

Exploring Gender Stereotyping in Authentic Texts as a Motivational and Textual Basis In CLT English Reading Class for Teenagers in China

Methods to Collect Evidence

Before class:

Teachers hand out questionnaires, find out students' attitude and awareness

Choose focus group, detail interview

During class:

Story books from different years are read and discussed. Focus on the expression that are stereotyped

After class:

New reading material. Test students about how many stereotyping expression they find.

Follow-up interview with focus group

Aims of the Investigation

✧ Whether English authentic reading texts raise students awareness about gender stereotype in text under the help of communicative language teaching?

✧ Whether the discussions change students' attitude and understanding toward their own gender?

Settings

One junior high school, one senior high school

Age of Participants: 12-13, 15-16

Numbers of Participant: 160

Numbers of focus group: 24

Evidences

Qualitative data:

Before-class

Questionnaires,
interviews

After-class interviews

Quantitative data:

Before-class quiz

After-class quiz

Data Analysis

Mixed methods

Comparison of questionnaires data before and after class - a whole pictures of students' attitude and awareness

Interview of focus group

Reasons to Choose this topic

Current situation:

CLT is promoted in China, but the use of authentic text is rare;

lack of discussion about gender stereotyping, yet the idea is wide spread in text

Main conceptual theme

Communicative Language Teaching: CLT

Authentic material: motivate students' language learning, facilitate CLT teaching, close to the real world

Ethical Issues

Access: Gatekeeper's approval

Consent: from students, parents, teachers to involve, from school authority to use teaching material outside their plan

Sensitive issues: handle gender issue carefully

Timetable

Week 1-3: literature review

Week 4-7: construct of methodology, questionnaire designing, and gaining access to the field

Week 8-10: data collection

Week 11-13: data analysis, conclusion

Reference

Berardo, S. A. (2006) 'The use of authentic materials in the teaching of reading', *The reading matrix*, 6(2).

Hesse-Biber, S. N. (2010) *Mixed methods research: Merging theory with practice*, New York: Guilford Press.