as dictionaries or notebooks in order to complete their class activities as they trusted their knowledge. Most of boys did not look for extra information, yet

girls used their dictionaries and notebooks. This means that the use of additional sources during the English class is a characteristic of girls.

Additionally, there is a third learning strategy that can be mentioned as an extra component of the social and individual strategies; and this is the affective learning strategy.

Affective learning strategy. It involves individuals' attempts to maintain feelings, attitudes and behavior focused positively despite life constraints and issues.

Some of the actions and behaviors described below summarize the particularities that make reference to each gender affective learning strategy. First of all, it was noticed that there was no sign of girls' or boys' supremacy in the classroom since it was evident that in this group, girls and boys had a high self-esteem. As a second example to refer to the affective component regarding both genders, it can be mentioned that girls were likely to feel insecure when it came to intervene in public. For instance, in this group, girls were the ones who asked for instructions or clarification individually; nonetheless, boys asked for instructions or clarification before entire group when they did not understand. Besides, girls and boys felt afraid of speaking in front of their classmates; however, there were more boys in comparison to girls who showed to be more secure about this action. Almost everyone claimed to feel nervous when being exposed in public activities as the largest part of girls felt nervous in front of their classmates. A third example that involves the affective component of girls and boys is group interaction. For example, boys and girls seemed to feel good when they solved their classmates' doubts. It could be said that both genders might have the need of feeling useful for their fellows; hence, girls and boys were strongly linked with affectivity, sentiments, emotions, feelings and social acceptance. A fourth example that can be cited is related to academic progress. To this regard, both genders were vulnerable to low or negative results in class; boys and girls seemed to be strongly affected when

it came to failing. Finally, in relation to students' interaction and personal relationships, it was observed that this fact might become a source of distraction for the rest of the group.

In the survey developed on Monday, November 15, 2013, students' answers to the following statement to measure the affective learning strategy "Siento miedo cuando tengo que hablar en Inglés frente a mis compañeros" revealed that nearly everyone claimed to feel nervous when being exposed in public activities, but few of them stated not to feel worried about public presentations. Besides, the largest part of girls felt nervous before their classmates, but only the minority declared to feel confident about verbal communication in class. The second statement "Me siento decepcionado(a) cuando no obtengo buenas notas en Inglés" displayed that boys and girls seemed to be affected and concerned when it came to failing in the subject matter; nevertheless, only some few students including both genders declared that failure did not affect them.

Talking about the affective learning strategy used by each gender, in the research project Arco Iris was said that boys in communication are cold, determined, bossy and rude whereas girls are affective, insecure, submissive and fragile. In addition, the feminine gender has corporal reactions related to knowledge. Some examples are: blush, paleness, shakings, quietness and crying. On the other hand, López (2006) claimed that the feminine gender evidences a major security in relation to the activities which they perform." Powell's (as cited in Lopez, 2006) said that young men can feel inhibited by the presence of girls. Regarding these findings stated by these authors; it was found that these statements are no longer precise. Some of the contrasting points that were found are explained below. Through the observation carried out on Thursday, October 24, 2013 at 8:40 a.m. – 10:10 a.m. where students developed the task: reading and organizing news headlines, the first description of what was observed showed that girls asked for

clarification or more instructions individually, yet boys asked for clarification or more instructions before the group when they did not understand. Besides, the results showed how boys deal with being exposed in public better than girls. Additionally, it was also found that girls and boys are vulnerable to negative results in class in the same proportion. In terms of this strategy, it is necessary to point out that there is no longer a weaker gender in the English class since girls and boys are strongly linked with affectivity, sentiments, emotions, feelings and social acceptance; nevertheless, the difference is that boys showed to be more secure when it comes to speak in public than girls.

To sum up, this chapter dealt with the analysis of the results gathered through the use of observation diaries and surveys. As it was explained and shown, the results were analyzed taking as reference a qualitative approach generally known as the Grounded Theory. After having developed the analysis process of this research, we could identify the most prevalent learning styles and strategies used by the group of students who was observed. Besides, we were able to analyze how those styles and strategies were used by each gender after developing a specific class activity. In conclusion, it is possible to say that gender's learning strategies and styles implemented in class did influence the foreign language learning process since during the interventions, some remarkable learning patterns were present in most of the activities, tasks and exercises that characterized the way boys and girls worked and learnt. The next chapter displays a series of conclusions after having analyzed the results obtained through the data collection techniques.

Chapter V

Conclusions and Pedagogical Recommendations

After analyzing the information obtained through the use of surveys and observation, the following are the conclusions that could be drawn from this study:

- According to the findings in some theories, the auditory learning style was believed to be a characteristic of women. Nevertheless, in nowadays classrooms, both genders took advantage of this learning style. The last statement is the first contrasting point between what theories state and what was gathered in actual classrooms as the difference between the way in which girls and boys use this style lies in that girls are capable of maintaining their auditory skill a little longer than men. Besides, girls are more likely to keep this learning style in both languages, Spanish and English. And also, girls tend to reinforce their listening skill with reading (visual style). On the contrary, what happens with boys is that they are more interested in speech; even if they do not recognize all the vocabulary and expressions. Furthermore, it was perceived that boys observe patterns that tell them what to do; therefore, they tend not to wait for instructions (auditory learning).
- In relation to visual learning style, some authors like Lopez (2006) asserted that the masculine gender developed abilities which involved size, shape, space and visualization of objects, but the author did not mention that this style could be attributed to girls as well, which means that his theory leaves aside girls' use of visual learning style. It can be pointed out that girls and boys in the group observed used this style similarly. Nevertheless, the difference between the ways both genders used this style could be recognized in the fact that girls identified details, especially when it came to tasks related to reading and writing. As an example, in activities which required recognition of errors

and grammatical mistakes, girls displayed accuracy when identifying and correcting them.

One example in relation to boys is that they developed the written activities directly based on what they saw (patterns) while girls took time to analyze written activities and also followed patterns.

- Talking about the kinesthetic learning style mentioned along some theories in this research work, boys' nature, learning preferences and characteristics show that this style is supposed to facilitate and promote boys' learning process. On the other hand, in present contexts, both genders adopted it in some specific situations to perform movements that allowed them to acquire knowledge in the foreign language class. It was possible to perceive that girls used it more successfully when they had to perform kinesthetic activities in front of their classmates, yet and despite that this style is also relevant for boys' learning, they preferred not to use it to avoid criticism.
- Some research works about gender have stated that the social strategy is a learning characteristic commonly given and used by the feminine gender. In current language learning environments, this strategy is a characteristic of both genders, yet in the group observed, it was noticed that boys were more likely to use it by asking questions to confirm information and instructions, working in teams, participating voluntarily and interacting freely with the teacher and classmates. It can be said that this social strategy influenced on the learning process of English attributing boys certain advantages when it comes to learn. One reason that supports the previous statement is that as it has been seen in language learning contexts; learners' sociability is a key strength that allows them to be exposed to a variety of input that enriches their knowledge of the foreign language.

- Lopez (2006) noted that the feminine gender evidenced interest for the speakers, culture, details of the target language; therefore, practicing this individual learning strategy was a positive aspect for girls. Taking into account schools current context, the individual learning strategy was a quality used by both genders to learn effectively. For instance, boys showed preference for individual work in comparison to girls, yet girls used more individual techniques (highlighting, summarizing and taking notes) to learn better. Considering that individual work makes learners independent and proficient, it can be stated that boys and girls looked for autonomy when learning since they tended to practice and use several tools to learn the foreign language.
- The affective learning strategy has been apparently attributed to the feminine gender as one of its strengths. To this regard, the contrasting point is the following: both genders are subject to emotions, sentiments, self-concept and feelings when being exposed in class. Therefore, what theories declare strongly contrast with these findings. One example that can be mentioned is that in a class activity when both genders are criticized for their performance, they experience an internal shock that sometimes can also be observed physically; making learners' become nervous, anxious, and decreasing their performance level. In up-to-date classrooms, this strategy influenced the quality of the development of learners' activities and behavior as boys and girls demonstrated to be affectively vulnerable in the same proportion.

Suggestions and Pedagogical Recommendations

These are some specific pedagogical recommendations and suggestions to keep in mind in foreign language learning contexts:

- When teaching in mixed groups, boys should be directly exposed to the target language because it was observed that boys kept their attention a little longer when being exposed to English rather than to the native language.
- To reinforce students understanding of the grammar explanation in context, teachers should dedicate some minutes to allow students corroborate with their classmates what they have learnt. As a suggestion, this exercise should be done in couples of one girl and one boy. The reason why this exercise is advisable this way is because it helps boys confirm information with girls since the feminine gender tends to take notes about the class explanations and pay attention carefully.
- In reading and written tasks that imply analyzing texts, filling blanks and producing pieces of writing, the group works ought to include boys and girls in similar number as girls contribute identifying details and boys contribute recognizing general patterns to specific ones.
- In oral presentations, it is suitable to make students work with classmates of the opposite gender in similar number asking them to present the content under the same criteria.
- Considering that both genders are vulnerable affectively, teachers should avoid activities in which one of the genders feels in disadvantage or unnecessarily exposed to public mockery.
- It is possible to suggest that when requiring students to work in groups, the teams should have students from both genders as boys' behavior can motivate girls to take risks and participate and interact more in class.
- When it comes to individual work, the search for additional information should be asked to both genders to be presented to the teacher in the same way or criteria. The purpose of

this exercise is to encourage boys to look for extra information as girls count on this characteristic to learn.

- In class activities in which students have to play games or develop other tasks that imply physical movement, it is important to clarify the game rules and instructions before the class, so that both genders feel comfortable.
- In most of the recommendations, it has been said that when working in teams, students should work with classmates of the opposite gender since this interaction help students learn from each other and complement their work as both genders have different learning characteristics and preferences.
- It would not be advisable to make students work on tasks and activities in groups of the same gender, this is to avoid that in groups of boys, they assign the task to one of its members.
- The English teacher should use the strongest skill of each gender to support the design of the lesson plans.
- The activities presented to students should combine the styles and strategies that involve the preferences of both genders when learning a foreign language.

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Appendixes

Appendix 1: Requesting Letters

Appendix 1.1 Registration of the Research Work

Appendix 1.2 Requesting letter to ask for permission to access to “Liceo de la Universidad de Nariño” high school.

Appendix 1.3 Requesting letter to the English teacher to gather data in the classroom

Appendix 1.4 Requesting letter to ask for advice about the English Module’s design

Appendix 2: Lesson Plans

Appendix 3: Data Collection Techniques

Appendix 3.1: Observation Diary (Sample)

Appendix 3.2: Survey (Sample)

Appendix 4: English Module

Appendix 1

Requesting Letters

Appendix 1.1 Registration of the Research Work

San Juan de Pasto, 13 de Agosto de 2013

Señores:

COMITÉ CURRICULAR

Departamento de Lingüística e Idiomas

Universidad de Nariño

Cordial Saludo,

A través de este medio ponemos a su consideración nuestro trabajo de grado titulado “**Learning Styles and Strategies Associated to Gender in Foreign Language Learning**” con el propósito de solicitar muy comedidamente se nos asigne como asesor de este trabajo de grado al profesor Mario Rodrigo Guerrero.

De antemano agradecemos su atención

Atentamente:

MERCEDES AMELIA SUÁREZ - GINNA XIMENA DELGADO BENAVIDES

C.C. 36.752.056 de Pasto

C.C. 1085 285543 de Pasto

Adjuntamos: - Recibo de pago inscripción trabajo de grado

- Capítulos I - II - III - del proyecto de investigación

Appendix 1.2 Requesting letter to ask for permission to access to “Liceo de la Universidad de Nariño” high school.

DLI-FOA-220

San Juan de Pasto, 27 de Junio de 2013

Profesora
PAULA ANDREA VALLEJO MENESES
Coordinadora Académica
Liceo de la Universidad de Nariño
Pasto

Apreciada Profesora

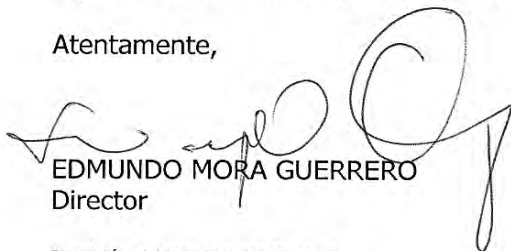
Reciba un cordial saludo y los mejores deseos por su éxito profesional.

Me permito informar a Usted que las estudiantes del 10º semestre de la Licenciatura en Inglés-Francés, ofrecida por la Universidad de Nariño deben realizar diferentes actividades académicas extracurriculares, que contemplan entre otras: trabajo de campo, visitas a Instituciones educativas de primaria y de secundaria de esta ciudad, con el fin de recolectar información para presentar trabajos, en algunos casos requeridos para las monografías de grado que deben realizar en el marco de los estudios que adelantan. En consecuencia, comedidamente solicito a Usted, autorizar el ingreso a su Institución a las estudiantes: **GINNA XIMENA DELGADO BENAVIDES**, identificada con cédula de ciudadanía No. 1085285543 de Pasto y **MERCEDES AMELIA SUAREZ** identificada con cédula de ciudadanía No. 36752056 de Pasto.

Su colaboración constituye un pilar fundamental que contribuirá efectivamente a la formación educativa e investigativa de nuestros estudiantes, quienes muy seguramente serán los profesores de idiomas en el futuro.

Agradezco su atención y colaboración.

Atentamente,



EDMUNDO MORA GUERRERO
Director

Proyectó: Adriana Morales Diamante
Revisó: Edmundo Mora Guerrero

Rbd
autorizado.
Paula Val
Junio 26/2013

Appendix 1.3 Requesting letter to the English teacher to gather data in the classroom

San Juan de Pasto, 5 de Septiembre de 2013

Profesora:

PAULA GOYES DORADO

Jefe de área Inglés

Liceo de la Universidad de Nariño

Cordial Saludo,

Por este medio presento ante Usted la solicitud formal para permitir desarrollar trabajo de campo (observación y aplicación de instrumentos de medición) a las estudiantes de X semestre de la Licenciatura en Inglés-Francés Ginna Ximena Delgado Benavides C.C. 1085285543 y Mercedes Amelia Suarez C.C. 36 752 056 de Pasto. La anterior solicitud obedece al trabajo de investigación “**Learning Styles and Strategies Associated to Gender in Foreign Language Learning**” que realizan las dos estudiantes.

Sin otro particular, me despido de usted

Atentamente:

MERCEDES AMELIA SUÁREZ - GINNA XIMENA DELGADO BENAVIDES

C.C. 36.752.056 de Pasto

C.C. 1085 285543 de Pasto

Appendix 1.4 Requesting letter to ask for advice about the English Module's design

San Juan de Pasto, 28 de Noviembre 2013

Profesor:

DANILO CALVACHE

Director del Departamento de Artes

Universidad de Nariño

Cordial Saludo,

Somos estudiantes de X semestre del programa de Licenciatura en Inglés - Francés de la Universidad de Nariño. Actualmente estamos desarrollando nuestro proyecto de investigación el cual requiere el diseño de un modulo de Ingles para estudiantes de grado 11° del Liceo de la Universidad de Nariño. Por este medio le solicitamos nos permita acceder a la asesoría que brinda el Centro de Asesoría y Producción en Diseño de la Facultad de Artes para el desarrollo de este modulo.

Sin otro particular, me despido de usted

Atentamente:

MERCEDES AMELIA SUÁREZ - GINNA XIMENA DELGADO BENAVIDES

C.C. 36.752.056 de Pasto

C.C. 1085 285543 de Pasto

Appendix 2**Lesson Plans**

Lesson Plan 2 – Observation 2	UNIT: 1
TOPIC: Past Simple	Time: 8:40 a.m. – 10:10 a.m.
Date: Thursday, September 26, 2013	
Objective: Students will develop specific tasks contained in class module to observe each gender's learning styles and strategies when learning English.	
Class Procedure: Students will carry out the following activities: Feedback and contextualization about the class topic and activities 1. Grammar focus 2. Practice 4 – exercises A and B 3. Word Focus 4. Practice 5	
Materials: English module, board, dictionaries, etc.	

Lesson Plan 3 – Observation 3	UNIT: 1
TOPIC: Past Simple	Time: 8:40 a.m. – 10:10 a.m.
Date: Thursday, October 3, 2013	
Objective: Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.	

Class Procedure: Students will carry out the following activities:

Feedback and contextualization about the class topic and activities

1. Practice 6: Body language
2. Practice 7: Vocabulary
3. Practice 8: Written task

Materials: English module, board, dictionaries, etc.

Lesson Plan 4 – Observation 4

UNIT: 1- 2

TOPIC: Past Simple – Present Perfect

Time: 8:40 a.m. – 10:10 a.m.

Date: Thursday, October 10, 2013

Objective:

Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.

Class Procedure: Students will carry out the following activities:

Feedback and contextualization about the class topic and activities

1. Practice 9: Reading Activity
2. Contextualization of Unit 2
3. Activity 1: Speaking

Materials: English module, board, dictionaries, etc.

Lesson Plan 5 – Observation 5

UNIT: 2

TOPIC: Present Perfect

Time: 8:40 a.m. – 10:10 a.m.

Date: Thursday, October 17, 2013
Objective: 1. Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.
Class Procedure: Students will carry out the following activities: Feedback and contextualization about the class topic and activities 1. Grammar Focus 2. Practice 1 3. Practice 2: Vocabulary
Materials: English module, board, dictionaries, etc.

Lesson Plan 6 – Observation 6	UNIT: 2
TOPIC: Present Perfect	Time: 8:40 a.m. – 10:10 a.m.
Date: Thursday, October 24, 2013	
Objective: 1. Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.	
Class Procedure: Students will carry out the following activities: Feedback and contextualization about the class topic and activities 1. Practice 3: listening exercise	
Materials: English module, audio , board, dictionaries, etc.	

Lesson Plan 7 – Observation 7	UNIT: 2
TOPIC: Present Perfect	Time: 8:40 a.m. – 10:10 a.m.
Date: Thursday, October 31, 2013	
Objective: 1. Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.	
Class Procedure: Students will develop the following activities: Feedback and contextualization about the class topic and activities 1. Practice 4: Written exercise	
Materials: English module, board, dictionaries, etc.	

Lesson Plan 8 – Observation 8	UNIT: 2
TOPIC: Present Perfect	Time: 8:40 a.m. – 10:10 a.m.
Date: Thursday, November 7, 2013	
Objective: 1. Students will develop specific tasks contained in the class module to observe each gender's learning styles and strategies when learning English.	
Class Procedure: Students will develop the following activities: Feedback and contextualization about the class topic and activities 1. Practice 5: speaking	
Materials: English module, board, dictionaries, etc.	

Appendix 3

Data Collection Techniques

3.1 Observation Diary sample

OBSERVATION DIARY: Place: Liceo de la Universidad de Nariño Time: 8:40 a.m. – 10:10 a.m. Date: Thursday, September 26, 2013 Observers: Ginna Ximena Delgado Benavides – Mercedes Amelia Suarez Title: Learning Styles and Strategies Associated to Gender in Foreign Language Learning General objective. To identify the differences regarding learning styles and strategies associated to each gender in a group of high school students enrolled in eleventh grade who attend “Liceo de la Universidad de Nariño” public high school . Specific objective. To analyze how the learning styles and learning strategies are used by each gender in the foreign language learning process.	
Observation	Comments

3.2 Survey

Universidad de Nariño

Facultad de Ciencias Humanas

Departamento de Lingüística e Idiomas

Nombre del instrumento: Encuesta

Jornada: Mañana: ☐ Tarde: ☐ Fecha: _____

Objetivo general: identificar las diferencias con respecto a estilos y estrategias de aprendizaje asociados a cada género.

Responsables: Mercedes Amelia Suarez – Ginna Ximena Delgado Benavides

Observaciones: 1. La siguiente encuesta **NO** es un examen

2. En esta encuesta las respuestas solo dependen de su opinión, **NO** hay respuestas correctas o incorrectas.

Instrucciones: En esta encuesta, usted encontrará varias afirmaciones; cada afirmación presenta dos opciones de respuesta: SI ☐ NO ☐ Marque con un ☒ la opción con la cual usted esté de acuerdo:

La participación de las señoritas en la clase de inglés es permanente SI ☒ NO ☐ (El anterior solo fue un EJEMPLO)

A CONTINUACIÓN POR FAVOR RESPONDA LA ENCUESTA

Género del estudiante: ☐ **F** ☐ **M**

	Preguntas:	SI	NO
1.	Me gusta hacer actividades que incluyen música, canciones, diálogos, relatos en la clase de inglés.		

2.	Prefiero que el (la) profesor(a) de Inglés explique el tema de la clase y no leer en el libro la explicación de ese tema.		
3.	Me agrada que en la clase de inglés se utilicen videos, imágenes, afiches, títeres, figuras porque recuerdo el vocabulario y expresiones.		
4.	Comprendo el tema y recuerdo los ejemplos de la clase de Inglés cuando mi profesor(a) escribe en el tablero		
5.	Siento miedo cuando tengo que hablar en Inglés frente a mis compañeros.		
6.	Me siento decepcionado(a) cuando no obtengo buenas notas en Inglés		
7.	Practico frases cortas en Inglés con mis compañeros fuera del salón de clase		
8.	Me gusta trabajar en grupo en la clase de Inglés		
9.	Me siento cómodo trabajando individualmente en la clase de Inglés		
10.	Busco información adicional sobre lo que aprendí en la clase de Inglés		
11.	La clase de Inglés es interesante cuando realizamos dinámicas, juegos, competencias etc. que me ayudan a comprender el tema		
12.	Cuando no recuerdo una palabra en Inglés muevo mis manos, brazos hago gestos para lograr que mis compañeros sepan lo que quiero decir.		

AGRADECEMOS SU TIEMPO Y COLABORACIÓN ☺