



Universidad
Zaragoza

Trabajo Fin de Máster

A communicative gender-awareness approach
in the EFL secondary education classroom: a small-scale study

Un enfoque comunicativo desde la perspectiva de género
en la clase de inglés de secundaria: un estudio a pequeña escala

Autora

Marta Oreja Bernal

Directora

Silvia Pellicer Ortín

Facultad de Educación

2016

TABLE OF CONTENTS

1. INTRODUCTION.....	1
2. THEORETICAL FRAMEWORK.....	4
2.1. The Communicative Approach in EFL.....	4
2.1.1. The Communicative Approach in Spain and in the Secondary Education System.....	6
2.2. Gender Approach in Secondary Education.....	9
2.2.1. Gender Approach in the EFL classroom.....	11
2.3. Gender Approach and the Communicative Approach in the EFL classroom (with a focus on Secondary Education).....	14
3. CURRICULAR FRAMEWORK.....	15
4. METHODOLOGY.....	17
5. STUDY CASE.....	19
5.1. Setting the context.....	19
5.2. Setting the participants.....	20
6. ANALYSIS, DESIGN AND IMPLEMENTATION.....	20
7. DISCUSSION AND RESULTS.....	21
7.1. Analysis of the checklists.....	21
7.1.1. Quantitative results.....	21
7.1.2. Qualitative results.....	26
7.2. Analysis of my implementation.....	28
7.3 Analysis of the surveys both before and after my implementation.....	35
8. CONCLUSION.....	39
9. WORKS CITED.....	41
10. APPENDICES.....	46

10.1. The teacher's survey.....	46
10.2. The teacher's answers to the survey.....	47
10.3. The students' survey.....	48
10.4. Extended analysis of the students' surveys answers before and after my implementation.....	49
10.5. The checklist with the theoretical items which generated it.....	55
10.6. The checklists with the analysis of.....	58
10.6.1. The grammar photocopies.....	58
10.6.2. The reading photocopies.....	61
10.6.3. Unit 7.....	63
10.6.4. Unit 8.....	65
10.6.5. Unit 9.....	69
10.6.6. Exams of units 7 and 8.....	72
10.7. Significant examples of the visual EFL teaching material analysed...	75
10.8. Learning Unit.....	76

1. INTRODUCTION

The implicit ideology behind sexist proverbs and sayings such as *who has a fair wife needs more than two eyes; many women, many words, many geese, many turds; a woman without a man is like a handle without a pan or a good wife is a perfect lady in the living room, a good cook in the kitchen, and a harlot in the bedroom* proves that we have been living in a men's world, made by men and for men, for a very long time. As a matter of fact, male chauvinism is quite deep-rooted in the Spanish patriarchal society and, therefore, gender stereotypes still seem very resistant to change. Consequently, prejudice and discrimination on the basis of gender continue to give rise to a wide range of circumstances in which women are in disadvantage in comparison to men.

To start with, according to the *Gender Data Portal* (The World Bank Group, 2016) – an online comprehensive source for the latest gender statistics – the employment rate of women in Spain in 2014 was lower than that of men, as 23.7% of males was unemployed, in contrast to 26% of women, which means that there is a preference for hiring men. Moreover, only 53% of women had a high income whereas 69% of men did, which clearly mirrors the gender pay gap. Furthermore, the number of women in ministerial level positions in 2015 corresponded to only 30.8% in contrast to 69.2% of men, making the figures speak for themselves. To make matters worse, as reported by Velasco lawyers (Velasco, 2016), 545 women died as victims of domestic abuse between 2003 and 2010, which bears out that aggressors justify domestic violence through sexism. In addition to that, allowing free entry to women in pubs as if they were marketing objects to attract men, unconscious assumptions such as “my husband *helps me at home*” and TV advertisements depicting women as sexual objects confirm that gender equality has not been completely achieved.

However, it is undeniable that gender awareness has also positively increased in the last few decades, as the aforementioned percentages favouring men are not as high as they used to be years ago, and more and more social initiatives emerge so as to address gender issues and eradicate gender stereotypes from our current societies. Nevertheless, this gender awareness is not present everywhere and in the same way. That is to say, taking the education field as an example, both the national and the regional curricula of the obligatory secondary education make explicit reference to the

education system's duty to promote initiatives and measures to raise gender awareness, yet this duty is not so extensively carried out in the everyday teaching practice.

It is true that, from time to time, teachers make the effort to prepare certain activities to raise gender awareness in students. That is, when it is possible, teachers either take students to the theatre for them to attend a play fighting against gender inequality or rather invite professionals to the high school to provide students with the opportunity to receive a first-hand speech about the negative consequences that gender stereotypes entail. Nevertheless, these tend to be isolated activities, rather than activities integrated with the subject in a cross-curricular way, as the curricula allege. Thereby, this dissertation claims that gender awareness is not addressed in secondary education classes on a daily basis and even less so in the EFL class. At the most, it may be briefly and sporadically worked on throughout tutorials or in subjects such as History or Language, yet in the EFL class, gender awareness is not paid the proper attention this democratic value requires.

Therefore, the aforementioned thesis statement leads one to wonder whether the instructional resources and teaching aids used in the EFL class take the gender awareness into consideration or not. This research question has to do with the fact that the curricula clearly state that gender equality should be promoted in class but it turns out that it is not completely like this. Thus, textbooks, which are supposed to be designed in compliance with the curricular goals, should also promote this value, or at least, they should be free of gender bias, but is it really so? Does the representation of gender in textbooks reinforce or fight against gender stereotypes?

Together with the goal of answering this key research question, this dissertation would like to achieve the following objectives: 1) to define gender stereotypes and the influence of school in their promotion and justify why the EFL context may be the adequate site to fight against this so-called gender bias; 2) to create a list of criteria which will allow me to spot all the existing marks of gender stereotypes in the teaching materials used in the EFL class; 3) to test this checklist as a double-edged tool: on the one hand, it will allow me to analyse the results and conclude whether instructional materials are gender-biased or not and, on the other hand, it will let me design curricular activities, both according to the results and keeping the gender awareness in mind; 4) to

demonstrate that it is possible for contemporary teachers to adapt, revise and/or create EFL materials that show the social awareness with gender issues.

Thereby, in order to satisfy these goals, the structure of this study will be the following: I will begin by carrying out a detailed theoretical and curricular review about both the communicative and the gender approach in EFL and in secondary education so as to have a clear idea of what gender awareness involves and to demonstrate the reasons why raising gender awareness is key in the EFL class. Then, I will develop a series of criteria which will allow me to carry out a gender-based analysis of teaching materials and, in consequence, to analyse the results and draw meaningful conclusions about whether or not there is gender bias in teaching materials. The next step will be the design of a bias-free learning unit according to the drawn conclusions, together with the implementation and discussion of my own activities in a secondary education EFL classroom, trying to find out whether or not they have a positive impact in the students' gender awareness. In keeping with this structure, the methodology followed will apply two different analytical tools, namely a checklist and a survey, which will help me answer the initial research hypothesis. Both the checklist and the surveys will provide me not only with qualitative results but also with quantitative ones, which will enrich the obtained data.

However, this study also finds some initial limitations. To start with, the fact that it is just a study case means that it just focuses on one single and particular case, in terms of the participants and the instructional resources used in their specific EFL class. Moreover, analysing teaching materials in order to find gender bias is a time-consuming activity, which consequently limits the number of instructional materials to be analysed within the available timeframe. Therefore, the conclusions drawn are really limited and, as a result, they cannot be broadly generalized. However, if there were more time, both the surveys and the checklists used for this specific context could be applied to other EFL classrooms, levels and educational centres, as well as the learning unit which has been designed. Yet the latter should adapt its gender-aware activities to other levels if necessary as they have been specifically designed for a target class of 4th of ESO.

All in all, I hope that at the end of this study we will have been able to detect to what extent some instructional materials used in the EFL class may be gender-biased, although the curricula expect the contrary, as well as to create a tool aimed at analysing

and designing bias-free activities, which will probably be highly efficient when it comes to raising gender awareness in students.

2. THEORETICAL FRAMEWORK

2.1 The Communicative Approach in EFL

Throughout history, how to teach a foreign language has been a major concern for linguists. From the 17th to the 19th century, the study of Latin by means of “rote learning of grammar rules, study of declensions and conjugations, translation, and practice in writing sample sentences” (Kelly 1969; Howatt 1984) was the established model for foreign language study. This approach was called the Grammar-Translation Method but, as there was a demand for oral proficiency (Richards and Rodgers, 1986:5), members of the Reform Movement developed the Direct Method. It involved naturalistic principles based on the observation of first language acquisition. However, this methodology was difficult to implement because classroom instruction had to be conducted in the target language and “not all teachers were proficient enough in the foreign language” (Richards and Rodgers, 1986:10). Consequently, in the 1950s, applied linguists developed the Audiolingual Method, which claimed that a foreign language is best learned by means of mechanical habit formation. Nevertheless, linguists “became increasingly sceptical about the Audiolingual Method’s proclaimed goal of fostering communicative capability in the learner” (Kumaravadivelu, 2006:61) and it was then when the Communicative Approach appeared as “a principled response to the perceived failure of the Audiolingual Method” (61).

According to David Nunan, Communicative Language Teaching (CLT) involved a radical change in the concept of language because it was no longer seen as “a system of rules but as a tool for communication” (2011:10). Savignon defines the Communicative Approach as the “teaching practice that views competence in terms of social interaction” (1991:263). Therefore, owing to its focus on “communicative proficiency rather than on mere mastery of structures” (Richards and Rodgers, 1986: 64), language teaching entailed a new goal: the development of the communicative competence in students. The communicative competence refers to when someone “acquires knowledge of sentences not only as grammatical, but also as appropriate”, as Hymes observed (1972:277). Thus, CLT enhances the ability both to apply the

grammatical rules of a language and to know how to use them in real and meaningful communicative situations, leading to a rejection of the isolated and decontextualized traditional practice of grammatical structures.

In order to describe what CLT involves in a simple and direct way, Brown offers seven interconnected characteristics of this approach. To start with, the Communicative Approach focuses on all the components of the communicative competence, including the grammatical, discourse, functional, sociolinguistic and strategic ones. This is due to the fact that, as Brown claims, the organizational components of the language (grammatical and discourse levels) intertwine with the pragmatic ones (functional, sociolinguistic and strategic aspects), which acknowledges that there is interdependence between language and communication. Moreover, Brown suggests that there should be a relationship between form and function because, although language forms are not the central focus of CLT, they engage learners in the functional –and hence authentic- use of language.

In addition to that, teachers have to give more importance to students' fluency rather than to their accuracy so as to keep them meaningfully engaged in using the language. However, students should also attend to correctness, and thus, teachers should offer proper feedback on language errors. In addition to that, CLT should focus on real-life contexts because of two principles: the communication principle and the meaningfulness principle, which claim that both activities involving real communication and language that is meaningful to the learner promote the learning process (Richards and Rodgers, 1986: 72). Furthermore, "clear, meaningful and interesting contexts provide settings in which language is understandable, and familiar language becomes more memorable and useful" (Curtain, 2004).

Furthermore, Brown suggests there should be autonomy and strategic involvement on the students' behalf, which means that students should be aware of their own learning process so as to keep on learning the language autonomously beyond the course. In addition, CLT emphasizes learner-centred instruction because students are expected to be active participants in their process of learning (2007: 46-47). Regarding the teachers, they are expected to be facilitators and guides and not only a source of knowledge. Furthermore, teachers have the primary responsibility of developing a positive view of learners' errors, which provide them with learning opportunities and

indicate that the learner is working on the communicative competence. Moreover, teachers should foster real communication as focus of the language learning process. In addition, teachers should link the speaking, reading, and listening skills since they tend to occur together in the real world. On top of that, they should let students induce or discover grammar rules (Richards, 2006:5).

All in all, Brown's characterization of the CLT involves the assumptions that meaning is paramount; the contextualization of the language is a key requirement for the learning process; the target language is learned through both struggling to communicating; fluency should be spontaneous; and language learning means learning to communicate.

Therefore, as the Communicative Approach mainly focuses on meaningful communication in the foreign language, EFL classroom activities must be aimed at developing students' communicative skills. This goal could be carried out by means of games and role plays, which "help the learners get ready for so-called real world communication outside the classroom" (Kumaravadivelu, 2006:61), as well as by means of task-completion, opinion-sharing, information-transfer, reasoning gap and information gap activities, which "have the potential to carry elements of unpredictability and freedom of choice" (Kumaravadivelu, 2006:61). In general, these communicative activities promote both grammatical accuracy and communicative fluency, and they also enhance learner motivation. According to Kumaravadivelu, "the focus on the learner and the emphasis on communication made CLT highly popular among ESL teachers" (2006:61).

2.1.1 The Communicative Approach in Spain and in the Secondary Education System

In keeping with the previous ideas, the European Union is concerned about the learning and teaching of foreign languages because it aims for "a Europe where everyone can speak at least two other languages in addition to their mother tongue" (European Commission, 2012). Furthermore, the emerging globalisation contributes to reinforcing the aforementioned principle that "language is a tool for communication" (Nunan, 2011:10).

This is why the Spanish Ministry of Education "fully advocate the Communicative Language Teaching Method (CLT)" (Criado and Sánchez, 2009:1) in

the national and regional curriculums for secondary education. Regarding the suitability of the communicative curriculum in a secondary education context, CLT works well in this particular educational stage because the obligatory secondary education takes place during students' middle adolescence -comprised in the period from ages 14 to 18-, which is a time when students have "an enormous potential for learning" (Halpern, 2013:3). This potential is due to the fact that, during the middle adolescence, "new brain circuits are coming on line and young people gain the capacity to acquire advanced forms of reasoning and executive functioning" (Kuhn, 2009; Paus, 2009). According to Halpern, this scientific fact proves that secondary education is a period when middle adolescents begin to think in abstract ways and wonder reasoned questions about the complex dynamics of the world in which they live (2013:8). In addition to that, secondary education students develop the ability to "respond to complex situations in mature ways" (Larson, 2011:320-322). In other words, the new cognitive capacities developed throughout the middle adolescence give secondary education students the tools to shape their own thinking and find their own voice (Halpern, 2013:8).

To that end, the current curriculum for compulsory secondary education is designed "to provide effective oral and written communicative competence in socially significant situations, encouraging the students to express themselves with increasing proficiency" (House, 2011:70), as will be explained in the curricular section of this dissertation. However, despite the insistence of the curriculum on the communicative purpose of language, it does not specify the CLT methodology that EFL teachers should adopt. This is due to the fact that, according to Harmer, "CLT [...] with its different strands of what to teach [...] and how to teach it [...] has become a generalized 'umbrella' term" (Harmer 2007:70). Nevertheless, although not specified in the curriculum, the methodology applied to reach the communicative objectives must be in compliance with the aforementioned principles of the Communicative Approach, which, as a matter of fact, converge with the principles of Effective Learning in middle adolescence suggested by Robert Halpern et al (2013). This convergence proves that the CLT is a suitable approach to teaching EFL in the secondary education classroom.

Principles of the Communicative Approach to foreign language teaching	Principles of Effective Learning during middle adolescence (Halpern, 2013)
“The target linguistic system is learned through struggling to communicating” (Finocchiaro et al. 1983:91-93)	Effective learning allows for “practice with new tasks and problems, for continued use of language and skills, so that learning experiences can lead to mastery”.
“Students are expected to interact with other people, either in the flesh, through pair and group work or in their writing” (Finocchiaro et al. 1983:91-93)	Effective learning is “rooted in a community of practice where less experienced learners can work alongside more experienced peers”
CLT helps “the learners get ready for so-called real world communication outside the classroom” (Kumaravadivelu, 2006:61),	Effective learning challenges students. “Young people need [...] working on learning problems that require use of the emergent cognitive and social capacities of adolescence”.
Intrinsic motivation will spring from an interest in what is being learnt (Finocchiaro et al. 1983:91-93)	Effective learning motivates students intrinsically.
Students are expected to be active participants in their process of learning (Brown, 2007: 46-47)	Effective learning gives students “opportunities to make learning experiences their own”.
Activities involving real communication and language that is meaningful to the learner promote the effective learning process (Richards and Rodgers, 1986: 72).	Effective learning “is rooted in, draws on and engages emotion”.

Table 1: convergence of the principles of the Communicative Approach to foreign language teaching and the principles of Effective Learning during middle adolescence proposed by Halpern (2013).

Due to the fact that a single model of CLT has not been established to be applied in all EFL secondary education classroom settings, a great number of foreign language teaching approaches have derived from the Communicative Approach. Thus, as there is not “a single syllabus model that has been universally accepted” (Richards, 2006:27), as long as language syllabi focus on the “systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions” (Richards, 2006:26) they could be considered as valid from the perspective of the Communicative Approach. Consequently, this flexibility of the EFL Secondary Education communicative curriculum allows for the creation of communicatively-approached syllabi innovations such as the one proposed throughout this dissertation: a communicative gender-awareness approach to teaching English as a foreign language.

2.2. Gender Approach in Secondary Education

Throughout history, the roles of women and men have changed significantly, especially since the emergence of the women's rights movements which took place along the 1970s. According to Van Craeynest, these movements did not only lead a great number of women to make a career in those fields which were traditionally intended for men (2015:11), but they also gave men freedom to recognize openly that they were "involved in child care, cooking and cleaning" (Galinsky et al. 2009:18). However, there are still many everyday social indicators, as highlighted in the introduction, that show us that, in spite of the fact that women's rights movements have overcome some gender gaps, the current society is still imbued with gender stereotypes.

Gender stereotypes involve that a person is automatically associated with certain characteristics and expected to play specific roles simply because of being either a woman or a man, which more than once gives rise to oversimplified gender generalisations such as *women are terrible drivers* or *boys are good at Maths*. Concerning the definition given by the World Health Organization's website, *gender* makes reference to "the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women" (WHO, 2016). Gender tends to be confused with *sex*. However, as Judith Butler has claimed, "whatever biological intractability sex appears to have, gender is culturally constructed: hence, gender is neither the causal result of sex nor as seemingly fixed as sex" (1990:6).

Thus, as gender is both culturally and socially constructed, it usually leads to gender stereotypes, which may, in turn, lead to not only prejudices but also discrimination because, as Gershuny states, gender stereotypes influence and even limit people's behaviour by "constructing a static image of both sexes and also establishing a false impression of male and female characters" (1977:143). However, despite the negative consequences that gender stereotypes are alleged to have on individuals, they are continuously being passed on from generation to generation through literature, music, family influence, magazines, films and advertisements, among others. Thus, as de la Concha aims to demonstrate in her book *El sustrato cultural de la violencia de género* (2010), in order to put an end to gender stereotyping practices and even

violence, the cultural substratum which continuously reinforces it needs to be called into question.

An effective way to fight against gender stereotypes and their unceasing spread is by means of education. Or rather, by means of coeducation. Coeducation refers to non-sexist education and its main aim is to put an end to discrimination based on gender reasons, which is the first step to reach gender equality (Alfonso, 2010:13). In this sense, gender equality does not mean that both women and men are equal, but rather that they have the same value and, just because of that, they should be given equal treatment (Van Craeynest 2015:11). Therefore, although the United Nations Population Fund regards education as “one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process” (UNFPA), it should rather contribute to eliminating the gender stereotypes that limit the power and development of both sexes. Thus, one of the teachers’ main roles should consist of “enriching classrooms, widening opportunities and expanding choices for all students” (Bailey, 1996:2). Moreover, teachers should also “help girls *and* boys acquire both the relational and the competitive skills needed for full participation in the workforce, family, and community” (Wellesley College Center for Research on Women, 1992:2).

The period of obligatory secondary education is an essential stage to fight against gender stereotypes because “adolescence is the first time in life when a person intensely contemplates the question *who am I?*” (Blanchard et al. 2010:45), the answer of which involves the basis of personal identity. Thus, secondary education is a paramount period of time to work on gender stereotypes because the sense of the self that both teenage girls and boys start developing during middle adolescence can be negatively influenced by these oversimplified gender expectations. By “negatively influenced” is meant that secondary education students may struggle to do whatever is necessary to conform to what is stereotypically expected from one sex and the other. What is more, not living up to gender expectations may even lead these adolescents to develop “a feeling of not fitting in and exclusion” (Van Craeynest 2015:10). This feeling of frustration that secondary school students may develop when they do not feel accepted by a peer group has to do with the scientific fact that “social acceptance may

be processed by the brain similarly to other pleasurable rewards" (Blanchard et al. 2010:34).

To make matters worse, "puberty puts a bright spotlight on body image, [...] the picture of personal physical appearance that people hold in their minds" (Blanchard et al. 2010:8). Puberty may involve undesirable physical changes in secondary education students which, from a stereotypical point of view, may be accompanied by a distorted conception of their body image. Thus, since body image can be negatively influenced by societal standards and gender stereotypes, it is the teachers' duty to provide students with accurate information regarding the negative effects that gender stereotypes can have on our body image. It is key to work on these issues because the way that secondary education students feel about their body and sexual identity can have a deep effect on the way they feel about themselves in the future.

Moreover, regarding the students' thinking skills during secondary education, it is a fact that "throughout adolescence, the capacity for advanced reasoning, abstract thinking and meta-cognition expands and improves" (Blanchard et al. 2010:22). Thus, advances in reasoning skills lead teens to become "interested in fairness or justice debates and challenge established ideas or values" (Blanchard et al. 2010:21). Consequently, "they want to tackle the big issues and are often drawn into causes" (Blanchard et al. 2010:27). This is why teachers should contribute to helping secondary education students develop critical thinking skills in a way that raises gender awareness in them as well as encourages them to move from self-consciousness to the consciousness of the negative effects of patriarchal systems of belief.

2.2.1. Gender Approach in the EFL classroom:

As this dissertation aims to demonstrate, the first step to contribute to raising gender awareness in the EFL classroom is to review and evaluate the teaching materials which are used on a regular basis, due to the fact that it is the EFL teachers' duty to guarantee that they broaden secondary education students' attitudes towards gender stereotypes. According to Sadker et al, secondary education students "spend as much as 80 to 95 percent of classroom time using textbooks" (2009:88). This significant percentage proves that secondary education students are highly exposed to certain conveyed ideas and values which are "beyond question and criticism" (Romanowski 1996:171) because

textbooks are claimed to “have authoritative power” (Van Craeynest 2015:18). Thus, EFL teachers should make sure that the instructional resources used in the secondary education classroom mirror society accurately by transmitting models, norms, values and patterns which are away from gender bias.

However, recent research on gender representation in EFL textbooks shows the contrary. To start with, women are more explicitly and implicitly associated with prettiness than men because “more adjectives are used to describe the physical appearance of female characters and the beauty and attractiveness of women” (Aydinoğlu, 2014:234). Not only physical but also personality traits are stereotyped in terms of gender because “characteristics like *selfish*, *physically strong*, *insensitive* or *brave* are still seen as more typical of men” (Castillo-Mayén et al., 2014:1053), whereas adjectives attributed to women revolve around exaggerated feelings and emotions. (Aydinoğlu, 2014:234).

As far as domestic and family roles are concerned, childcare and household are still seen as stereotyped responsibilities which are overwhelmingly assigned to women. (Hartman, 1978:4). This is due to the fact that, from a stereotyped gender perspective, fathers have nothing to do with the children apart “taking a son to a ball game or sharing outside chores with him” (4). *Outside* chores – and not inside chores – because if men are in charge of any household tasks, they consist of those which take place outdoors, such as gardening, repairing the car or taking the rubbish out (4). Regarding jobs, “male occupational roles cover a much wider range which are demanding, adventurous, high-paying, respectable, etc” (Tao, 2007:6), whereas occupational roles attributed to women are normally office-related jobs, which clearly shows the stereotyped subordination of women towards men. In keeping with subordination, “ordering of sex pairs like *male* and *female*, *Mr.* and *Mrs.*, *brother* and *sister*, *husband* and *wife*, which are usually ordered with the male first, [...] reinforces the second-place status of women”. (Hartman, 1978:7)

Nevertheless, not only physical characteristics, personality traits and family or occupational roles that appear in textbooks are gender-biased but also language itself. This is due to the fact that, more than once, “attempts to label the female version of the position only serve to underline the assumption that a woman in one of these roles is a deviation from the norm” (Hartman, 1978:6), which means that, contrary to popular

belief, *author* becoming *authoress* contributes to reinforcing gender stereotypes rather than mitigating them. Moreover, nouns including the suffix –man tend to avoid the female existence(Tao, 2007:8) and hence, nouns such as *policeman* should be replaced, not by *policewoman*, but rather by the bias-free noun *policeperson*. Furthermore, “the semantically asymmetric constructions *a man and his wife*, *John and his wife* blatantly hint that females are considered to be appendages to males”. (7).

When it comes to the visibility of both sexes in EFL textbooks, the use of *he* and *mankind* to refer to both women and men is sexist because it enhances women’s invisibility (Bahman et al., 2010:274). In addition to male-generics, stories or reading passages also contribute to women’s invisibility because their main characters are usually men (275). This proves that EFL textbooks are gender-biased in favour of men, due to the fact that “when females do not appear as often as males in the text, the implicit message is that women’s accomplishments are not enough to be included.” (Tao, 2007:5).

According to Döring (2015:957), images also contribute to lowering the status of women in textbooks because women tend to be depicted as smaller than men. This subordination of women is reinforced by “men having the executive role and women assisting them” or by “women being located in lower positions than men in order to symbolise the men’s higher social place”. Regarding the expected femininity of women, the latter are normally depicted while tracing or caressing the surface of an object with their fingers. This depiction tends to involve self-touching as well. Apart from that, women are more often portrayed lying down and canting their head or body as well as withdrawing their gaze or shutting their eyes. This depiction of women reinforces - rather than mitigates - their stereotyped uncertainty and lack of self-confidence.

Taking these findings into consideration, a large number of EFL textbooks should be reviewed and turned into gender-fair materials to stop presenting portrayals of women and men which are needlessly stereotyped. Teaching materials should rather challenge the established gender standards by presenting women and men in a balanced way, giving each sex equal space in society.

2.3 Gender Approach and the Communicative Approach in the EFL classroom (with a focus on Secondary Education)

Apart from reviewing and evaluating the teaching materials that are used in class, EFL secondary education teachers should also foster communicative activities such as oral discussions and debates fighting explicitly and implicitly against gender stereotypes, in order to provide students with opportunities to verbalise and communicate their thoughts on such a critical issue nowadays. The table below proves that the principles of the Communicative Approach to foreign language teaching converge with the principles of Effective Learning during middle adolescence suggested by Halpern, together with the principles of the Gender Approach that have been established so far and used in the elaboration of the analysis tool:

Principles of the Communicative Approach to foreign language teaching	Principles of Effective Learning during middle adolescence (Halpern, 2013)	Principles of the Gender Approach
CLT helps “the learners get ready for so-called real world communication outside the classroom” (Kumaravadivelu, 2006:61),	Effective learning challenges students. “Young people need [...] working on learning problems that require use of the emergent cognitive and social capacities of adolescence”.	Teachers should “help girls <i>and</i> boys acquire both the relational and the competitive skills needed for full participation in the workforce, family, and community” (Wellesley College Center for Research on Women, 1992:2).
Intrinsic motivation will spring from an interest in what is being learnt (Finocchiaro et al. 1983:91-93)	Effective learning motivates students intrinsically.	Advances in students’ reasoning skills lead them to become “interested in fairness or justice debates and challenge established ideas or values” (Blanchard et al. 2010:21)
Students are expected to be active participants in their process of learning (Brown, 2007: 46-47)	Effective learning gives students “opportunities to make learning experiences their own”.	Advances in students’ reasoning skills lead them to draw themselves into causes. (Blanchard et al. 2010:27).
Activities involving real communication and language that is meaningful to the learner promote the effective learning process (Richards and Rodgers, 1986: 72).	Effective learning “is rooted in, draws on and engages emotion”.	Advances in students’ reasoning skills lead them to tackle the big issues (Blanchard et al. 2010:27).

Table 2: Convergence of the principles of the Communicative Approach to foreign language teaching, the principles of Effective Learning during middle adolescence proposed by Halpern and the principles of the Gender Approach.

Thus, focusing the EFL activities on raising gender awareness in secondary education students should be feasible in terms of the Communicative Language Teaching method established in the national and regional curricula. Therefore, the EFL subject is a key context for students to work on gender issues because struggling to communicate their opinions and feelings on gender stereotypes involves the previous step of having to think deeply about them; and, thinking about a crucial issue is the first step forward to raise both language and social awareness.

All in all, the communicative EFL classroom may continuously provide students with the opportunity to renegotiate those gender stereotyped identities established by our current society which they might not consider appropriate to adopt, simply for being either a girl or a boy. Thereby, the EFL teacher and the materials he chooses to work in class can play the key role of making students aware of the negative consequences involved in the girls-only and boys-only preconceptions, helping them gain confidence to communicate effectively their disagreements and, hence, leading them along the process of rejection of gender stereotypes, and all this while learning a second language.

3. CURRICULAR FRAMEWORK

The communicative gender-awareness proposal developed in this dissertation has been designed for a class of 4th of ESO. This involves that, in spite of the fact that the LOMCE is the current national educational law, this proposal still adheres to the LOE Curriculum because during the school year 2015-2016, the LOMCE is only implemented in even years of primary education, the second year of vocational training, the first year of *bachillerato*, and odd years of obligatory secondary education. Consequently, 4th of ESO still comply with the LOE Curriculum. As this target class of 4th of ESO belongs to an educational centre located in Aragón, this innovation proposal adheres specifically to the Aragonese Curriculum.

Taking the Aragonese Curriculum into account, specifically the *Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón* (BOA número 65, 2007: 8871), this gender-awareness proposal could be implemented in an EFL secondary education class because raising gender awareness is especially

highlighted. To start with, the comprehensive nature of the Aragonese Curriculum clearly states that, apart from leading students to acquire the eight key competences which provide them with lifelong learning, teachers should also promote education in democratic values throughout the integration of cross-curricular contents within subjects (BOA, 2007:8871). What is more, education in democratic values is even asserted to be not only one of the essential parts of the teaching and learning process but also an element of utmost importance within students' education (8875).

Among the aforementioned democratic values, the Aragonese curriculum highlights gender equality. Thus, the obligatory secondary education should contribute to make students value and respect the equality of opportunities between men and women (BOA, 2007:8875) and reject all kind of stereotypes which lead to gender discrimination (8873). In other words, students are expected to use their knowledge and values in a committed and responsible way in this democratic and plural society (8872) as well as develop their affective skills so as to reject violence, solve problems peacefully and adhere to a critical attitude with a common goal in mind: move beyond prejudices and discrimination (8873). In order to achieve the aforementioned goal, the Aragonese Curriculum claims that all students will take both "Educación Ético-Cívica" (8874) and "Educación para la Ciudadanía y los Derechos Humanos", two subjects in which gender equality is paid special attention to (8874). However, it should be remarked that the latter belongs to the range of subjects which are taken in the third year of ESO (8874), which means that students are provided with the opportunity to learn about the democratic values of citizenship and human rights for only two years.

Thus, since democratic values should be developed in a cross-curricular way in *all* subjects of the curriculum, the subjects should also be partly organized in terms of these democratic values (BOA, 2007:8875). What is more, instructional materials should promote respect not only to principles, values, freedoms and constitutional rights but also to those principles and values established in the *Ley Orgánica 1/2004, de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género* (BOA,

2007:8882), which justifies the possibility to work on gender awareness throughout the EFL Secondary Education classroom¹.

4. METHODOLOGY

In spite of the fact that the Aragonese Curriculum makes explicit reference to the promotion of gender equality throughout the obligatory secondary education, one of my initial hypotheses is that it is not completely mirrored in the EFL classroom, neither in the everyday teaching practice nor in the instructional resources. So as to validate this hypothesis, I have adhered to the following methodology in my study.

To start with, in order to check both the teacher's and the students' prior opinions and feelings of whether or not gender issues are addressed in this particular EFL class, I designed two different surveys: one to be completed by the teacher whose teaching materials I was aimed to analyse (see appendix 10.1) and another one to be completed by the students (see appendix 10.3). The former was both designed and filled in by means of the online system of survey creation accessed through the website “www.e-encuesta.com”. The latter was filled in by students in written form and anonymously so as to increase its internal validity. I asked students to complete the survey twice: once before the implementation of two of my gender-based lesson plans and once after, so as to check whether or not my implementation has involved meaningful changes in the students' gender awareness.

Concerning the elaboration of the surveys' questions, I researched on basic aspects of cross-cultural survey methods, and I adhered to the guidelines on questionnaire design by Janet Harkness et al (2011). As a result, the surveys I designed include both qualitative and quantitative questions, which are in turn factual questions that “collect things for which there is a correct answer” (Harkness, 2011:3) and attitudinal questions that “ask about respondents' opinions, judgments, emotions, and perceptions” (Harkness, 2011:3). The aforementioned kinds of questions are formulated by means of closed as well as open questions. On the one hand, I included open questions because they provide more useful information as they allow for answers

¹ The curricular aspects which concern my learning proposal such as the specific content blocks and how both key competences and sub-competences are worked on are developed throughout the learning unit of work, which can be found in the appendices section.

which might not be expected. Moreover, since the respondents have to answer in their own words, the data collected represent their opinions, attitudes and beliefs more accurately. On the other hand, I also included closed questions because they yield numerical data that can easily be quantified. Among the closed questions, the surveys include dichotomous questions, rating questions by means of the Likert scale and multiple-choice questions – the choices of which have been generated out of the items included in the checklist.

However, the surveys only provided me with some of the teacher's and the students' personal assumptions, opinions and beliefs on gender issues regarding this specific EFL context, which were not based on a theoretical basis. This is why the next step consisted in creating an analysis tool which gave me the possibility to go beyond presuppositions and prove, from a theoretical point of view, that the EFL teaching aids sometimes contain a number of occurrences in which women are portrayed stereotypically, they are paid less attention than men, and they are even considered subsidiary.

The analysis tool that I designed has the form of a checklist and it serves as a double-edged means. On the one hand, it serves as a tool to analyse several sexist references in teaching resources and, on the other hand, it allows to create bias-free teaching resources regarding gender issues. Every item of this checklist has been generated out of the abovementioned gender-based literature review and analysis. The theoretical quotations which have contributed to generating every item of the checklist are specified in the corresponding cell next to them (see appendix 10.5).

In line with the aforementioned research questions, I analysed the instructional resources that the EFL target class would use from my placement period to the end of the course. More specifically, I conducted a linguistic, content, and visual analysis of units 7, 8 and 9 of the complete set of *English Plus 4* by Ben Wetz and Helen Halliwell, published by Oxford University Press in 2010, which includes both the textbook and the activity book (see appendices 10.6.3-10.6.5). *English Plus 4* is a learning set intended for Spanish-speaking students of 4th year of obligatory secondary education. In addition to that, I analysed some reading and grammar photocopies they use as extra material (see appendices 10.6.1 and 10.6.2), and the exam of units 7 and 8 (see appendix 10.6.6).

Once I contrasted the results of the checklists in a qualitative and quantitative way (see chapter 7.1), I elaborated some charts with the quantitative data obtained, which allowed me to visually draw meaningful and relevant conclusions of the figures easier. Afterwards, these conclusions allowed me to design a learning unit of work addressing gender issues in the EFL classroom (see appendix 10.8), which is in compliance with the communicative principles of teaching English. Then, I implemented two lesson plans of the learning unit that I designed (see chapter 7.2), and to finish with, I asked students to fill in the survey again (see appendix 10.4), so as to check whether my main objectives regarding raising gender awareness in the EFL classroom were reachable or not.

5. STUDY CASE

5.1 Setting the context

The state-subsidised school *Sagrada Familia* of Tarazona was founded in 1962. It is a centre of ecclesiastical ownership which currently belongs to the bishopric of Tarazona. However, the entire faculty of the school is laic, as the only religious member of the teaching staff is the headmaster himself, who is a priest. The *Sagrada Familia* School is located in the historical centre of Tarazona and it is relatively small, since there is only one line per school year and it only offers three educational stages: pre-school, primary and secondary education. Therefore, owing to the fact that this centre does not offer the possibility to course *Bachillerato*, the school year in which I decided to implement my learning unit is 4th of ESO. I chose this particular course because it is the one which might provide this project with most fruitful results.

This is down to the fact that the students who are taking 4th of ESO are the ones supposed to have the highest English levels in the school, and thus, the ones who can best respond to the activities I aim to implement. Furthermore, this school year usually takes place throughout the students' middle adolescence (15-16 years old), which is a transitional stage in which students generally undergo a process of self-direction characterised by a gradual "development of ideals and selection of role models; more consistent evidence of conscience; greater goal setting capacity; interest in moral

reasoning” (Spano, 2004:3) and so on. Therefore, as a result of being a school year in which students consolidate their identities and beliefs, 4th of ESO is then a key period to make them raise gender awareness.

5.2 Setting the participants

The specific class of 4th of ESO in the *Sagrada Familia* School consists of a group of 18 students whose ages range from 16 to 19 years old. It is made up of 8 girls and 10 boys. Judging from the class observation I carried out during my placement period, these students are very talkative as well as very hard-working and tremendously active and participative. As 15 of them have been together since pre-school education, it is a very cohesive group and everyone has a sense of belonging, including the 3 students who joined the class later, who are also perfectly integrated within the group.

The aforementioned 3 students moved from different high schools to the *Sagrada Familia* school because of bad school results. At the moment, they suffer from clear curricular achievement gaps and, as a consequence, their tutor, together with the school counsellor, thought it would be highly advisable for the 3 of them to follow a special plan: they do not have a significant curricular adaptation but they are only evaluated in terms of the minimum requirements.

Thus, as a result of only focusing on achieving the minimum requirements, the teaching materials and resources they use in class, including the textbook and photocopies, are not the same as their classmates’. Therefore, I need to take their levels of English into account when implementing my own activities and complement them with their corresponding differentiation.

6. ANALYSIS, DESIGN AND IMPLEMENTATION

The two lessons that I implemented in the aforementioned specific context of 4th of ESO can be found both in chapter 7.2 and within the gender-approached learning unit that I designed, which corresponds to appendix 10.8. In order to create this unit, I took into account the criteria that generated the analytical tool, which can be looked up in appendix 10.5. Regarding the analysis of the EFL teaching materials that I carried out by means of the checklist, it corresponds to appendices 10.6.1 – 10.6.6.

7. DISCUSSION AND RESULTS

7.1 Analysis of the checklists

This section presents both the quantitative and qualitative results of the checklists that I used in order to answer whether or not there was gender bias in both the grammar and reading photocopies; in units 7, 8 and 9 of both the textbook and workbook included in the complete set of *English Plus 4* by Ben Wetz and Helen Halliwell, published by Oxford University Press in 2010; and in the exam of units 7 and 8.

7.1.1 Quantitative results

The quantitative results are presented in the form of bar charts together with a general description of the overall data obtained within each category.

Agency

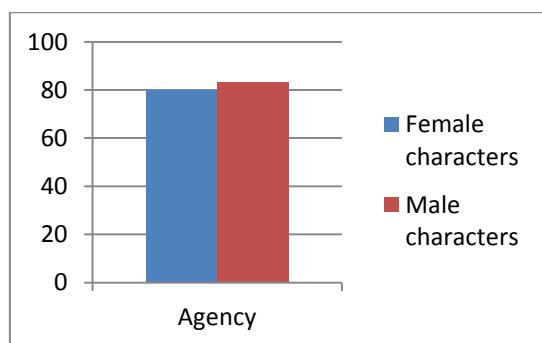


Figure 1: Agency of female and male characters in the grammar photocopies.

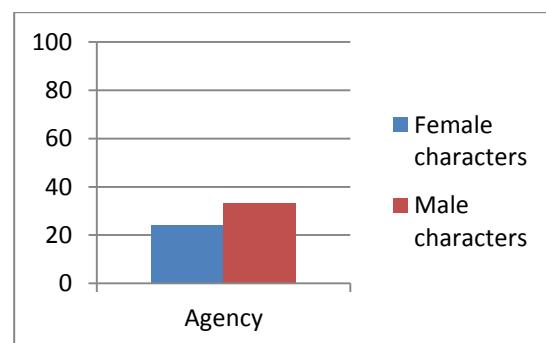


Figure 3: Agency of female and male characters in unit 7: "a perfect world".

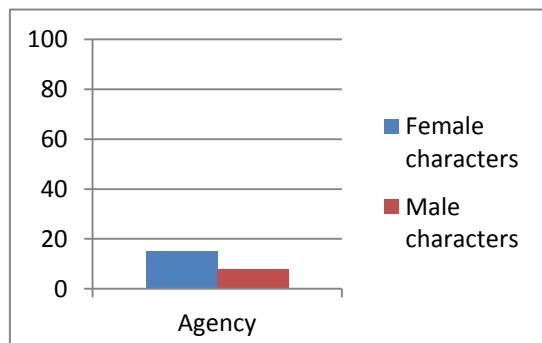


Figure 2: Agency of female and male characters in the reading photocopies.

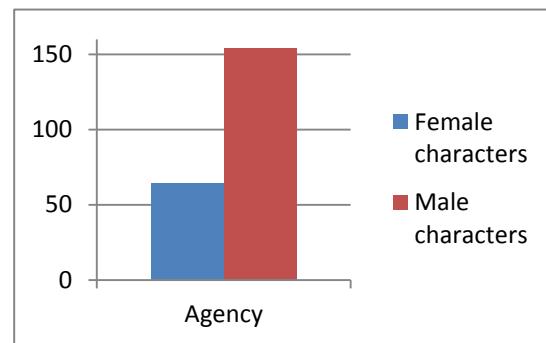


Figure 4: Agency of female and male characters in unit 8: "ups and downs".

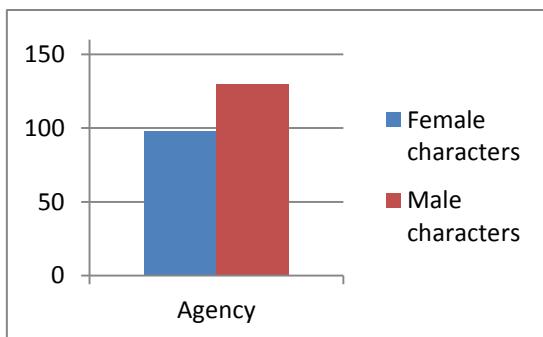


Figure 5: Agency of female and male characters in unit 9: "honestly!".

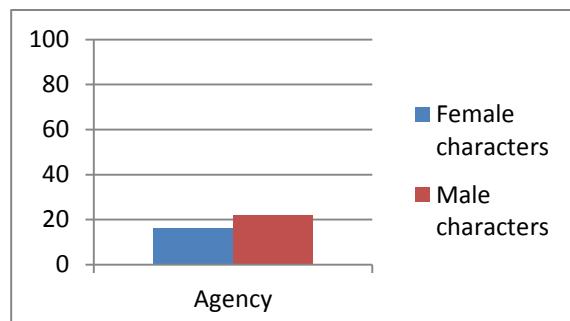


Figure 6: Agency of female and male characters in the exam of units 7 and 8.

The charts above prove that male characters tend to account for the largest proportion of subjects in these teaching materials. However, regarding the reading photocopies, the figures show that female characters slightly outnumber the male ones. Nevertheless, the overall data illustrated in the charts provide an answer to one of the initial research questions: teaching materials contain gender bias as far as agency is concerned.

Illustration prominence

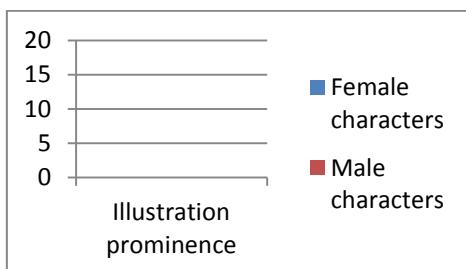


Figure 7: Illustration prominence of female and male characters in the grammar photocopies.

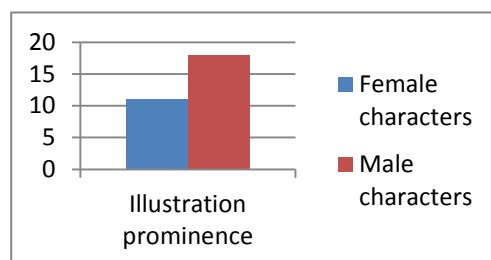


Figure 9: Illustration prominence of female and male characters in unit 7.

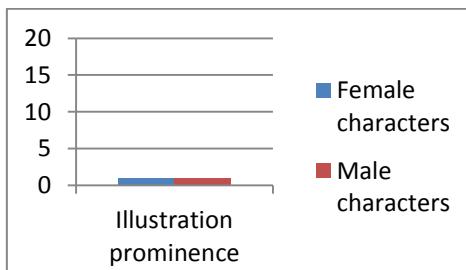


Figure 8: Illustration prominence of female and male characters in the reading photocopies.

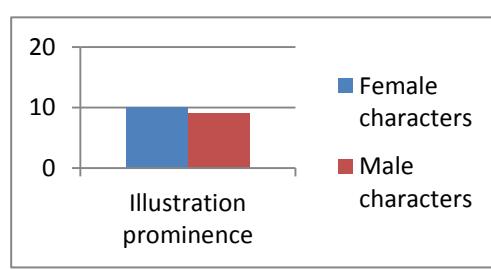


Figure 10: Illustration prominence of female and male characters in unit 8.

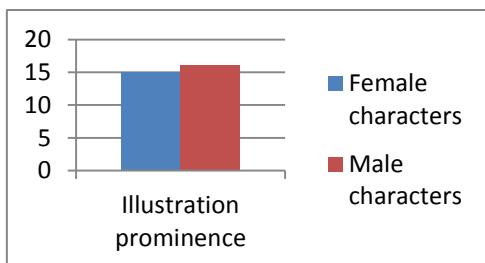


Figure 11: Illustration prominence of female and male characters in unit 9.

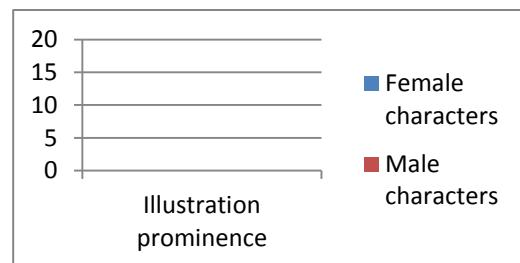


Figure 12: Illustration prominence of female and male characters in the exam of units 7 and 8.

The previous charts prove that the proportion of male characters and female characters that appear in the images is quite balanced. In this case, the data obtained is not meaningful because neither the grammar photocopies nor the exam of units 7 and 8 contain images to analyse. Moreover, the reading photocopies only include one picture, in which there is both a woman and a man. Thus, the other samples, which correspond to the 3 target units of *English Plus 4*, are the only source of analysis at disposal. Both units 7 and 9 show a slight evidence of male prominence in pictures. However, even so, it is minimal. Regarding unit 8, the bar chart shows that the appearance of females in pictures is higher than that of males. All in all, these data do not allow us to draw any conclusions of whether or not there is gender bias when it comes to illustration prominence.

Known protagonists (including artists, celebrities and historical figures)

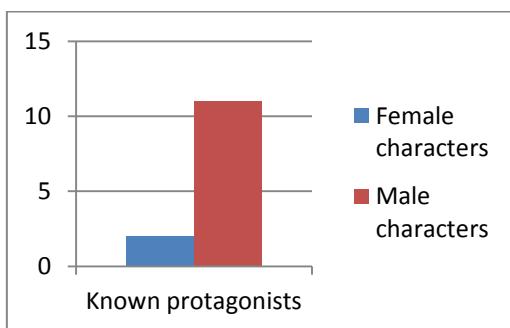


Figure 13: appearance of female and male known protagonists in the grammar photocopies.

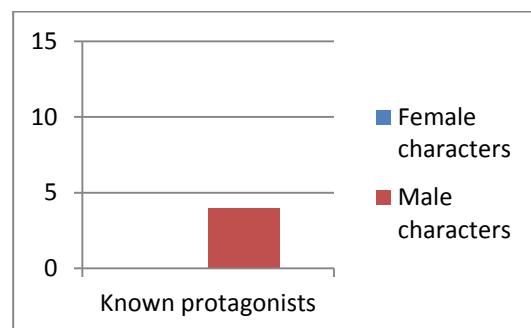


Figure 14: appearance of female and male known protagonists in the reading photocopies.

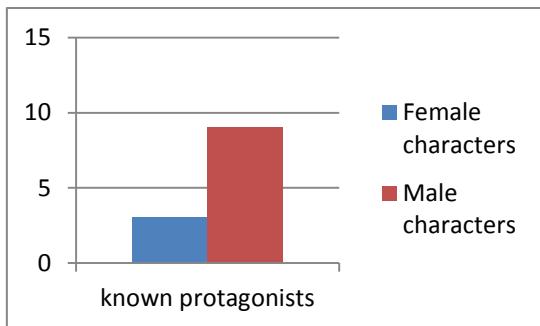


Figure 15: appearance of female and male known protagonists in unit 7.

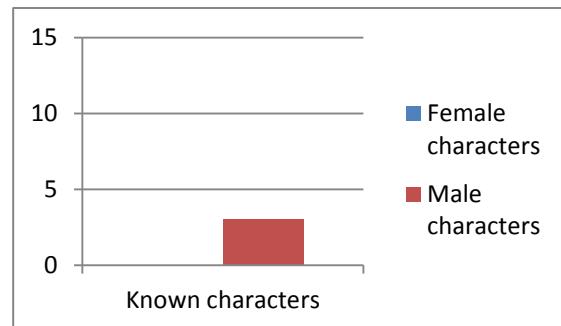


Figure 17: appearance of female and male known protagonists in unit 9.

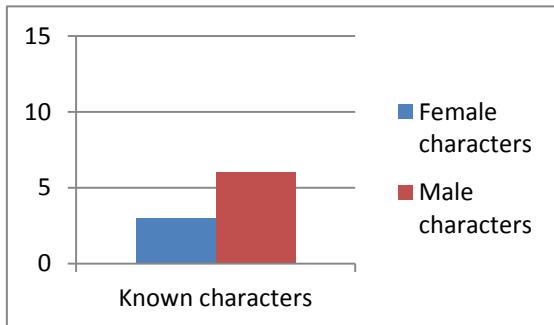


Figure 16: appearance of female and male known protagonists in unit 8.

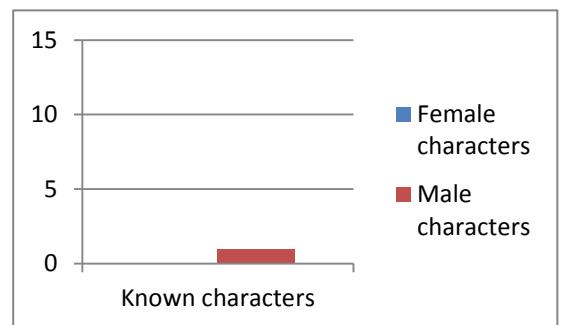


Figure 18: appearance of female and male known protagonists in the exam of units 7 and 8.

The charts above clearly illustrate that the vast majority of artists, celebrities and historical figures included in these teaching materials are men. Well-known female characters are found to be less recurrent than their male counterparts, which implicitly proves that female accomplishments tend to be underestimated in these target EFL teaching materials.

Family Roles

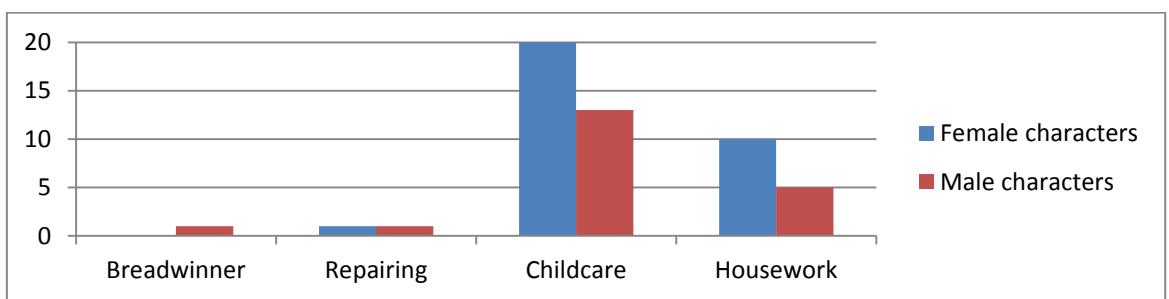


Figure 19: representation of the roles female and male characters play throughout all the EFL teaching materials analysed.

The chart above proves that female characters tend to be more depicted in childcare and housework tasks than male characters. However, although both raising the children and doing the chores are stereotypical responsibilities associated with women, the data obtained show that men also contribute to these tasks. However, they contribute more to their children's education than to domestic chores. Regarding the role of the breadwinner, the EFL teaching materials analysed do not place a lot of emphasis on the role of sustaining the family, as there is only one occurrence which makes reference to the father earning money for the family. In addition to that, and contrary to gender stereotyped expectations, there is a case of a woman repairing a malfunctioning appliance, which is supposed to be a men-only task.

Occupational roles

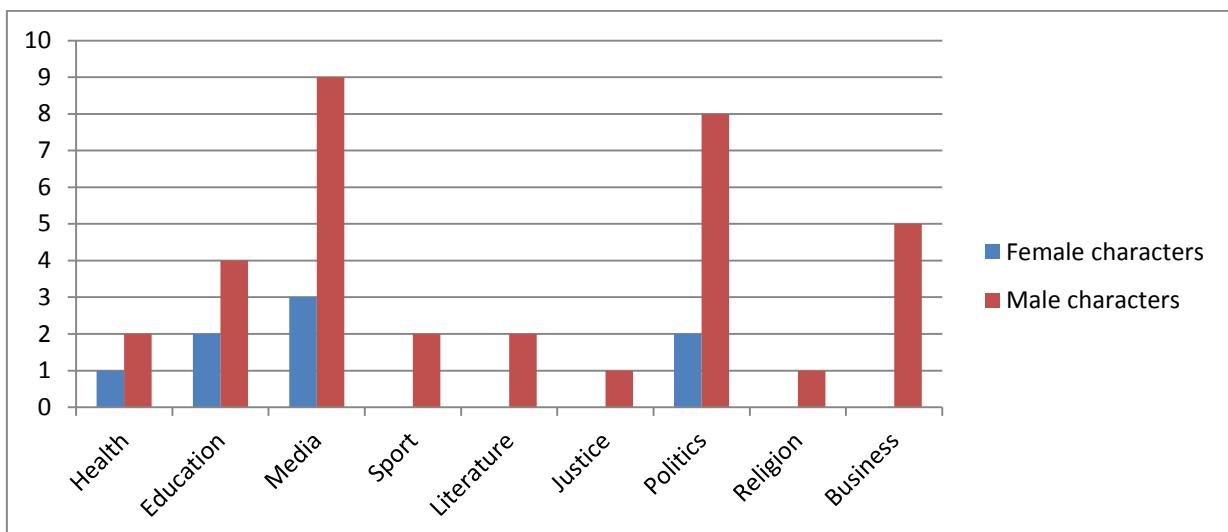


Figure 20: representation of the occupational roles female and male characters play throughout all the EFL materials analysed.

This chart shows the occupational roles in which female and male characters are portrayed throughout the teaching materials analysed. All instances of occupational roles which have been spotted have been included in one of the following 9 domains: health, education, media, sport, literature, justice, politics, religion and business. That is, taking the domain of health as an example, it includes all occurrences of nurses, doctors and surgeons, among others. The chart proves that the domains of sport, literature, justice, religion and business are exclusively associated with men, as no instances of women writers, lawyers or managers have been portrayed. In the fields of politics and

the media, the bars mirror that the proportion of male characters is three times as high as that of female ones, whereas in the domains of health and education is twice as high. Thus, the analysis of gender bias in occupational roles proves that these target EFL instructional resources transmit stereotyped models of the labour world.

7.1.2 Qualitative results

Attributes

The most relevant data of this category reveal that men tend to be depicted as having an achievement-oriented and successful personality, due to the fact that attributes such as *famous, professional, lucky, wealthy* and *successful* have been assigned to male characters on more than one occasion. On the other hand, throughout the whole target materials, there is just one single occurrence in which a female character is portrayed as having an achievement-oriented personality when she has been described as *brilliant*. This is due to the fact that, according to the data obtained, women's personality is frequently associated with negative connotations such as being *angry, stupid, pessimistic, moody, anxious* and *upset*. However, a large number of negative connotations are also associated with men, who have been described as *serious, dishonest, anxious, moody, mean* and *angry*. Contrary to prior expectations, men are stereotypically portrayed as being *quiet, relaxed, tired* and *lazy*, whereas no instances of passivity have been attributed to women.

Activities

Regarding the activities carried out by both female and male characters, the data obtained show that the outdoor activities which women normally do are related to *going shopping, travelling* and *moving around town*, among others. Conversely, when men are outdoors, they are usually portrayed *meeting friends and relatives, visiting landmarks*, and *asking their children to help them either clean or repair the car*, among others. Concerning indoor activities, female characters are often *revising for exams, carrying out office-related tasks, asking their children to do a certain chore* and *missing someone*. However, when male characters are indoors, they rather *play an instrument, watch TV* or *ask their children to help somebody else*. According to these results, it

could be stated that the activities carried out by both women and men are not so stereotyped which might be an indicator of a progress against gender stereotypes.

Morphology and grammar

The results prove that firstness is gender-biased towards men because structures such as *brother and sister, his and her, all those men and women* and *his father and his mother* clearly reflect that language unconsciously subordinates women to men because men appear in first position in sentences, except for the single case in which *Laura and Josh* alters the stereotyped tendency. Moreover, there is a case of the asymmetrical construction *Danny and his girlfriend*, in which “the girlfriend” is not given the same semantic importance as “Danny”. Danny’s girlfriend should have been referred to by her name, in the same way as Danny has. As far as generic words are concerned, *conmen, businessmen* and *policemen* are all male-marked jobs which reinforce the invisibility of women. Once again, the results provided by this checklist give an answer to one of the initial questions of this paper: EFL teaching materials are gender-biased towards men.

Illustrations

The images which appear as a visual support to the linguistic content included in the EFL teaching materials which have been analysed show no instances of body display or licensed withdrawal. However, the ritualization of subordination is quite recurrent because a large number of girls are portrayed lying down and canting their heads, which reinforces gender stereotypes of female depiction in pictures. In addition to that, instances of girls touching their hair or their face enhance the feminine touch, which is another gender stereotype of femininity which should be avoided. Regarding the category of relative size, the data obtained find instances of both women being in a lower position than men and the other way around (see appendix 10.7).

All in all, the data obtained by means of the checklist clearly answers the initial research question of this dissertation: the representation of gender in textbooks reinforces rather than fights against gender stereotypes.

7.2 Analysis of my implementation

The data obtained through the checklist allowed me to identify the areas and the domains where teaching materials fail to provide students with bias-free learning activities. This is why I created a learning unit of work taking the criteria of the checklist into consideration. Thus, the learning unit I designed (see annex 10.8) was aimed at being implemented in the EFL secondary education classroom of 4th of ESO during my placement period in the *Sagrada Familia School*. However, due to the fact that time and resources were limited, I could just implement two of its lesson plans, which are developed below.

Name of lesson: Who is the surgeon?		
<u>Teacher:</u> Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO
Expected Learning outcomes:		
<u>At the end of this lesson, students should be able to:</u> <ul style="list-style-type: none"> - Think critically against gender stereotypes in order to solve a riddle - Activate previous knowledge and come up with different sentences about gender out of a wide variety of words in isolation from a word cloud - Express themselves and orally interact in daily communicative situations in an intelligible and appropriate way and with some autonomy (LOE Aragonese Curriculum. Learning Objective 2). - Correctly and appropriately use basic phonological, lexical, grammatical, functional, discursive, sociolinguistic and strategic features in real communication contexts (LOE Aragonese Curriculum. Learning Objective 5). - Comment on the results of the charts they created the day before by making use of “the results prove”, “this chart shows”, “According to the data obtained”, etc. - Negotiate meaning by means of using the second conditional structure - Identify sexist and discriminatory language in a selection of sentences provided - Correct sentences so as to make them politically correct regarding gender equality 		
Objectives: the subskills that you want to teach		
<ul style="list-style-type: none"> - Inferring the role of the participants in an oral text - Deducing the meaning of new words - Introducing, developing and concluding an idea - Turn-taking and reacting to others - Expressing relationships between parts of a spoken utterance through cohesive devices 		
Language to be taught and practised (language exponents)		
<u>Riddle:</u> Surgeon, badly injured, to operate on <u>Word cloud:</u> Stereotypes, gender, prejudices, rights, discrimination against, equality, thoughts,		

beliefs, society, girl, boy, woman, men, female, male.

Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and critical input</u>	<p><u>Warm-up: Riddle on gender stereotypes</u></p> <ul style="list-style-type: none"> - Tell the whole class you are going to read a riddle to them and they need to guess who the surgeon is. Ask them to pay special attention to details and think beyond what they hear. - Read the riddle to students. Read it twice if necessary. - Once you finish reading the riddle, ask them who the surgeon is - Generate a debate out of their suggestions - Make them think critically by means of reacting to their suggestions by asking them hypothetical and open questions. - Provide the necessary time for them to guess it right as it is a motivating and challenging activity. - Praise the student who gives you the right answer <p><u>Word-Cloud on gender</u></p> <ul style="list-style-type: none"> - Ask students to find a shoulder partner - Ask them to have a look at the word cloud you have projected on the whiteboard - Ask them to come up with as many sentences as they can using the words provided in no more than 10 minutes - Ask for some volunteers to read their sentences and comment on them. - Generate a debate and on gender awareness to introduce the topic to them. 	Whole-class Rally Coach	10' 12'
<u>Learning Task</u>	<p><u>Inductive teaching of the second conditionals:</u></p> <ul style="list-style-type: none"> - Write three sentences on the whiteboard in the second conditional form. - Ask students to guess the structure of the sentences according to the repeated pattern - Praise the student who guesses the structure right and ask her/him to formulate a sentence in the second conditional. <p><u>Communicative enabling task</u></p> <ul style="list-style-type: none"> - Ask students to work in groups of three - Provide students with the two cards 	T-Ss Round Robin	8' 10'

	<p>containing either the first clause of the conditional or the second one.</p> <ul style="list-style-type: none"> - Assign every student a role: Student A completes the first clause in the card provided, student B matches the first clause to a possible ending of the question, also provided in the card. Student C answers the question that both student A and B have formulated. <p><u>Correction of politically incorrect sentences</u></p> <ul style="list-style-type: none"> - Provide students with the photocopy containing sentences which are not politically correct regarding gender equality. - Ask students to read the sentences carefully and pay special attention to small details. - Ask them to identify those instances which make the sentence discriminatory towards women (or men, in one case) - Tell students to correct them so that they are politically correct. 	Individually	10'
<u>Post-Task</u>	<p><u>Comment on the previous day's charts</u></p> <ul style="list-style-type: none"> - Ask the whole class who did their homework - Praise those who did and tell the others they should do their homework if they really want to learn an L2. - Tell students to put the charts they created on the table. - Ask them to comment on them in groups of 4. - Assign every student a role: student A presents the results of the charts, student B says positive points about them, student C says negative points and student D gives their personal opinion and starts a debate on stereotyped jobs. 	Round Robin	10'
<u>Verification and policy on error correction</u>	<p>Correct students' pronunciation during their oral contributions in the debates but only after communication has taken place. Give positive feedback for their relevant contributions. Guide them in the process of negotiation of meaning and check whether they really understand the meaning of being "politically correct". If not, help them guessing it by making the first example together. This lesson will be effective if students realise they could have drawn the dog's owner both as a woman and as a man, as being a lorry driver, for instance, does not need to be associated with a job for men.</p>		
Materials needed: include any worksheets or		<u>Other resources (web, books)</u>	

<u>cards as appendices</u>	
canon projector, whiteboard, the previous day charts (homework!), cards, photocopy containing politically incorrect sentences.	

<u>Name of lesson:</u> If I were a boy		
<u>Teacher:</u> Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO
Expected Learning outcomes:		
<u>At the end of this lesson, students should be able to:</u>		
<ul style="list-style-type: none"> - Express themselves and orally interact in daily communicative situations in an intelligible and appropriate way and with some autonomy (LOE Aragonese Curriculum. Learning Objective 2). - Correctly and appropriately use basic phonological, lexical, grammatical, functional, discursive, sociolinguistic and strategic features in real communication contexts (LOE Aragonese Curriculum. Learning Objective 5). - Understand the general meaning of a song, match its main ideas to their corresponding illustrations and sequence them chronologically. - Appropriately participate in a fluent and improvised debate about gender issues. - Recognise and discriminate the unmarked stress pattern of pre-selected verses of the song and identify their tonic syllable. - Initiate information exchanges by means of getting familiar with the unmarked stressed pattern. - Differ between the unmarked-stress pattern and the contrastive-stress pattern. - Emphasize the main point of an utterance by means of the use of the contrastive-stress pattern. - Think critically about gender stereotypes and come up with reasons to correct stereotyped sentences. - To form and use the Second Conditional appropriately. 		
Objectives: the subskills that you want to teach		
<ul style="list-style-type: none"> - Recognize key words and use them to construct the schema of a discourse - Infer the setting for a text and the role of the participants - Skim: listen to obtain the gist of spoken text - Scan: listen for specific details in spoken text - Understand attitudinal meaning in spoken text and utterances - Produce segmental features of English at word level, especially vowel and consonant sounds, stressed and unstressed syllables 		

- Use supra-segmental features of English, especially intonation, stress in sentences, word-linking and weak forms, accurately in spoken utterances.
- Express attitudinal meaning in spoken text and utterances, especially by intonation
- Emphasising a point to indicate important information
- Reacting to others

Language to be taught and practised (language exponents)

Conditionals: If I were a boy/girl, I'd...

Phrasal Verbs and Collocations: To roll out of bed (to arise from bed), to throw on (to dress), to chase after girls (to try to seduce women), to turn off (to switch a device off), to put oneself first (to establish yourself as the first priority), to make the rules (to be in command of the situation), to think wrong (to be mistaken).

Nationalities: French, English, Chinese, American, Thai, German, Italian, Australian

Stereotypes: to be motherly/muscled/romantic/cheesy, to wear sportswear/dresses/skirts, to like drama films/action films/football matches on TV, to have short hair, to use pink pens.

Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and critical input</u>	<p><u>Warm-up: listening to Beyoncé's song</u></p> <ul style="list-style-type: none"> - Tell students they are going to listen to a song about gender stereotypes. Arrange them in groups of 4 and ask them to put the pictures provided in chronological order. - After having played the song twice, check general comprehension by asking the members of one of the groups to tell you how they have ordered the pictures. Help them refer to every picture by introducing the necessary language exponents provided by the singer. - Ask the other groups to pay attention to their classmates' sequence and correct them if required. - Project the lyrics on the whiteboard for students to see the order in which each situation takes place. 	Round Robin	20'
<u>Learning Task</u>	<p><u>Activity to discriminate the unmarked-stress pattern</u></p> <ul style="list-style-type: none"> - Tell students they are going to listen to the song again. Ask them to pay special attention to the utterances in the photocopy. Stop the song after each utterance is sung. - Ask students to underline the word they think receives more prominence and correct them 	Whole Class	15'

	<p>on the spot. If it is hard for them to identify the stress in each utterance, emphasize the wrong syllable if necessary, for them to realise where the tonic syllable is.</p> <ul style="list-style-type: none"> - Follow an inductive process to make students realise where they should place the stress in every utterance by asking them what the words they underlined have in common. - Ask them to identify –from a range of options provided- the usual stress pattern that utterances tend to follow. <p><u>Controlled practice activity for students to get familiar with the unmarked stress pattern.</u></p> <ul style="list-style-type: none"> - Ask students to work with their shoulder partner. Assign student A a card containing the first clauses of second conditional structures. Assign student B a card containing the second clauses of second conditional structures. - Ask student A to read the first clause of the conditional taking into account the unmarked-stress pattern already seen in activity 2. - Ask student B to read the matching second clause of the conditional paying attention to the stress pattern too. 	Rally Coach	10'
Post-Task	<p><u>Guided practice to use both the unmarked-stress pattern and the contrastive-stress pattern.</u></p> <ul style="list-style-type: none"> - Arrange students in groups of 3 and provide them with a list of stereotypes and a different <i>stress card</i> for every member of the group. - Ask student A – whose <i>stress card</i> has the unmarked-stress pattern - to read one of the stereotypes provided applying the stress pattern assigned. - Ask student B to correct student A by saying the same stereotype that student A has just said but applying the stress pattern assigned in her/his <i>stress card</i>, which will emphasise a different part of the utterance (in this case, the subject) and then students will realise that a different meaning will be expressed. - Ask student C to correct student B by saying the same stereotype that s/he has said but 	Round Robin	15'

	<p>emphasising a different part of the utterance instead (in this case, the reason of the correction), for its meaning to change radically. Ask student C to pay attention to the second conditional structure, which its role in the activity will make her/him modify it.</p> <p>Example provided:</p> <p>Boy ooooO: If I were a <u>girl</u>, I'd be motherly. Student oOooo: If <u>Peter</u> were a girl, he'd be motherly. Student ooOoo: If Peter <u>liked</u> young children, he'd be motherly.</p>	
<u>Verification and policy on error correction</u>	<p>Monitor students while they sequence the pictures and emphasise the relevant parts of the lyrics with gestures or mimics to make them pay special attention to that specific line. Make sure their oral output is the appropriate regarding the target intonation pattern. Praise relevant corrections in the last activity when it comes to gender awareness to make them see what the point of the exercice is. This activity will be effective if they are able to discriminate between the two stress patterns.</p>	
<u>Materials needed: include any worksheets or cards as appendices</u> Computer, Beyoncé's song <i>If I were a boy</i> , pictures to put in order, photocopies and cards to work stress and intonation.		<u>Other resources (web, books)</u> https://www.youtube.com/watch?v=AWpsOqh8q0M
<u>Homework (if any):</u> Write a 250-word essay about the terrible consequences gender stereotypes may lead to and the reasons why we have to avoid all kind of gender discrimination. This essay represents 30% of the final mark of this unit's evaluation. Give students the information sheet which serves as a guideline to record the video for the following day. Ask them to have a look at it at home.		<u>Notes on lesson:</u> Activity 1 (putting the pictures in order) has an equivalent as a form of differentiation for those 3 students with curricular achievement gaps. It is included in the appendices section.

7.3 Analysis of the surveys both before and after my implementation

Before the implementation of the two lesson plans above, I passed a survey both to the teacher and to the students so as to check their initial gender awareness. The answers of the teacher in the survey were very significant for this research because she strongly disagreed with the fact that the teaching materials that she normally uses in the EFL secondary education classroom of 4th of ESO contain subliminal sexist references (see appendix 10.2). Moreover, when she was asked whether, as a teacher of EFL, she is aware of whether or not gender issues are addressed in her class, she answered negatively, as well as when she was asked whether she carries out any specific activities to raise gender awareness in her EFL students.

The negative answers provided by the teacher involve clear evidence that the checklist that I designed should be taken into consideration by sceptical teachers, because the data obtained after analysing the EFL teaching materials used in her specific class of 4th of ESO do contain gender bias (see appendices 10.6.1-10.6.6). As a result, the role of all teachers who, same as her, are using the *English Plus 4!* on a regular basis should devote some time to raise gender awareness in students every time that a case of gender bias in the textbook comes up in the EFL classroom. An alternative would be for teachers to design their own materials taking into account the bias-free items of the checklist.

Regarding the answers provided by the students of 4th of ESO both in the initial and the final survey that they completed (see appendix 10.4), they have been contrasted both quantitatively and qualitatively so as to compare their gender awareness before and after the implementation of my two gender-approached lesson plans.

The first time that students were asked the extent to which they agreed that the teaching materials used in class contain stereotypical sexist references, most of them answered in a neutral way by neither agreeing nor disagreeing, whereas some others rather disagreed. However, after my implementation, the vast majority of students agreed and some of them even strongly agreed. This contrast between students' answers before and after my implementation proves that the two gender-approached lessons that I designed are effective when it comes to raising gender awareness. Here is the chart with the aforementioned answers on the students' behalf:

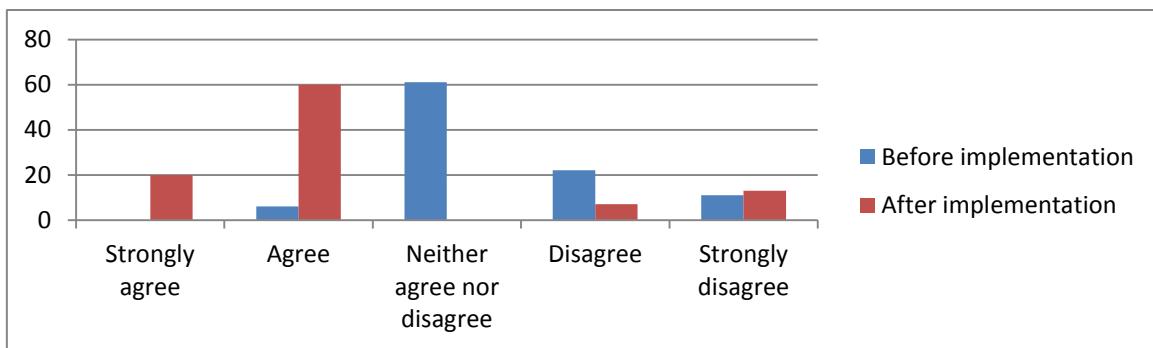


Figure 21: the students' answers before and after implementation to the question: To what extent do you agree that the teaching materials used in class contain stereotypical sexist references (differences between boys and girls)?

When students were asked to justify their answers by offering some examples, some of their answers before my implementation included:

- “Porque no me he fijado pero en muchas cosas sí que creo que hay estereotipos entre hombres y mujeres”
- “No me he fijado muy bien la verdad. I don’t look the book very well”.
- “No presté atención a los libros”.
- “No me he fijado, no me lo había planteado nunca”.
- “No me he fijado mucho en los libros pero más o menos no suele haber estereotipos”.
- “Porque no me he fijado con delicadeza, no he prestado atención, pero normalmente no suelen haber estereotipos”.
- “La verdad es que no me he fijado, pero creo que no se favorece a ningún género”.

These answers prove that gender issues should be addressed in class because, otherwise, students do not “pay attention to it”, as they recognize in the survey. Another answer provided which is worth to take into account is the following one:

- “No hay estereotipos porque hay textos e incluso imágenes en las que las mujeres aparecen trabajando en una oficina, al igual que los hombres. También hay oraciones en las que las mujeres juegan a deportes que supuestamente son masculinos”.

The fact that this student associates gender bias with stereotyped roles, proves that gender issues should be addressed in class for students to see the wide range of domains in which they occur, including the linguistic one. However, after my implementation, their answers were really gender-aware, because some of them

mentioned implicit messages, associations with boys or girls and treating women subsidiary:

- “Sí, en algunas fotocopias y ejercicios del libro había referencias sexistas y mensajes implícitos”.
- “When we are talking about jobs, we associate it with boys or with girls. We have to change our mind, because all of us have thought that “a surgeon” is a boy, and not a girl. It’s really unfair, but we don’t realise about this stereotypical sexist references”.
- “Yes, in the book and in the photocopy. No me había fijado pero muchas veces pone a la mujer en segundo plano o como si fuese menos”.
- “En las actividades dadas, porque asociamos siempre las profesiones importantes (médicos) a los hombres. Además, se asocia cosas que son de ambos, únicamente al hombre”.

Next, when students were asked whether they thought that gender issues were given enough attention in the EFL class, the following pie charts illustrate their answers, which clearly indicate that gender issues should be paid more attention.

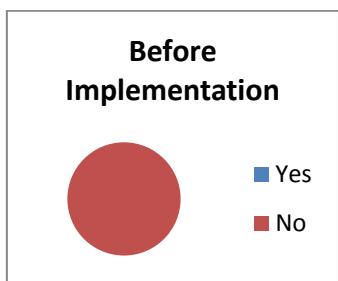


Figure 22: the students’ answers before implementation to the question: as an EFL student, do you think gender issues are given enough attention in your class?

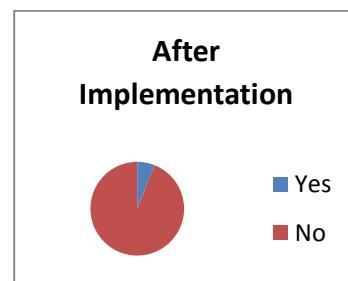


Figure 23: the students’ answers after implementation to the question: as an EFL student, do you think gender issues are given enough attention in your class?

The students’ answer to this question goes hand in hand with what this dissertation claims: gender awareness is not addressed in secondary education classes on a daily basis and even less so in the EFL class.

Another question of the survey whose answers are worth to be analysed is the last one. Students were asked to associate some stereotyped roles with a certain subject, either with *she*, *he* or *both*. The following bar chart mirrors their assumptions regarding gender before my implementation:

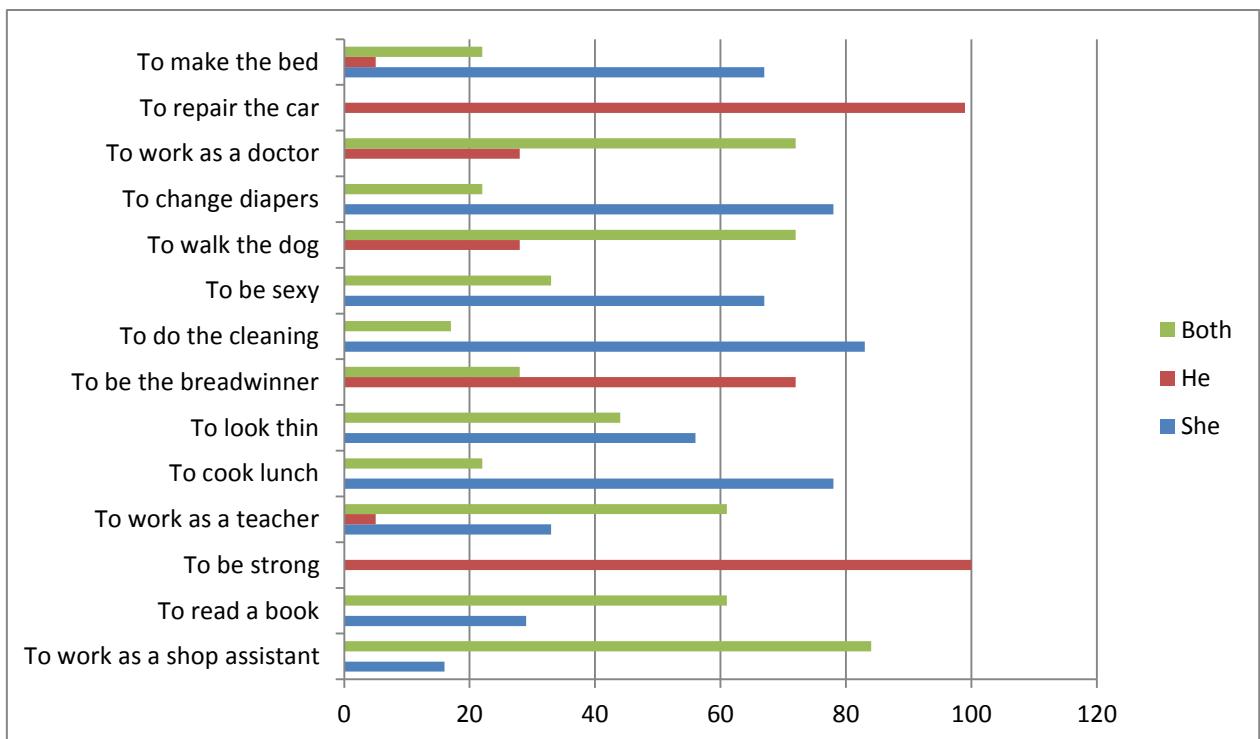


Figure 24: the students' answers to the question: With what subject (She / he / both she and he) do you associate the following roles, activities and characteristics?

As we can see, students automatically associated *to repair the car*, *to be the breadwinner* and *to be strong* with men. Yet they associated *to make the bed*, *to change diapers*, *to be sexy*, *to do the cleaning* and *to cook lunch* with women. Those stereotyped items which were associated with both subjects were *to work as a shop assistant*, *to read a book*, *to work as a teacher*, *to walk the dog* and *to work as a doctor*. These associations clearly reflect that gender stereotypes may still be really marked among secondary education students and hence they need to be fought against.

Regarding their gender awareness after my implementation, the chart below illustrates that there have been a major impact on students, as the vast majority of answers differs from the ones provided before my implementation. We can see how students associate all the items with *both* subjects, except for *to repair the car*, which continues to be associated with a men-only activity, *to be sexy*, which is associated as a female attribute, and *to be strong*, which is associated to men. Thus, it is surprising how the lessons I implemented had a positive effect on fighting against this kind of stereotypes except for those which have to do with physical appearance.

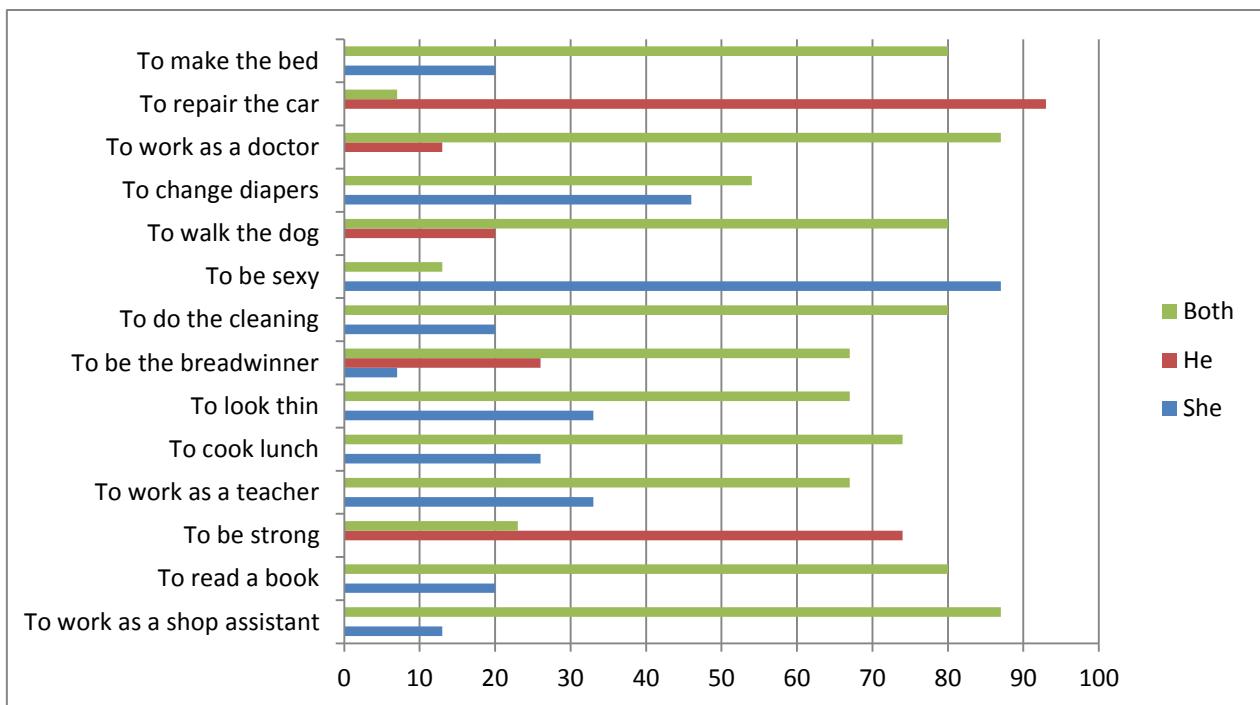


Figure 25: the students' answers to the question: With what subject (She / he / both she and he) do you associate the following roles, activities and characteristics?

8. CONCLUSION

In conclusion, the results obtained in this dissertation by means of the analysis tools that I designed provide my initial research questions with proved answers. To start with, gender awareness is not addressed in the EFL secondary education classroom on a regular basis, although the curricula established for this educational stage explicitly claims that the education system must promote measures to enhance this democratic value. In addition to that, EFL textbooks, which are designed in compliance with the curricular goals, reinforce rather than mitigate the promotion of gender stereotypes because my analysis tool proved that they are gender-biased. Regarding the objectives that this dissertation aimed to achieve, it was proved from a theoretical perspective that the EFL secondary education classroom is necessary for current teachers to understand the appropriate context to fight against gender stereotypes. Consequently, this goal can be met by means of implementing gender-approached activities which are free of gender bias and which provide students with the opportunity to improve their thinking and communicative skills by expressing their thoughts and beliefs in gender issues. To finish with, I tested the checklist as a double-edged tool due to the fact that its criteria have allowed for both gender-bias analysis and gender-approached design of bias-free

communicative activities. This would support my claims that gender approach, despite its subjective and abstract nature, can be identified in our current teaching practice by means of the criteria established in the checklist provided, and that the EFL communicative classroom offers a privileged opportunity to counteract these stereotypes and provide new social identity models for the younger generations.

In addition to this, the quantitative and qualitative results of both the checklist and the analysis tool made it clear that research still needs to be done regarding why some gender stereotypes may be overcome easily whereas some others prove themselves resistant to change. Also, this study could be carried out at diverse educational levels as well as a wider range of materials could be studied in depth, together with the direct observation of the teacher's practice in the classroom. Despite this limitation, what can be drawn is that the EFL subject is a key context for students to fight against gender stereotypes and aim at gender equality because it has been argued that the principles of the Communicative Approach to EFL converge with the principles of Effective Learning during middle adolescence, together with the principles of the Gender Approach that have been established for the elaboration of the analysis tool and the learning unit. Thus, helping students struggling to communicate their opinions and feelings on gender stereotypes involves making them having to think about gender issues, which is the first step forward to raise both language, social and gender awareness, in other words, the first step to change those traditional proverbs that I challenged at the beginning of this study.

9. WORKS CITED

- Alfonso, P., & Aguado, J.P. (2010) *Estereotipos y coeducación*. Consejo comarcal del Bierzo. Retrieved June 19, 2016 from
http://fongdcam.org/manuales/genero/datos/docs/1_ARTICULOS_Y_DOCUMENTOS_DE_REFERENCIA/D_EDUCACION/Estereotipos_y_Coeducacion.pdf
- Aydinoğlu, N. (2014). Gender in English language teaching coursebooks. *Procedia: Social and Behavioral Sciences*, 158, 233–239. Retrieved June 19, 2016 from
<http://dx.doi.org/10.1016/j.sbspro.2014.12.081>
- Bahman, M., & Rahimi, A. (2010). Gender representation in EFL materials: An analysis of English textbooks of Iranian high schools. *Social and Behavioral Sciences*, 9, 273-277. Retrieved June 19, 2016, from
[http://www.sciencedirect.com/science/article/pii/S1877042810022548.](http://www.sciencedirect.com/science/article/pii/S1877042810022548)
- Bailey, S. (1996). Shortchanging girls and boys. *Educational Leadership*. 53(8) 75-79.
- Blanchard, J., & McNeely, C. (2010). *The Teen Years Explained*. Baltimore. Retrieved June 19, 2016 from http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Standalone.pdf
- Brown, H. D. (2007). *Teaching by Principles: An interactive Approach to Language Pedagogy*. (3rd ed.). New York: Pearson Longman.
- Butler, J. (1990) *Gender trouble: feminism and the subversion of identity*. Thinking gender, Routledge. New York.
- Castillo-Mayén, R., & Montes-Berges, B. (2014). *Analysis of current gender stereotypes*. *Anales De Psicología / Annals Of Psychology*, 30(3), 1044-1060. Retrieved June 19, 2016 from <http://dx.doi.org/10.6018/analesps.30.3.138981>

Concha, Á. d. l. (2010). *El sustrato cultural de la violencia de género: literatura, arte, cine, videojuegos*. Madrid: Síntesis.

Crear Encuestas Online es Sencillo. www.e-encuesta.com accessed June 19, 2016

Criado, R., & Sánchez, A. (2009). *English Language Teaching in Spain: Do Textbooks Comply with the Official Methodological Regulations? A Sample Analysis*.

Retrieved June 19, 2016 from

<http://digitem.um.es/xmlui/bitstream/10201/12441/1/9061-6840-1-PB.pdf>

Curtain, H. & Dahlberg, C.A (2004). *Languages and children. Making the Match*. Harlow: Pearson Education.

Domestic Violence in Spain. <http://www.velascolawyers.com/en/civil-law/143-domestic-violence-in-spain.html> accessed June 19, 2016

Döring, N.,et al. (2015) How gender-stereotypical are selfies? A content analysis and comparison with magazine adverts. *Computers in Human Behaviour*, 55, 955-962. Retrieved June 19, 2016 from http://www.nicola-doering.de/wp-content/uploads/2014/08/Doering_Reif_Poeschl_2016_CHB_How_gender-stereotypical_are_selfies.pdf

European Commission (2012). *EU Languages and Language policy*. Retrieved June 19, 2016 from http://ec.europa.eu/languages/languages-of-europe/index_en.htm

Finocchiaro, M. & Brumfit, C. (1983). *The Functional-Notional Approach: From Theory to Practice*. New York: Oxford University Press.

Galinsky, E., et al. (2009). *Times are changing: Gender and generation at work and at home*. Retrieved June 19, 2016 from
http://familiesandwork.org/site/research/reports/Times_Are_Changing.pdf

- Gershuny, H. L. (1977). Sexism in Dictionaries and texts: Omissions and commissions. In A. P. Nielsen et al. *Sexism and Language*. Illinois: National Council of Teachers of English (161-179).
- Halpern, R., et al. (2013) *Realizing the potential of learning in middle adolescence*. Retrieved June 19, 2016, from www.erikson.edu/wp-content/uploads/Realizing-the-Potential-of-Learning-in-Middle-Adolescence.pdf
- Harkness, J. et al. (2012). VI. Questionnaire Design. *Cross-cultural survey methods*
Retrieved June 19, 2016 from
<http://ccsg.isr.umich.edu/pdf/06QuestionnaireDesignFeb2012.pdf>
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Longman.
- Hartman, P. L., & Judd, E. L. (1978) Sexism and TESOL materials. *TESOL Quarterly* 12(4):383-393. Retrieved June 19, 2016 from
http://www.jstor.org/stable/3586137?seq=1#page_scan_tab_contents
- House, S. (Coord.) (2011). *Didáctica del Inglés: classroom practice*. Barcelona: Graó.
- House, S. (Coord.) (2011). *Inglés. Complementos de Formación Disciplinar. Theory and Practice in English Language Teaching*. Vol. I. Barcelona: Graó
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Hymes, D. H. (1972). *On Communicative Competence*. Harmondsworth, England: Penguin Books.
- Kelly, L. G. (1969). *25 centuries of language teaching: An inquiry into the science, art, and development of language teaching methodology, 500 B.C.-1969*. Rowley, Mass: Newbury House Publishers.

- Kuhn, D. (2009). Adolescent thinking. In R. M. Lerner & L. Steinberg (Eds.). *Handbook of Adolescent Psychology* (3rd ed.), Vol. 1 (pp. 152-186). Hoboken, NJ: Wiley.
- Kumaravadivelu, B. (2006). TESOL methods: changing tracks, challenging trends. *Understanding Language Teaching: from Method to Postmethod*. Mahwah, NJ.: Lawrence Erlbaum.
- Larson, R. & N. Rusk. (2011). Intrinsic motivation and positive development. In R. Learner et al, eds., *Advances in child development and behavior: Positive youth development*. Oxford: Elsevier.
- Nunan, D., & Carter, R. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Paus, T. (2009). Brain development. In R. M. Lerner & L. Steinberg (Eds.). *Handbook of Adolescent Psychology* (3rd ed.), Vol.2 (pp. 95-115). Hoboken, NJ: Wiley.
- Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. *Boletín Oficial del Estado* (05/01/2007), 5, 677-773.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rivers, W. M. (1964). *The Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press.
- Romanowski, M. (1996). *Problems of bias in history textbooks. Social Education*. Retrieved June 19, 2016 from ERIC database. (EJ616535).

- Sadker, D. et al. (2009). *Still failing at fairness: how gender bias cheats girls and boys in schools and what we can do about it*. New York: Scribner
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25, 261–277.
- Spano, S. (2004). Stages of adolescent development. *Research Facts and Findings*, 1-3. Retrieved June 19, 2016 from
http://www.actforyouth.net/resources/rf/rf_stages_0504.pdf
- Tao, B. (2007). *Research into sexism in language testing & its implications to language testing in China*. Paper presented at The 2007 International Conference on Language Testing, Nov. 3-4, 2007, Beijing, China. Retrieved June 19, 2016, from <http://files.eric.ed.gov/fulltext/ED500626.pdf>
- The World Bank Group. <http://data.worldbank.org/topic/gender> accessed June 19, 2016
- United Nations Populations Fund. *Empowering women through education*. Retrieved June 19, 2016 from <http://web.lb.unfpa.org/gender/empowerment2.htm>
- Van Craeynest, F., & Chan, D. (2015). *Gender Representations in EFL Textbooks: A Quantitative and Qualitative Content Analysis*. Retrieved June 19, 2016 from http://lib.ugent.be/fulltxt/RUG01/002/212/638/RUG01002212638_2015_0001_AC.pdf
- Wellesley College Center for Research on Women. (1992). *The AAUW Report: How Schools Shortchange Girls*. Washington, D.C.; American Association; reprint ed., (1995), New York: Marlowe and Company
- World Health Organization (2016). *Gender, women and health: What do we mean by “sex” and “gender”*. Retrieved on 22/06/2016 from
<http://apps.who.int/gender/whatisgender/en/>

10. APPENDICES

10.1. The teacher's survey



**Facultad de Educación
Universidad Zaragoza**

MASTER EN PROFESORADO DE E.S.O, BACHILLERATO, F.P.
Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS EXTRANJERAS,
INGLÉS

1. What instructional materials and teaching resources do you normally use in the EFL secondary education classroom of 4th ESO?

- Textbooks
- Worksheets
- Websites
- Realia
- Songs
- Videos
- CLIL activities
- Short stories and tales
- Interactive games
- Others

2. As far as the teaching materials above are concerned, to what extent do you agree that they contain subliminal sexist references?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3. If so, could you offer any examples?

4. As a teacher of EFL, are you aware of whether or not gender issues are addressed in your class? If so, how?

5. Do you carry out any specific activities to raise gender awareness in your EFL students?

10.2. The teacher's answers to the survey

1.2. What instructional materials and teaching resources do you normally use in the EFL secondary education classroom of 4th ESO?	<input checked="" type="checkbox"/>
Textbooks	
Worksheets	
Songs	
Videos	
CLIL activities	
Short stories and tales	
1.3. As far as the teaching materials above are concerned, to what extent do you agree that they contain subliminal sexist references?	<input checked="" type="checkbox"/>
Strongly disagree	
1.4. If so, could you offer any examples?	<input checked="" type="checkbox"/>
-	
1.5. As a teacher of EFL, are you aware of whether or not gender issues are addressed in your class? If so, how?	<input checked="" type="checkbox"/>
No	
1.6. Do you carry out any specific activities to raise gender awareness in your EFL students?	<input checked="" type="checkbox"/>
No	

10.3. The students' survey



**Facultad de Educación
Universidad Zaragoza**

MASTER EN PROFESORADO DE E.S.O, BACHILLERATO, F.P.
Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS EXTRANJERAS,
INGLÉS

1. To what extent do you agree that the teaching materials used in class contain stereotypical sexist references (differences between boys and girls)?
 - strongly agree
 - agree
 - neither agree nor disagree
 - disagree
 - strongly disagree
2. What makes you think so? Could you offer any examples, such as specific exercises or specific anecdotes?

3. As an EFL student, do you think gender issues are given enough attention in your class?
 - Yes
 - No
4. If so, how are they addressed? / If not, how could they be addressed?

5. With what subject (She / he / both she and he) do you associate the following roles, activities and characteristics? Mark it with an X.

Roles, activities and characteristics	She	He	Both	Roles, activities and characteristics	She	He	Both
To work as a shop assistant				To do the cleaning			
To read a book				To be sexy			
To be strong				To walk the dog			
To work as a teacher				To change diapers			
To cook lunch				To work as a doctor			
To look thin				To repair the car			
To be the breadwinner				To make the bed			

10.4. Extended analysis of the students' surveys' answers before and after the implementation:

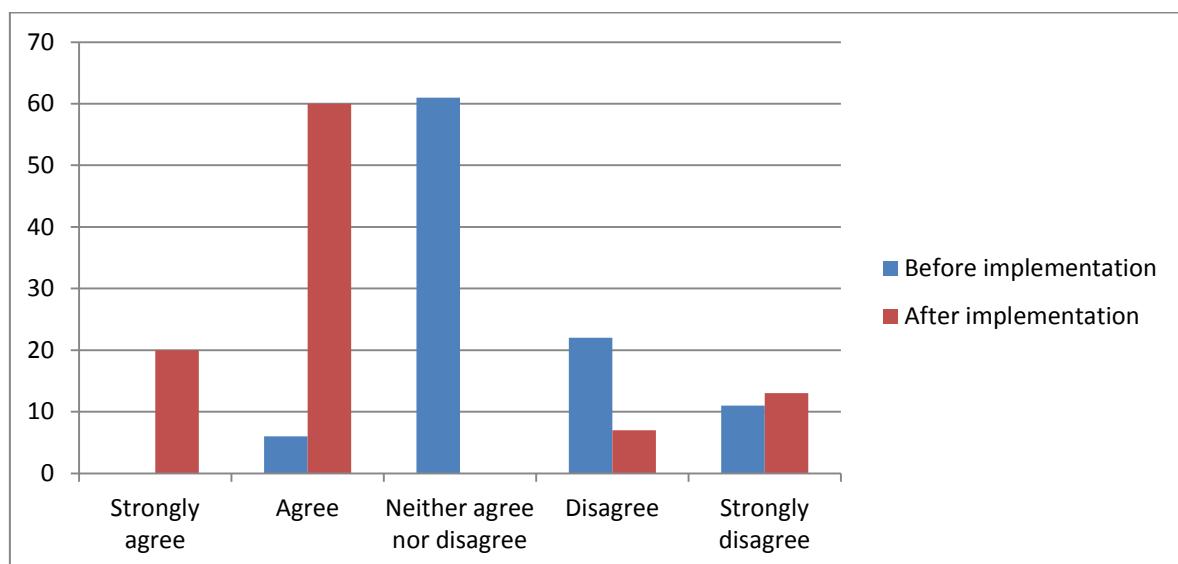


**Facultad de Educación
Universidad Zaragoza**

MASTER EN PROFESORADO DE E.S.O, BACHILLERATO, F.P. Y
ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y DEPORTIVAS

ESPECIALIDAD LENGUAS EXTRANJERAS, INGLÉS

- 1. To what extent do you agree that the teaching materials used in class contain stereotypical sexist references (differences between boys and girls)?**



- 2. What makes you think so? Could you offer any examples, such as specific exercises or specific anecdotes?**

Before Implementation:

“Sometimes I’ve seen men working and earning money, while his wife is at home, making dinner or cleaning, so from my point of view, it’s a stereotypical sexist references in books”.

“I think that there aren’t much differences between boys and girls in our textbooks maybe there are some of them but not much”.

“Porque no me he fijado pero en muchas cosas sí que creo que hay estereotipos entre hombres y mujeres”.

“No me he fijado muy bien la verdad. I don’t look the book very well”.

“No presté atención a los libros”.

“No me he fijado, no me lo había planteado nunca”.

“No me he fijado mucho en los libros pero más o menos no suele haber estereotipos”.

“Porque no me he fijado con delicadeza, no he prestado atención, pero normalmente no suelen haber estereotipos”.

“La verdad es que no me he fijado, pero creo que no se favorece a ningún género”.

“No hay estereotipos para echarse las manos en la cabeza, pero sí alguna vez sale un hombre en la oficina o una mujer comprando; pero no, en general, no hay”.

“In page 20, 21, it relates how the womans of India have arranged marriages but in general, no”.

“No hay estereotipos porque hay textos e incluso imágenes en las que las mujeres aparecen trabajando en una oficina, al igual que los hombres. También hay oraciones en las que las mujeres juegan a deportes que supuestamente son masculinos”.

“He puesto neither agree nor disagree porque en los libros no sé si hay estereotipos en los libros porque no lo he visto”.

“Porque cuando ponen algunas fotos de mujeres salen planchando, con los niños... ¡Nunca he visto a un hombre en una foto de un libro planchando o tendiendo la ropa!”.

“No me fijado en los dibujos, y no hay estereotipos porque yo creo que no se le da mucha importancia. Yo creo que lo importante no es eso si no en aprender”.

“Porque siempre está el ideal de la mujer en casa y el hombre trabaja”.

“Porque no me he fijado”.

“Porque no me fijo”.

After Implementation:

“Porque aparecen imágenes, diferentes trabajos siempre aplicados a chicos y otros a chicas, en frases de inglés cuando dice ellos están jugando al fútbol y ellas están jugando a las muñecas, ...”

“Sí, porque estos días hemos estado hablando mucho de estos temas. Aunque en el libro de clase yo creo que no hay, pero en las últimas fotocopias, sí”.

“The riddle that we did today, on the exercises. In the book they are things like that too”.

“No creo que haya porque salen chicos y chicas y no creo que se basen en ello”.

“Sí, en algunas fotocopias y ejercicios del libro había referencias sexistas y mensajes implícitos”.

“When we are talking about jobs, we associate it with boys or with girls. We have to change our mind, because all of us have thought that “a surgeon” is a boy, and not a girl. It’s really unfair, but we don’t realise about this stereotypical sexist references”.

“Yes, in the book and in the photocopy. No me había fijado pero muchas veces pone a la mujer en segundo plano o como si fuese menos”.

“A veces sí que hay algún caso pero muy pocas veces”.

“In the song of Beyoncé”.

“Yo creo que no los hay, porque no veo ningún estereotipo, generalmente nosotros hacemos esos estereotipos, aunque no aparezcan. Y además, las profesiones, por ejemplo, pueden ser para un hombre o una mujer”.

“En las actividades dadas, porque asociamos siempre las profesiones importantes (médicos) a los hombres. Además, se asocia cosas que son de ambos, únicamente al hombre”.

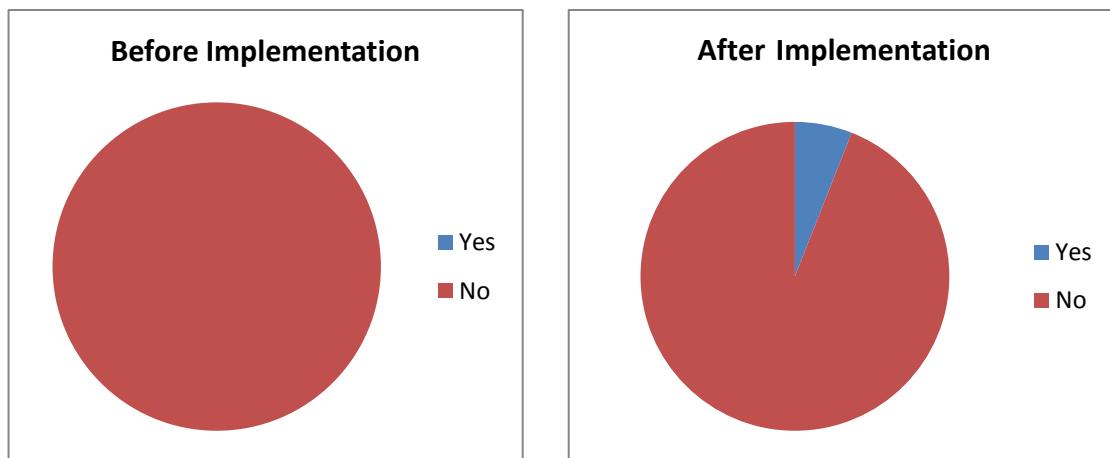
“En los ejercicios que hemos hecho a lo largo de estos días”.

“Opino que sí, aunque ahora haya menos que antes porque los estereotipos hacen que fotos, frases, sean las típicas de mujeres y hombres (hombres jugando a fútbol, mujeres cocinando) etc”.

“No.”

“Que hay muchas veces que algún texto sí que emplea referencias sexistas”.

3. As an EFL student, do you think gender issues are given enough attention in your class?



4. If so, how are they addressed? / If not, how could they be addressed?

Before Implementation:

“For example, we could read books where the women is who works and who earns money instead of the men, who is at home looking after the children”.

“We could read some books where a women go to work and the man stayed at home with the children”.

“Poner videos, charlas, etc. para concienciarlos de que es un tema que no merece ser tratado”.

“If we don’t speak of gender issues I don’t know like can have gender issues”.

“Dar ejemplos de ambos como por ejemplo una mujer albañil o un hombre enfermero”.

“No sabría cómo hacer para tratarlo, ya que como creo que no hay en clase, pues no lo veo muy necesario”.

“No hay machismo pero muchas veces sí que se debería dar charlas en vez de guardia civiles o policías, alguien que lo haya sufrido”.

“Si para mí no hay diferencia de género, no veo necesario que se tenga que sacar el tema. Sé que en nuestra dociedad sí que hay y además mucho más del que pensaba. Pero en clase de inglés no lo veo necesario, ya que es un tema bastante difícil de entender”.

“Lo que se podría hacer desde clase, sería por ejemplo realizar charlas sobre la igualdad de género”.

“Podrían hacerse redacciones, leer noticias en inglés de periódicos, revistas, en los libros haber apartados para los géneros, realizar “listenings” o “speakings” sobre el tema”.

“Telling histories of women who suffer gender issues”.

“Podríamos tratarlo realizando actividades relacionadas con ese tema, poniendo videos o películas en inglés, charlas, con el fin de concienciar a los alumnos de que los hombres y las mujeres son iguales”.

“No, porque no hay machismo en la clase de inglés. Pero sí existe machismo en este sociedad”.

“Haciendo trabajos por grupos en los que no sean sólo de chicas o de chicos, sino mezclados. Dándonos charlas sobre ese tema, y ya que estamos en clase de inglés, que nos cuenten los casos de machismo en EEUU (por decir un país en el que se hable inglés)”.

“Yo pienso que no hay machismo en clase, al igual que en la sociedad antes había mucho más machismo. A la hora de tratar el tema en clase, dar opiniones de diferentes alumnos acerca de este tema”.

“En clase no hay machismo, en la sociedad sí. Se podría trabajar concienciando de manera correcta a todos los alumnos”.

“Debería tratarse el tema por medio de charlas en inglés”.

“Ni idea, una charla en inglés”.

After implementation:

“Enseñando ejercicios como los de los refranes (me han hecho reflexionar mucho), haciendo redacciones sobre este tema, en listenings, clases orales...”.

“Nos podrían dar fotocopias, charlas...”

“Do exercices about it”.

“_”

“Podríamos buscar en los ejercicios por mensajes implícitos sexistas”.

“Yes, but not enough attention, so we should stop reading what we’re studying and make our own opinion”.

“Podríamos dar charlas pero no por la Guardia Civil sino por gente que lo haya sufrido”.

“Realizando charlas y hablando toda la clase sobre este tema.”

“I don’t know”.

“Lo podríamos hacer hablando del tema, buscando información, defendiendo a la mujer y mostrando que todos somos humanos, sin distinciones”.

“Se podría tratar haciendo alguna redacción al respecto o con vocabulario relacionado”.

“Haciendo ejercicios, hablando de ello, redacciones...”.

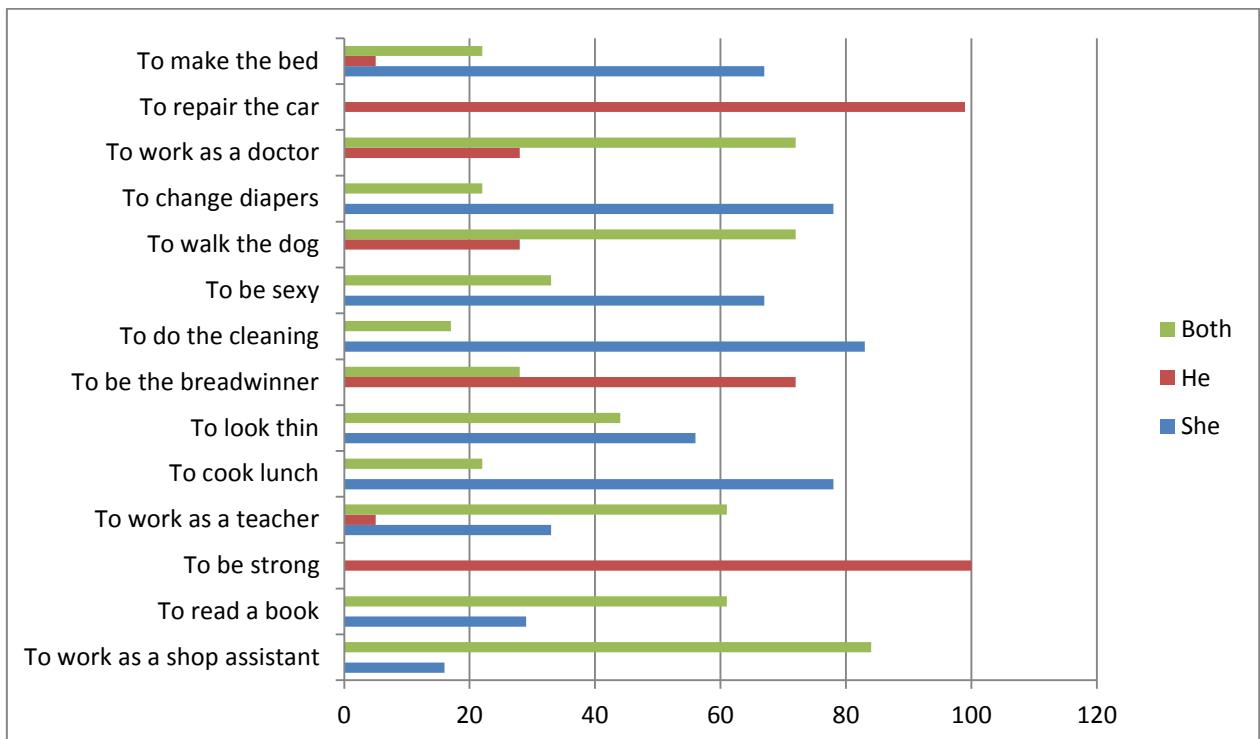
“Controlando el vocabulario, porque es machista por ejemplo”.

“Haciendo ejercicios”.

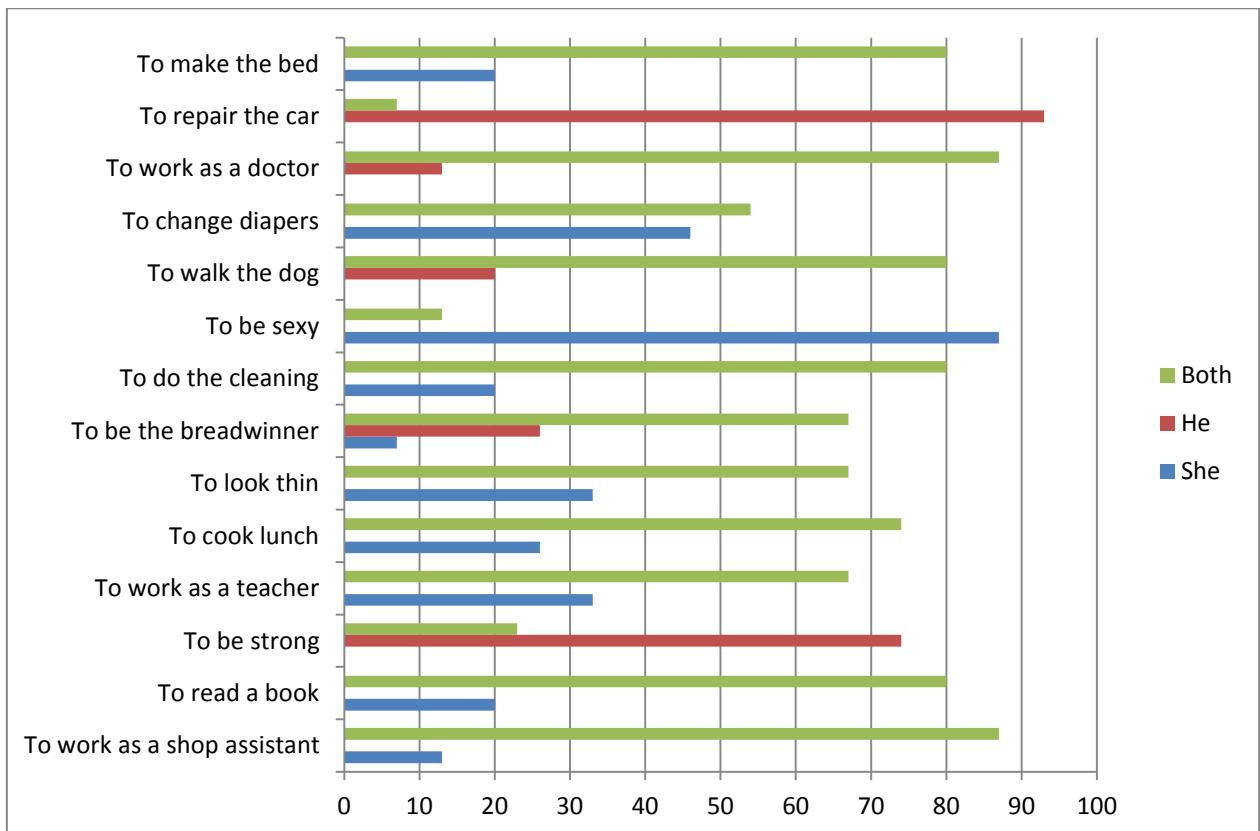
“Fijándonos en procurar en que haya discriminación por sexos”.

5. With what subject (She / he / both she and he) do you associate the following roles, activities and characteristics? Mark it with an X.

Before implementation:



After implementation



10.5. The checklist with the theoretical items which generated it:

CHECKLIST: Analysis Tool				
Teaching Aid:				
VOCABULARY				
Adjectives	Women	Occ	Men	Occ
To describe physical appearance, beauty and attractiveness	“more adjectives are used to describe the physical appearance of female characters and the beauty and attractiveness of women” (Aydinoğlu, 2014)			
To describe a passive personality				
To describe an active personality			“characteristics like <i>selfish</i> , <i>physically strong</i> , <i>insensitive</i> or <i>brave</i> are still seen as more typical of men” (Castillo-Mayén et al., 2014)	
To describe a caring, understanding and overemotional personality	“adjectives used for female modify more extreme and exaggerated feelings” (Aydinoğlu, 2014)			
To describe an achievement-oriented and successful personality			“attributes (i.e., independent, assertive, self-efficient, achievement-oriented) are more associated to men” (Castillo-Mayén et al., 2014)	
To describe a personality with negative connotations				
Nouns	Women	Occ	Men	Occ
Family role distribution concerning housework and childcare	“Stereotypical roles are widely prevalent in reference to household work and child care, which are still relegated overwhelmingly to women” (Hartman, 1978)		“fathers seldom have anything to do with them, except for taking a son to a ball game or sharing outside chores with him” (Hartman, 1978)	
Family role concerning fixing, repairing and being the head of the family			“If men are assigned household tasks at all, they consist, without exception, of painting, gardening, repairing malfunctioning appliances or automobiles, or taking out the garbage” (Hartman, 1978)	
Occupational role distribution concerning demanding, high-paying, respectable, adventurous jobs			“Male occupational roles cover a much wider range which are demanding, adventurous, high-paying, respectable, etc” (Tao, 2007).	

Occupational role distribution concerning office-related jobs	“Female occupational roles are confined to such office-related clerks as typist, doctor, nurse, teacher, cook, cleaner, shop assistant, waiter, etc.” (Tao, 2007).			
<u>Verbs</u>	Women	Occ	Men	Occ
Outdoor activities	“Distribution of the location of female and male characters in visual data (Indoors-Outdoors)” (Aydinoğlu, 2014)			
Indoor activities				
MORPHOLOGY				
	Female-marked	Occ	Male-marked	Occ
<u>Generic words</u>	“author is supplemented by authoress, director by directress, sculptor by sculptress, usher by usherette, etc. These attempts to label the female version of the position only serves to underline the assumption that a women in one of these roles is a deviation from the norm” (Hartman, 1978)		“ignore the existence and contributions of females. “policeman” should have been replaced by “policeperson”” (Tao, 2007).	
GRAMMAR				
<u>Agency</u>	Female subjects	Occ	Male subjects	Occ
<u>Firstness</u>	Women - men	Occ	Men - women	Occ
			“ordering of sex pairs like <i>male</i> and <i>female</i> , <i>Mr.</i> and <i>Mrs.</i> , <i>brother</i> and <i>sister</i> , <i>husband</i> and <i>wife</i> , which are usually ordered with the male first, [...] reinforces the second-place status of women”. (Hartman, 1978)	
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ
			“the use of male-generics to refer to both women and men such as <i>he</i> and <i>mankind</i> are sexist and, in fact, results in invisibility of women”. (Bahman et al. 2010)	
<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ
			“The semantically asymmetric constructions “a man and his wife, John and his wife” blatantly hint that females are considered to be appendages to males”. (Tao, 2007).	
VISIBILITY				
	Women	Occ	Men	Occ
<u>Protagonists</u>			“there is gender bias in favour of the male in total appearance of characters” (Aydinoğlu, 2014)	
Celebrities	“A scarcity of women can be noted in the longer selections that are			

	found in reading texts. Most of these feature historical accounts, current events and fiction”. (Hartman, 1978)			
Historical figures	“When females do not appear as often as males in the text, the implicit message is that women’s accomplishments … are not enough to be included.” (Tao, 2007).			
Text characters	“Another area in which women are absent is the stories or reading passages of some textbooks where usually the main characters are males” (Bahman et al. 2010)			
illustration prominence			“Visibility is embedded in the following four facets: protagonists, historical figures assuming protagonists’ roles or being mentioned, female /male appearance in texts and illustrations”. (Tao, 2007).	

ILLUSTRATIONS

Visual composition	Women	Occ	Men	Occ
Relative size	“women being predominantly depicted as smaller and in lower positions than men” (Döring, 2015)			
The feminine touch	“Women, more than men, are pictured using their fingers and hands to trace the outlines of an object or to cradle it or to caress its surface” This category furthermore involves self-touching” (Döring, 2015)			
Fuction ranking	“men having the executive role and women assisting them”. (Döring, 2015)			
Ritualization of subordination	“women being located in lower positions than men in order to symbolise the men’s higher social place and the subordination of women. Women are in particular more often portrayed lying down (posture) or canting their heads or body (imbalance)” (Döring, 2015)			
Licensed withdrawal	“women, [...] withdrawing their gaze from the camera or closing their eyes, and [...] depictions that suggest loss of control over emotions (showing for example expansive smiles, hiding behind objects). (Döring, 2015)			
Body display	“women are wearing revealing, hardly any, or no clothes at all, which is often associated with sexualized images of women” (Döring, 2015)			

10.6. Checklists with the analysis of:

10.6.1. The grammar photocopies:

CHECKLIST: Analysis Tool				
Teaching Aid: GRAMMAR PHOTOCOPIES				
VOCABULARY				
Attributes	Women	Occ	Men	Occ
- To describe physical appearance, beauty and attractiveness			Too tall pale	Ph. 11 Ph. 13
- To describe a passive personality			Lazy relaxed	Ph. 3 Ph. 4
- To describe an active personality				
- To describe a caring, understanding and overemotional personality	Worried sad upset	Ph. 4 Ph. 19 Ph. 21, 23	angry	Ph. 4, 21
- To describe an achievement-oriented and successful personality			Lucky famous	Ph. 2 Ph. 8
Roles	Women	Occ	Men	Occ
- Family role distribution concerning housework and childcare	Talking on the phone Cooking lunch Making cakes Giving the children a present Punishing the children Putting flowers on the table	Ph. 1, 3, 5 Ph. 1 Ph. 14 Ph. 23 Ph. 23 Ph. 14	Talking on the phone Watching TV Giving the children money Making a salad	Ph. 5 Ph. 20 Ph. 6 Ph. 2
- Family role concerning fixing, repairing and being the head of the	Repairing a bike	Ph. 19		

family				
- Occupational role distribution concerning demanding, high-paying, respectable, adventurous jobs	Nurse Teacher Dog trainer actress Snake keeper	Ph. 13 Ph. 16 Ph. 17 Ph. 4 Ph. 20	Doctor Boss Mayor Football players Novel writer	Ph. 11 Ph. 14 Ph. 16 Ph. 13 Ph. 17
<u>Actions</u>	Women	Occ	Men	Occ
- Outdoor activities	To cross the road To drive To go to concerts To stay in London To fall off a horse To train the dogs To repair a bike To fall off a bike To swim	Ph. 1 Ph. 1 Ph. 1 Ph. 1 Ph. 5 Ph. 16 Ph. 19 Ph. 19 Ph. 22	To leave school To leave a key on the bus To leave a job To do graffiti To mend the road To drive To open the exhibition To irrigate the fields To go to a party To see the Statue of Liberty To go to Rome	Ph 5, 21 Ph. 7 Ph.8 Ph. 8 Ph. 14 Ph. 14 Ph. 14 Ph. 15 Ph. 20 Ph. 20 Ph. 22
- Indoor activities	To phone To watch TV To cook lunch to fall asleep (TV) To revise for the exam To learn to read To be ill To work To study harder To get up early To read the BBC website To look after ill people To make cakes To put flowers on the table To play the piano To explain the exercises To be in hospital To have a baby To pass the driving test To pass an exam To study more	Ph. 1,5 Ph. 1 Ph. 1 Ph. 4 Ph. 4 Ph. 5 Ph 5, 23 Ph. 6 Ph. 9 Ph. 9 Ph. 10 Ph. 13 Ph. 14 Ph. 15 Ph. 15 Ph. 16 Ph. 19 Ph. 19 Ph. 21 Ph. 21 Ph. 21	To have breakfast To get up To write a symphony To make a salad To design houses To drop a drink To ring To pass an exam To see a film To be ill To be at a friend's house To be in hospital To write a report To open the rehab centre To solve a problem To write novels To watch a match on TV To study hard	Ph. 1 Ph. 1, 3 Ph. 2 Ph. 2 Ph. 2 Ph. 4 Ph. 5 Ph 5, 22 Ph. 6 Ph. 11 Ph. 12 Ph. 13 Ph. 14 Ph. 16 Ph. 17 Ph. 17 Ph. 20 Ph. 22

	To look after a snake To punish the children	Ph. 21 Ph. 23		
MORPHOLOGY				
<u>Generic words</u>	Female-marked	Occ	Male-marked	Occ
			Workmen	Ph. 14
GRAMMAR				
<u>Agency</u>	Female subjects	Occ	Male subjects	Occ
	80	Ph. 1-23	83	Ph. 1-23
<u>Firstness</u>	Women - men	Occ	Men - women	Occ
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ
			The police	Ph. 8
<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ
	Tony and Tim	Ph. 14		
VISIBILITY				
<u>Protagonists</u>	Women	Occ	Men	Occ
- Artists			John Lennon Beethoven Gaudi The Beatles Leonardo Da Vinci Picasso	Ph. 2 Ph. 2 Ph. 2 Ph. 2, Ph. 17 Ph. 8 Ph. 14, Ph. 20
- Celebrities	Jane Fonda	Ph. 7	Henry Fonda Real Madrid FC FC Barcelona	Ph. 7 Ph. 13 Ph. 13
- Historical figures	The President's wife	Ph. 17	The King	Ph. 14
- Text characters	Jake Taylor	Ph. 21		
- Illustration prominence				
ILLUSTRATIONS				
<u>Visual composition</u>	Women	Occ	Men	Occ
- Relative size				
- The feminine touch				
- Function ranking				
- Ritualization of				

subordination				
- Licensed withdrawal				
- Body display				

10.6.2. The reading photocopies:

CHECKLIST: Analysis Tool				
Teaching Aid: READING PHOTOCOPIES				
VOCABULARY				
<u>Attributes</u>	Women	Occ	Men	Occ
- To describe physical appearance, beauty and attractiveness	young	Ph. 2		
- To describe a passive personality	Shy Discreet	Ph. 3 Ph. 3		
- To describe an active personality				
- To describe a caring, understanding and overemotional personality	Friendly	Ph. 3	Warm Friendly	Ph. 3 Ph. 3
- To describe an achievement-oriented and successful personality	brilliant	Ph. 3	Famous Professional	Ph. 2, 3 Ph. 3
- To describe a personality with negative connotations				
<u>Roles</u>	Women	Occ	Men	Occ
- Family role distribution concerning housework and childcare	To encourage her daughter	Ph. 3	To support his granddaughter's decisions	Ph. 3
- Family role concerning fixing, repairing and being the head of the family				
- Occupational role distribution concerning demanding, high-paying, respectable, adventurous	Gameshow contestant	Ph. 2	Gameshow presenter Singer Novel writer	Ph 1, 2, 3 Ph. 1 Ph. 1

jobs			Film director Public figure TV worker Radio worker Film actor Musician	Ph.1 Ph. 3 Ph. 3 Ph. 3 Ph. 3 Ph. 3
- Occupational role distribution concerning office-related jobs				
<u>Activities</u>	Women	Occ	Men	Occ
- Outdoor activities	To go on Erasmus	Ph. 3		
- Indoor activities	To overcome a round To win a show to learn Spanish To be on a TV set	Ph. 2 Ph. 3 Ph. 3 Ph. 3	To work in radio To play the guitar	Ph. 3 Ph. 3
MORPHOLOGY				
<u>Generic words</u>	Female-marked	Occ	Male-marked	Occ
GRAMMAR				
<u>Agency</u>	Female subjects	Occ	Male subjects	Occ
	15	Ph 1-3	8	Ph. 1-3
<u>Firstness</u>	Women - men	Occ	Men - women	Occ
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ
<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ
VISIBILITY				
<u>Protagonists</u>	Women	Occ	Men	Occ
- Celebrities			Chris Tarrant Cole Porter Vikas Swarup Danny Boyle	Ph. 1 Ph. 1 Ph. 1 Ph.1
- Historical figures				
- Text characters	Joanne McCue Joanne's mother	Ph. 2 Ph. 2, 3	Max Bayley Joanne's grandfather	Ph. 2 Ph. 3
- Illustration prominence	Gameshow contestant	Ph. 3	TV presenter	Ph. 3
ILLUSTRATIONS				
<u>Visual composition</u>	Women	Occ	Men	Occ
- Relative size				

- The feminine touch	Self-touching of her face	Ph. 3		
- Function ranking	Paying attention to the TV presenter	Ph. 3	Having an executive role	Ph. 3
- Ritualization of subordination	Canting her head (imbalance)	Ph. 3		
- Licensed withdrawal				
- Body display				

10.6.3. Unit 7

CHECKLIST: Analysis Tool				
Teaching Aid: UNIT 7: A PERFECT WORLD (Student's book and workbook)				
VOCABULARY				
<u>Attributes</u>	Women	Occ	Men	Occ
- To describe physical appearance, beauty and attractiveness				
- To describe a weak personality				
- To describe a strong personality			Strict	SB63
- To describe a caring, understanding and emotional personality				
- To describe an achievement-oriented and successful personality				
- To describe a personality with negative connotations				
<u>Roles</u>	Women	Occ	Men	Occ
- Family role distribution concerning housework and childcare	Mum lets children go to the party Mum gives children pocket money Mum makes children get a holiday job Mum lets children watch MTV	SB70 W.57 W.57 W.57	Dad makes children clean their room Dad makes children wash before eating Dad makes children clean the car	W. 57 W. 62 W.62

	Mum lets children go to bed after midnight	W.57		
- Family role concerning fixing, repairing and being the head of the family			Dad would buy an enormous house	W.62
- Occupational role distribution concerning demanding, high-paying, respectable, adventurous jobs	Minister Queen	SB64 W.56	Teacher Emperor Lawyer Mayor Manager Head of State President	SB63 SB64 SB64 SB67 SB67 W.60 W.60
- Occupational role distribution concerning office-related jobs				
Activities	Women	Occ	Men	Occ
- Outdoor activities	To cross the road To be in town	SB63 SB71	To declare himself emperor To go to the cinema To make children clean the car To buy an enormous house To ride a bicycle	SB65 W.57 W.62 W.62 W.62
- Indoor activities	To reply an email To fail an exam To write an essay To look at herself in the mirror	SB65 SB65 SB65 SB70	To prohibit students go home early To watch football To write history To invent documents To pass an exam To study To make children wash before eating	SB63 SB63 SB64 SB64 SB70 SB70 W.62
MORPHOLOGY				
<u>Generic words</u>	Female-marked	Occ	Male-marked	Occ
				Emperor Mayor Policemen
GRAMMAR				
<u>Agency</u>	Female subjects	Occ	Male subjects	Occ
	24	SB-WB	33	
<u>Firstness</u>	Women – men	Occ	Men – women	Occ
				All those men and women His father and his mother
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ

<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ
	His father and his mother	W.60		
VISIBILITY				
<u>Protagonists</u>	Women	Occ	Men	Occ
- Celebrities	Lady Gaga	W.59	Tom Jones John Lennon Zac Efron	W.58 W.60 W.63
- Historical figures	Princess Joan Queen Elizabeth II	SB64 W.56	Joseph Cometti Eric Lis Prince Roy Prince Michael Kin J.Carlos I Barack Obama	SB64 SB64 SB64 SB64 W.56 W.60
- Text characters	Ruby	SB71	Liam	SB71
- Illustration prominence	11	SB-WB	18	SB-WB
ILLUSTRATIONS				
<u>Visual composition</u>	Women	Occ	Men	Occ
- Relative size	The woman is in a lower position than the man	SB65		
- The feminine touch	Self-touching of her face	SB70		
- Function ranking				
- Ritualization of subordination				
- Licensed withdrawal				
- Body display				

10.6.4. Unit 8

CHECKLIST: Analysis Tool				
Teaching Aid: UNIT 8: UPS AND DOWNS (Student's book and workbook)				
VOCABULARY				
<u>Attributes</u>	Women	Occ	Men	Occ
- To describe physical appearance, beauty and attractiveness	Curly hair	W.66		

- To describe a passive personality	Tired	SB75		
- To describe an active personality	Busy	W.70	Adventurous Passionate	W.69 W.64 W.67
- To describe a caring, understanding and overemotional personality	Polite Optimistic Responsible Generous	W.64 W.64 W.65 W.64 W.64 W.65	Optimistic Generous Happy Respectful Kind	SB75, SB79, W.65 SB75, W.64, W.66 SB78 W.64 W.66
- To describe an achievement-oriented and successful personality			Wealthy Successful	SB74, W.64 W.64, W.66 W.69
- To describe a personality with negative connotations	Pessimistic Down Moody Anxious	SB76 W.68 W.69 SB78 W.67 W.69 W.69	Anxious Moody Mean	SB75 SB75, SB76 W.65
Roles	Women	Occ	Men	Occ
- Family role distribution concerning housework and childcare	Grandmother gives wonderful presents	W.64	Dad cooks dinner	W.70
- Family role concerning fixing, repairing and being the head of the family			Dad gets a fantastic job	W.71
- Occupational role distribution concerning demanding, high-paying, respectable, adventurous jobs	Teacher	W.65	Minister Inventor Monk Captain President Doctor Doctor from Cambridge University Doctor of High School	SB75 SB75 SB75 SB75 SB75 W.64 W.68 W.68
- Occupational role distribution concerning office-related jobs				
Activities	Women	Occ	Men	Occ

	To invite Paul out To play the trombone in a band To go to rehearsals To visit her brother To lose the race To win the first prize of a competition To take part in a concert tour To get married To move to Australia	SB76 SB76 SB76 SB78 WB65 WB65 WB66 WB67	To buy a newspaper To meet a friend To beg for money To go out To do a cratchcard To meet Buddhist Monks To go to a party To play well To meet the US president To invite Jenny out To get into the rugby team To get a job in Manchester To move away To be far away To end world hunger To walk through the local park To buy a lottery ticket To win the lottery To go on a safari to Africa To see elephants in the wild To put off walking to school until the last minute To aim to arrive earlier for lessons To travel to Paris To visit relatives in Brazil To travel by train around France and Spain To visit the Alhambra	SB74 SB74 SB74 SB75 SB75 SB75 SB75 SB75 SB75 SB76 SB76 SB78 SB78 WB64 WB65 WB65 WB65 WB65 WB65 WB65 WB65 WB66 WB67 WB67 WB69 WB69 WB69
- Indoor activities	Not to accept Paul's advice To ask Paul for advice To do her homework To worry about school work To get engaged To miss her brother Not to move to another city To look after dogs To give grandchildren wonderful presents To waste time doing	SB76 SB76 SB76 SB76 SB77 SB78 SB78 WB64 WB64 WB66	To develop a strong relationship with his sofa and remote control To send emails To text people To phone people To stay on the sofa To take the exam To stay in his flat To give Jenny advice To watch a programme To eat all his breakfast Not to hear his alarm clock	SB74 SB74 SB74 SB74 SB75 SB75 SB75 SB76 SB76 WB65 WB65

	her hair To regret splitting up with her boyfriend To think about her boyfriend a lot To miss her boyfriend To split up with her boyfriend To ask her boyfriend out again To worry about the future To miss Tom	WB66 WB66 WB66 WB66 WB66 WB66 WB67 WB71	To wake up late Not to leave the house on time To concentrate on his work To buy his girlfriend a present To chat with Josh To cook dinner To get a fantastic job To fail his piano exam	WB65 WB65 WB66 WB66 WB69 WB70 WB71 WB71
MORPHOLOGY				
<u>Generic words</u>	Female-marked	Occ	Male-marked	Occ
			Monk	SB75
GRAMMAR				
<u>Agency</u>	Female subjects	Occ	Male subjects	Occ
	64	SB-WB	154	SB-WB
<u>Firstness</u>	Women - men	Occ	Men - women	Occ
			Danny and his girlfriend Brother/sister his/her	SB74 WB64 WB64
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ
<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ
			Danny and his girlfriend	SB74
VISIBILITY				
<u>Protagonists</u>	Women	Occ	Men	Occ
- Celebrities	Oprah Winfrey Miley Cyrus	WB64 WB67	Roger Federer Bill Gates Amancio Ortgea Bono Harry Potter	WB64 WB64 WB64 WB64 WB70
- Historical figures	Queen Sofia	WB64	The US president	SB75
- Text characters			Danny Wallace	SB74
- Illustration prominence	10	SB-WB	9	SB-WB
ILLUSTRATIONS				
<u>Visual composition</u>	Women	Occ	Men	Occ
- Relative size				

- The feminine touch	Self-touching of hair	SB73		
- Fuction ranking				
- Ritualization of subordination	The girl is portrayed lying down and canting her head	WB67		
- Licensed withdrawal				
- Body display				

10.6.5. Unit 9

CHECKLIST: Analysis Tool				
Teaching Aid: UNIT 9: HONESTLY! (Student's book and workbook)				
VOCABULARY				
<u>Attributes</u>	Women	Occ	Men	Occ
- To describe physical appearance, beauty and attractiveness				
- To describe a passive personality	Shy	SB80	Tired	SB83
- To describe an active personality				
- To describe a caring, understanding and overemotional personality	Pretend to be happy Worried	SB81 W.73	Good about something Sorry	SB87 W.73
- To describe an achievement-oriented and successful personality				
- To describe a personality with negative connotations	Angry Stupid	SB88 W.73	Dishonest Anxious	SB88 SB88
<u>Roles</u>	Women	Occ	Men	Occ
- Family role distribution concerning housework and childcare	Mum asks children to wash the dishes Grandmother tells children to keep their promises Mum asks her son to tidy his room	SB81 SB81 SB81	Dad tells his son to stay at home Dad asks his daughter to take her sister Dad asks children to help mum Dad asks his child to	SB83 SB86 W.73 W.73

	Mum asks her son if he has tidied his room Mum tells her child she has a cold Mum asks children if they had a good day Mum asks her child to clean their room Mum agrees to take her child shopping Mum asks where Simon has been Mum asks children if they have seen the newspaper	SB81 SB83 SB85 W.73 W.74 W.75 W.78	close the door Dad asks children to be quiet Dad asks children if they are watching the news Dad tells children to go away	W.73 W.75, 77 W.78
- Family role concerning fixing, repairing and being the head of the family			Dad asks children to clean the car	SB81
- Occupational role distribution concerning demanding, high-paying, respectable, adventurous jobs			Conman Businessmen City agent Manager of <i>Deportivo</i> Gardener Musician	SB84 SB84 SB84 SB86 SB87 W.77
- Occupational role distribution concerning office-related jobs				
Activities	Women	Occ	Men	Occ
- Outdoor activities	To be in Brazil To be in a party To ask where the church is To ask for help with the shopping bags To agree to take her child shopping To ask a man to meet her	SB83 SB83 SB85 W.73 W.74 W.76	To give the money to charity To ask children to clean the car To ride a motorbike To introduce a girl friend to a boy friend To be in London To ask who brought the statue To go to Italy To sit on a bench To agree to meet a woman To relax in the park	SB80 SB81 SB81 SB81 SB83 SB85 SB87 W.73 W.76 W.76 W.76
- Indoor activities	To ask her children to wash the dishes To ask her son to tidy his room To ask her son if he has tidied his room To chat online To dye her hair pink	SB81 SB81 SB81 SB81 SB81	To buy a computer game To refuse to obey mum To tell mum a lie To decide to tidy his room To tell his son to stay	SB80 SB81 SB81 SB81 SB83

	To tell her child she has a cold To offer to open the window To ask children if they had a good day To see a film To ask her child to clean their room	SB83 SB84 SB85 SB89 W.73	at home To attend a meeting To offer to sell the Eiffel Tower To buy the Eiffel Tower To ask his daughter to take her sister To tell someone not to leave the room To tell someone not to leave the door open To ask his child to close the door To ask children if they are watching the news To make MP3 playlists on the laptop	SB84 SB84 SB84 SB86 SB88 W.73 W.73 W.75 W.77
--	--	--------------------------------------	---	--

MORPHOLOGY

	Female-marked	Occ	Male-marked	Occ
<u>Generic words</u>			Conmen Businessmen	SB84 SB84

GRAMMAR

	Female subjects	Occ	Male subjects	Occ
<u>Agency</u>	98	SB-WB	130	SB-WB
<u>Firstness</u>	Women – men	Occ	Men – women	Occ
	Laura and Josh	W.74		
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ
<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ

VISIBILITY

	Women	Occ	Men	Occ
- Celebrities				
- Historical figures			Victor Lustig Poisson George C. Parker	SB84 SB84 SB84
- Text characters			Adnan Daci Jack Gallagher	W.74 W.76
- Illustration prominence	15	SB-WB	16	SB-WB

ILLUSTRATIONS

	Women	Occ	Men	Occ
- Relative size			The boy is in lower position than the girl The man is in lower	SB86 SB88

			position than the woman	
- The feminine touch				
- Function ranking				
- Ritualization of subordination	A girl is canting her head, showing imbalance	SB89		
- Licensed withdrawal				
- Body display				

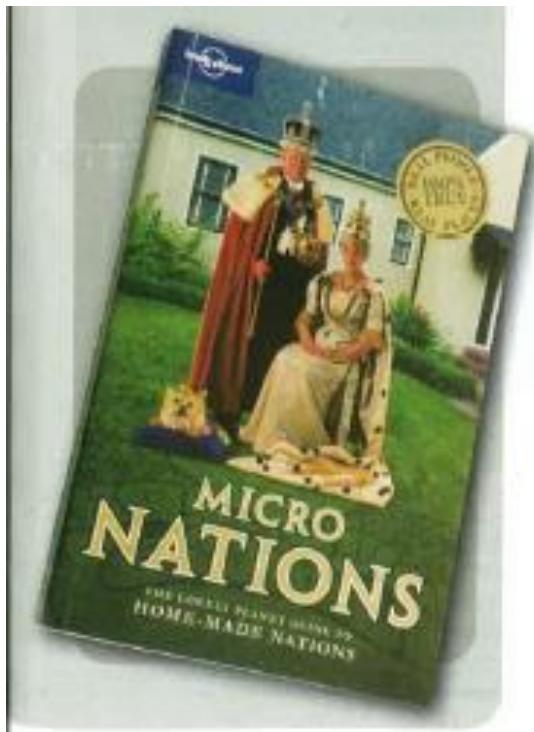
10.6.6. Exam of units 7 and 8

CHECKLIST: Analysis Tool				
Teaching Aid: EXAM UNITS 7 AND 8				
VOCABULARY				
<u>Attributes</u>	Women	Occ	Men	Occ
- To describe physical appearance, beauty and attractiveness				
- To describe a passive personality			Quiet Relaxed	p. 1 P. 1
- To describe an active personality				
- To describe a caring, understanding and overemotional personality	Worried upset	p. 2 p. 2	Embarrassed Angry	p. 2 p. 2
- To describe an achievement-oriented and successful personality				
- To describe a personality with negative connotations			Serious	p. 2
<u>Roles</u>	Women	Occ	Men	Occ
- Family role distribution concerning housework and childcare	Mum does not let children go to the cinema	p. 3		

- Family role concerning fixing, repairing and being the head of the family				
- Occupational role distribution concerning demanding, high-paying, respectable, adventurous jobs	Actress	p. 1	Teacher Politician	p. 2 p. 2
- Occupational role distribution concerning office-related jobs				
<u>Activities</u>	Women	Occ	Men	Occ
- Outdoor activities	To go shopping To buy some new nail varnish To move to the USA To go out with Tom	p. 1 p. 1 p. 1 p. 2	To buy a book To go to a party To win the cup To see Ann with another boy To bully someone	p. 1 p. 2 p. 2 p. 2 p. 2
- Indoor activities	To revise for an exam Not to let children go to the cinema	p. 2 p. 3	To drop a drink at a party To cheat on a girl To have an argument with Ann To change some laws	p. 1 p. 2 p. 2 p. 3
MORPHOLOGY				
<u>Generic words</u>	Female-marked	Occ	Male-marked	Occ
	Actress	p. 1		
GRAMMAR				
<u>Agency</u>	Female subjects	Occ	Male subjects	Occ
	16	p. 1-3	22	p.1-3
<u>Firstness</u>	Women - men	Occ	Men - women	Occ
<u>Collective Subjects</u>	Gender-specific	Occ	Generic	Occ
<u>Semantical constructions</u>	Symmetrical	Occ	Asymmetrical	Occ
VISIBILITY				
<u>Protagonists</u>	Women	Occ	Men	Occ
- Celebrities			Real Madrid CF	p. 2
- Historical figures				
- Text characters				

- Illustration prominence				
ILLUSTRATIONS				
<u>Visual composition</u>	Women	Occ	Men	Occ
- Relative size				
- The feminine touch				
- Fuction ranking				
- Ritualization of subordination				
- Licensed withdrawal				
- Body display				

10.7. Significant examples of the visual EFL teaching material analysed



<u>Visual composition</u>	Women	Occ
Relative size	The woman is in a lower position than the man	SB65

Illustration 1: Unit 7: student's book page 65.



2 an adjective

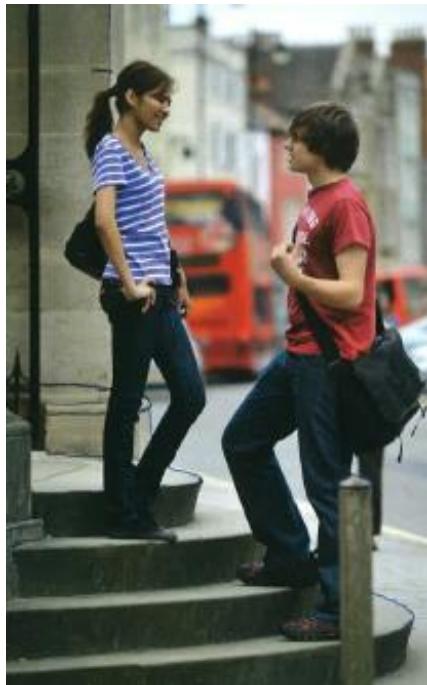
<u>Visual composition</u>	Women	Occ
The feminine touch	Self-touching of her face	SB70

Illustration 2: Unit 7: student's book page 70.



<u>Visual composition</u>	Women	Occ
Ritualization of subordination	The girl is portrayed lying down and canting her head	WB67

Illustration 3: Unit 8: workbook page 67



<u>Visual composition</u>	Men	Occ
Relative size	The boy is in lower position than the girl	SB86

Illustration 4: Unit 9: student's book page 86

10.8. Learning Unit



Facultad de Educación
Universidad Zaragoza

LEARNING UNIT FOR 4th of ESO

“Women and men, men and women”

Marta Oreja Bernal
Vicky Gil and Ignacio Domingo
Diseño, organización y desarrollo de actividades

TABLE OF CONTENTS

1. Introduction.....	Page 79
- 1.1 Justification.....	Page 79
- 1.2 Contextualization.....	Page 80
- 1.3 Organisation of the learning unit.....	Page 81
2. Learning unit of work.....	Page 82
- 2.1 Contribution to competences, cross-curricular themes and values.....	Page 82
- 2.2 Objectives.....	Page 83
- 2.3 Contents.....	Page 85
- 2.4 Methodology.....	Page 86
- 2.5 Evaluation of teaching and learning process.....	Page 88
- 2.6 Evaluation and assessment of learning including evaluation and marking criteria and assessment tools and procedures.....	Page 88
3. Unit overview.....	Page 91
4. Lesson plans.....	Page 91
- 4.1 Lesson plan 1.....	Page 91
- 4.2 Lesson plan 2.....	Page 94
4.3 Lesson plan 3.....	Page 98
4.4 Lesson plan 4.....	Page 101
4.5 Lesson plan 5.....	Page 105
5. Conclusions.....	Page 109
6. References.....	Page 111
7. Appendices.....	Page 112

LEARNING UNIT:

“Women and men, men and women”

1. Introduction

1.1 Justification

This unit is entitled “*Women and men, men and women*” and it revolves around *gender stereotypes*. If I decided to develop this particular topic throughout the whole unit is because the Communicative Approach follows a topic-based model, which claims that all lesson plans should be coherently integrated with the topic of the unit. I chose to work on *gender stereotypes* with the students of 4th of ESO because this school year usually takes place throughout the students’ middle adolescence (15-16 years old), which is a transitional stage in which students generally undergo a process of self-direction in which they develop ideals, select role models and consolidate both their identities and beliefs. 4th of ESO is then a key period to make them *raise* gender awareness, which is the main purpose of this unit.

Moreover, raising gender awareness is also one of the aims of the obligatory secondary education. The comprehensive nature of the LOE Aragonese Curriculum states that, apart from the development of the key competences, teachers should promote the education in democratic values throughout the integration of cross-curricular contents within subjects (BOA, 2007:2). Among the aforementioned democratic values, it highlights gender equality. Thus, teachers should make students respect the equality of opportunities between men and women (BOA, 2007:5) and reject all kind of stereotypes which lead to gender discrimination (BOA, 2007:7).

Nevertheless, in spite of the fact that the LOE Aragonese Curriculum makes explicit reference to the promotion of gender equality, the principles which it involves are not mirrored at all in the everyday teaching practice. This is why I designed a unit addressing gender issues, for students to realise that, according to the curriculum, gender stereotypes and gender inequality should not be overlooked.

Regarding the type of unit, it is an integrated project-based unit in which the four skills of language learning (reading, listening, speaking and writing) are given the

same importance, including the phonetics domain. It is project-based because all lessons generate the necessary language to carry out a final group project, which consists in recording a video campaign to fight against gender stereotypes. Thus, as the final end is what generates the language, this unit does not focus on form but on meaning, as claimed by the communicative approach.

1.2 Contextualization

This unit is intended for an intermediate-level class (A2+) of 18 sixteen-year-old students of 4th of ESO from the state-subsidised school *Sagrada Familia* of Tarazona, a centre of ecclesiastical ownership located in the historical centre of the city. However, it is important to mention that three of the eighteen students have curricular achievement gaps and thus, differentiation in some of the activities is provided.

Regarding the 4 skills which are essential to develop when learning a second language, the majority of students have more difficulty in the oral ones, that is, in listening and in speaking. Traditionally, oral skills have been eclipsed by written skills because they were seen as passive skills. However, with the communicative approach, speaking and listening become basic skills and this is why this unit puts special emphasis on them. Concerning the written skills, students have the expected and desirable level of the course they are taking.

Considering the grammar points, this unit introduces *the Second Conditional*. Nevertheless, students are ready to deal with such a complex grammar point because along the previous units, they have already worked on both the 0 and the 1st conditionals, so they already have an idea of how conditionals work. However, it may still be complicated for some of them to structure the second conditional clauses since they may use either the past simple or the auxiliary *would* in the wrong clause. On top of that, their previous knowledge on gender issues may be rather vague, so perhaps they will not have a clear view of what gender stereotypes involve or what the consequences of domestic violence are. Thus, they will be provided with support when doing the activities because I anticipate lack of ideas.

However, in general I anticipate personal engagement and motivation from the very beginning, due to the use of cooperative work, dynamism, communicative tasks and up-to-date authentic material which is related to their interests. I take for granted that developing a task which will make them feel committed to gender equality will engage them from the very beginning and I hope it will finally make them find the “what for?” of English activities.

1.3 Organization of Learning Unit

This unit consists of a sequence of 5 interrelated and integrated lessons. It is aimed at being the second one of the third term, which means that it will be taught by the end of the school year, that is, during the month of May more or less. This unit fits perfectly with the rest of the course syllabus because, as it has been mentioned before, it introduces the second conditional and students have already worked on both the zero and the first. Moreover, not only does it provide opportunities to learn new vocabulary but it also recycles the lexicon on which students have worked during the second semester, including *jobs* and *occupational roles*.

The lessons are sequenced and organized according to the final project, since it is the key element that generates the language and the structures to be taught and learned. All lessons start with either a warm-up or an ice-breaker activity which serves as a pre-task. This pre-task activities lead to a main task which serves as a means to put vocabulary, grammar and the 4 skills into practice. Then, all lessons come to an end with a post-task activity which recapitulates what has been learnt. This inner structure of pre, while and post-task leads thus to the final project of the unit.

This year, the final project of the unit was chosen together with the students because their collaboration suggesting, deciding on and organizing the final task may be highly enriching for the teaching and learning process. Moreover, it is essential that students know from the beginning of the unit what the final project will be, so they are more likely to carry out every single activity as a learning opportunity which will lead them to something real. We all agreed that this unit would have a tangible end product. I told students we were going to work on gender issues and they suggested recording a video to fight against gender stereotypes. The students' brilliant suggestion

was approved because, bearing in mind that the 21st June the summer school festival will take place, it could be a great opportunity to display their video publicly, for relatives and friends to see it and raise gender awareness in them as well.

2. Learning unit of work

2.1 Contribution to the key competences, cross-curricular themes and values

The LOE Aragonese Curriculum is a competence-based curriculum model of teaching and learning, since its main aim is, as stated in the *Artículo 4* of the *Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón*, to provide learners with lifelong learning. In other words, the LOE Aragonese Curriculum provides students with tools for the activation of their resources by means of developing eight key competences (p. 5). According to the *Artículo 7*, the aforementioned key competences that students are expected to acquire at the end of the Secondary Education are the following ones:

1. *Competencia en comunicación lingüística.* (competence in linguistic communication)
2. *Competencia matemática.* (mathematical competence)
3. *Competencia en el conocimiento y la interacción con el mundo físico.* (knowledge of and interaction with the physical world)
4. *Tratamiento de la información y competencia digital.* (digital competence)
5. *Competencia social y ciudadana.* (interpersonal and civic competence)
6. *Competencia cultural y artística.* (cultural and artistic competence)
7. *Competencia para aprender a aprender.* (learning to learn)
8. *Autonomía e iniciativa personal.* (personal initiative and autonomy)

However, this particular unit only contributes significantly to the acquisition of six of them, leaving the mathematical competence and the knowledge of and interaction with the physical world aside. This is due to the fact that learning a second

language does not contribute to the development of the two former competences unless they are treated in a cross-curricular way.

To start with, this unit contributes to the digital competence because the use of new technologies allows learners to complete an online questionnaire in situ, listen to different interactive avatars uttering oral messages, listen to an up-to-date song and record a video which serves as a campaign to promote gender awareness. This unit also contributes to the interpersonal and civic competence because recording a video to fight against gender discrimination as a group project promotes both cooperative learning and humanistic values.

Thus, this final project enhances as well the cultural and artistic competence, the learning to learn and the personal initiative and autonomy. Regarding the competence in linguistic communication, learning a foreign language is a cross-curricular competence itself because communication is one of the key aims of the LOE Aragonese Curriculum. Consequently, this unit mainly focuses on communicative activities and tasks, which take into account all the 6 key competences presented before.

Therefore, as we are following a communicative curriculum, this unit is also structured around the four competences blocks which constitute the communicative competence, namely *competencia morfosintáctica*, which involves vocabulary, grammar and phonology, *competencia pragmática*, which involves the functional aspects of the language, *competencia procesual*, which involves both the intrapersonal and interpersonal aspects of language, and *competencia intercultural*, which involves the ability to relate the learner's own culture to a foreign one. All these competences are developed through the content, which, as a matter of fact, is a means to an end.

2.2 Objectives

This unit contributes to achieving the stage objectives that appear in the *LOE* Aragonese curriculum from the *Orden 9 de mayo 2007*. However, the objectives in this unit have been formulated in terms of the specific evaluation criteria of *4º ESO*. The specific learning objectives into which the curricular evaluation criteria derive are all competence-based, and thus, they focus on what the student can do with the language

rather than on the simple acquisition of knowledge. Thus, during the unit, students will develop, with a degree of communicative competence in accordance with their level, the ability and knowledge necessary:

- To understand both general and specific information as well as the main idea and the more relevant details of both an interactive avatar (*voki* character) and an up-to-date song (Beyoncé's *If I were a boy*).
- To participate both in planned and spontaneous conversations using communicative strategies such as negotiation of meaning (rally coach activities).
- To produce a comprehensible argumentative essay about unreal situations using the cohesion and coherence necessary elements.
- To predict the topic of a written text, reading for the gist, infer information and read between the lines of a newspaper article about domestic abuse.
- To show initiative, interest and monitoring of their own learning process.
- To use the ICTs with certain autonomy so as to complete an online questionnaire and record a video campaign.
- To establish comparisons between the foreign culture and their own culture by means of reading a newspaper article about a current issue.
- To value the foreign language as a learning tool which provides personal enrichment and access to sexist idioms from the English culture.
- To raise gender awareness by means of reflecting on their own beliefs about women and men.
- To think critically and express their own opinions about gender stereotypes showing a respectful and cooperative attitude.
- To get a wider vision of the social context they belong to by means of carrying out activities which will lead them to avoid discrimination and linguistic and cultural stereotyping.

Taking my personal aims as a teacher into account, I would like to raise gender awareness in my students, to engage them in fighting against gender discrimination, to

contribute to the school summer festival with a video campaign promoting gender equality and to evaluate teaching materials and improve them if appropriate.

2.3 Contents

The curricular contents that this unit focuses on are the ones established for *4º ESO* by the LOE Aragonese Curriculum, which are divided into four content blocks. More specific contents and objectives will be provided in every lesson plan.

Block 1: Listen, speak and talk	
- Understand and produce spontaneous messages in face-to-face communication about proximate topics to their experiences and interests such as gender issues or domestic violence.	- Oral contribution to a video campaign.
- General and most relevant understanding of oral texts adequate to their ability and experience from different sources, such as <i>voki avatars</i> or an up-to-date song.	- Spontaneous participation in communicative situations in the classroom and in conversations about proximate and personal topics with different communicative purposes.
Block 2: Read and write	
- General understanding and identification of specific information in authentic texts from different origin, digital and paper-based, about topics of their interest, such as an article in a newspaper or sexist idioms.	- Use of the appropriate register to the target reader to whom the text is targeted (formal and informal) when writing an essay about gender by means of the second conditional.
Block 3: Knowledge of the language through its use	
<i>Reflection about the language in communication</i>	<i>Reflection about the learning process</i>
- Understanding and using common expressions, sayings and vocabulary	- Organization and use of learning resources such as the ICT to videotape

regarding interests on general and personal topics.	themselves.
- Understanding and using communication of the second conditional structure adequately to refer to unreal situations.	- Development of the attitude, processes and strategies that allow teamwork and cooperative learning.
	- Confidence and initiative to express oneself in public and in written form.
Block 4: Sociocultural aspects and intercultural awareness	
- Identification of the most relevant characteristics of the values of society, mainly gender equality.	- Awareness of the most relevant cultural elements gathering information through different resources, among them, the Internet and other ICTs.

2.4 Methodology

The methodology that this unit follows is in total compliance with the formulated objectives. As such, it has a communicative focus which allows students to develop the competences which learning a foreign language contributes to, especially the communicative one. Interaction for communication will take place in the classroom, individually, in pairs or in different groupings (ideally 4 members). More specifically, this unit includes the following learning principles:

- It promotes student to student interaction through both spontaneous and planned dialogues and conversations with a communicative purpose. This can be seen in the activity in which students gather data on the results of an exercise so as to create some charts with them, which provides them with opportunities for negotiation of meaning and real communication. It can also be seen in the Rally Coach activities to work on the second conditional and on suprasegmentals.

- It promotes cooperative work among different members of the group by means of carrying out a final project with a communicative purpose in order to work on cross-curricular values such as gender awareness.
- It promotes classroom management policies such as *PIES* in cooperative teams: positive interdependence (a gain for one means a gain for another), individual responsibility (each member is accountable for his or her own learning and contributions), equal participation (every student has an equal role in sharing information), simultaneous interaction (there is more than one active participant at a time in the classroom).
- It promotes cooperation with heterogeneous teams whose sitting arrangements involve working with MH, L, H, ML participants. This can be seen in the Round Robin in which students put themselves in the shoes of an abused woman in need and talk about unreal situations.
- It promotes free uncontrolled oral performance by means of recording a video campaign so as to improve fluency and accuracy and foster autonomy, initiative and learning to learn.
- It promotes higher-order thinking skills when students are asked to give advice to a woman in need or when asked to correct sexist idioms and make them politically correct.
- It promotes the use of authentic written material -real resources such as an article in a newspaper or sexist idioms- which are relevant to the topic and available to them in a real world context.
- It promotes direct exposure to designed and authentic oral materials which are available to them online, such as *voki* avatars or Beyoncé's song.
- It promotes the development of Multiple Intelligences by means of making students draw characters and create charts (visual-spatial intelligences and logical-mathematical).
- It promotes affective strategies in order to have a caring, non-threatening, trusting and cooperative environment for effective learning, which will lower students' affective filter and will help learners gain confidence in the use of real English.

2.5 Evaluation of teaching and learning process

My proposal for the evaluation of the teaching and learning process consists in students carrying out an informal pre-assessment activity, namely an online questionnaire, the very first session of class and then completing this same online questionnaire once they finish the unit. This questionnaire, which is available in the appendices section, asks students to indicate with what subject (*he, she* or *both*) they associate certain actions and roles which tend to be stereotyped. I anticipate that the first time students complete the questionnaire, they will associate the selected actions and roles with the subjects *he* and *she* once and again but I expect changes the second time they complete the questionnaire.

If I expect changes is due to the fact that one of the main aims of this unit is to raise gender awareness in the students of 4th of ESO and thus I hope that the second time students complete the questionnaire they will associate all the actions and roles with *both* subjects, and not with either *he* or *she*, which would mean that this unit has had a positive effect in students fighting against gender stereotypes. Thus, by contrasting their answers in the questionnaires I will be aware of whether my teaching has been useful for them to raise gender awareness or not.

Apart from this questionnaire, I have also designed a self-assessment tool to collect feedback on the development of the unit, for me to evaluate my role as a teacher. I will complete this reflective-teaching-checklist once the unit has come to an end and once I have had a look at the students final output (the essay and the video). This checklist can also be found in the appendices section. I will use the results of my evaluation to carry out some reflective teaching and improve my teaching materials if necessary.

2.6 Evaluation and Assessment of learning including Evaluation and Marking Criteria and Assessment Tools and Procedures

My plan for assessing students' progress and learning results consists in evaluating three different parts of performance: Firstly, I will evaluate their attitude and class activities, which will correspond to 20% of their final mark. Secondly, I will

evaluate their essay on gender awareness, which will represent 30% of their final mark, and then, I will evaluate the final project of the unit: the video campaign students have to record in order to fight against gender stereotypes. This tangible end of the unit is the part which weighs the most in terms of grading criteria as it represents 50% of their final mark. However, this 50%, is divided into 25% teacher-assessment and 25% peer-assessment.

In order to assess the students' learning results, I have designed 2 different checklists which are available in the appendices section. On the one hand, one of the checklists includes items to evaluate the aforementioned three different parts of their performance: their attitude towards the subject and the activities they carry out in class, their essay on gender awareness, and the final project. On the other hand, the second checklist corresponds to the one students need to fill in for the peer-assessment. Assessment will take place at the end of the unit but it will be continuous and ongoing assessment, as I will also take into account the students' daily performance in class. The three students with curricular achievement gaps will be evaluated with the same assessment tools as they are perfectly able to have a good attitude in class, write an essay and record a group video. However, the assessment section corresponding to writing a 250-word essay will be differently applied to them, as they will just be asked to write an 80-word essay.

3. Unit Overview

	Pre-Task:	Task:	Post-Task
Lesson 1	Whole-class warm-up. Informal pre-assessment on gender awareness. <u>Online questionnaire (Socrative)</u> ICTs PRE-ASSESSMENT	<u>Voki Message</u> : draw the dog's owner (woman or man) and complete a <u>Hear-think-wonder routine</u> . ICTs Multiple Intelligences (drawing) VOCABULARY	Gather data on how many students drew the dog's owner as a man and as a woman. Create charts to represent the results. Multiple Intelligences (mathematical) MOVING AROUND
Lesson 2	<u>Warm-up: Riddle on gender.</u> <u>Word-cloud about gender stereotypes.</u> VOCABULARY	<u>Correction of politically incorrect sentences</u> regarding gender equality. Communicative enabling tasks to work on the second conditional: <u>Rally coach negotiation of meaning</u> GRAMMAR	Debate on the previous day charts.
Lesson 3	Warm-up activity on <u>sexist idioms</u> and <u>debate</u> on the consequences of gender discrimination. Authentic Material GRAMMAR	<u>Reading</u> of a newspaper article about <u>domestic violence</u> . <u>Information transfer comprehension questions</u> . Authentic Material READING	Round-Robin to give advice using the second conditional "If I were you, I'd..." to the abused woman from the article. GRAMMAR
Lesson 4	Warm-up: Beyoncé's song <u>If I were a boy</u> . <u>Picture sequencing</u> to check general comprehension. Authentic Material ICTs LISTENING	<u>Activities on suprasegmentals</u> to practise both unmarked and contrastive stress. Bottom-up information process PHONETICS SPEAKING	Round-up: <u>debate on gender stereotypes in the song</u> . *Homework: Write a 250-word essay about the consequences of gender stereotypes. SPEAKING WRITING
Lesson 5	<u>Online questionnaire (Socrative)</u> to evaluate the teaching process. ICTS	Recording the video as the final project. Cooperative learning: feedback carroussel ICTs SPEAKING	

4. Lesson plans

4.1. Lesson plan 1

<p style="text-align: center;">Name of lesson: I got lost!</p>			
<u>Teacher:</u> Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO	
<p>Expected Learning outcomes:</p> <p><u>At the end of this lesson, students should be able to:</u></p> <ul style="list-style-type: none"> - Make appropriate use of the ICTs in order to complete an online questionnaire by means of their mobile phones. - Understand an oral message from an interactive character. - Infer information from the interactive oral message and draw the concept it expresses. - Complete a Hear-Think-Wonder routine while they listen to an interactive oral message. - Gather data on their classmate's drawings by means of negotiation of meaning. - Create charts to represent the obtained data graphically. 			
<p>Objectives: identify the subskills that you want to teach</p> <ul style="list-style-type: none"> - Skimming: listening to obtain the gist of spoken text - Selectively extracting relevant key points from oral text - Note-taking from spoken text - Asking questions appropriate in the context 			
<p style="text-align: center;">Language to be taught and practised (language exponents)</p>			
<p><u>Stereotyped actions, roles and attributes:</u> to be the breadwinner, to do the cleaning, to be sexy, to change diapers...</p> <p><u>Recycling vocabulary on jobs:</u> shop assistant, teacher, doctor, surgeon, lorry driver, football player, musician...</p>			
Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and</u>	<u>Introduce the unit and the final end to students</u> <ul style="list-style-type: none"> - Tell students they are going to work on 	T-Ss	5'

<u>critical input</u>	<p>gender awareness along this new unit.</p> <ul style="list-style-type: none"> - Remind them of the conversation you had the previous day in which the whole class agreed to do a final project together. - Ask them whether they remember what the final project consists in. - Remind them they all agreed to cooperate in order to record a video campaign at the end of the unit. - Tell them this video campaign will be on gender awareness because this new unit revolves around this topic. - Tell them their assessment for this unit will consist in having a positive attitude towards the subject, writing an essay and recording a video as a group project. <p><u>Online questionnaire (Socrative):</u> Informal pre-assessment on gender awareness.</p> <ul style="list-style-type: none"> - Ask students to download the application <i>Socrative</i> in their mobile phones (students were told to bring them to class the day before). - Give them the room number your questionnaire belongs to. - Ask them to complete the questionnaire by clicking on the subject they associate every action with. - Tell them not to worry about the results of the questionnaires as they are just for yourself. - Check the results once the class is finished for you to have an idea of the students' gender awareness. 	Individually	10'
<u>Learning Task</u>	<p><u>Voki oral message and Hear-Think-Wonder routine:</u></p> <ul style="list-style-type: none"> - Tell students that 6 dogs got lost in the city of Barcelona and their task as good citizens consists in helping them find their owners. - Enter the website www.voki.com and log in to meet your voki avatars. - Show students the 6 dogs and tell them 	T-Ss Individually	20'

	<p>they are going to listen to the oral message they recorded for them, which contains the definition of the profession of their owners.</p> <ul style="list-style-type: none"> - Tell students they have to guess the dogs' owners' jobs and draw them according to the characteristics of their professions. - Give students a Hear-Think-Wonder worksheet and tell them they have to write the dog's message in the "Hear" column and draw their owners in the "Think" column. - Tell them not to fill in the "Wonder" column yet. - Play the voki messages twice and allow 2 minutes per message for students to draw. 		
<u>Post-Task</u>	<p><u>Gather data and create charts:</u></p> <ul style="list-style-type: none"> - Once students have completed the "Hear" and the "Think" column, tell them it is time to complete the "Wonder" column. - Ask students to stand up and walk around the class so as to ask their classmates the following question: "did you draw (Domino)'s owner as a woman? Or as a man?" - Tell students to write this question down in the space provided in the photocopy. - Tell students to count how many classmates drew each dog's owner as a woman and how many students drew her/him as a man. Then, write the results in the "Wonder" column. - Ask them to create a chart with the results. 	Whole-class	25'
<u>Verification and policy on error correction</u>	<p>Monitor students while they walk around the class and provide them with corrective feedback in case they formulate a wrong question or pronounce inappropriately certain words. In case they are drawing the</p>		

	wrong job, utter the dog's message again for students to have a second learning opportunity. Praise them on their drawings. This lesson will be effective if everybody is stood up, participating and negotiating meaning.
<u>Materials needed: include any worksheets or cards as appendices</u> Students' mobile phones, computer, canon projector, photocopy "Hear-Think-Wonder".	<u>Other resources (web, books):</u> www.socrative.com www.voki.com
<u>Homework (if any):</u> Finish the charts at home if necessary, as we will comment on them the following day.	<u>Differentiation:</u> <u>Fast-finishers:</u> provide a shoulder partner with a definition of a job and ask them to write the character. Then switch roles.

4.2 Lesson plan 2

Name of lesson: Who is the surgeon?		
<u>Teacher:</u> Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO
Expected Learning outcomes:		
<u>At the end of this lesson, students should be able to:</u>		
<ul style="list-style-type: none"> - Think critically against gender stereotypes in order to solve a riddle - Activate previous knowledge and come up with different sentences about gender out of a wide variety of words in isolation from a word cloud - Comment on the results of the charts they created the day before - Negotiate meaning by means of using the second conditional structure - Identify sexist and discriminatory language in a selection of sentences provided - Correct sentences so as to make them politically correct regarding gender equality 		
Objectives: the subskills that you want to teach		
<ul style="list-style-type: none"> - Inferring the role of the participants in an oral text - Deducing the meaning of new words - Introducing, developing and concluding an idea - Turn-taking and reacting to others - Expressing relationships between parts of a spoken utterance through cohesive devices 		

Language to be taught and practised (language exponents)			
Riddle: Surgeon, badly injured, to operate on			
Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and critical input</u>	<p><u>Warm-up: Riddle on gender stereotypes</u></p> <ul style="list-style-type: none"> - Tell the whole class you are going to read a riddle to them and they need to guess who the surgeon is. Ask them to pay special attention to details and think beyond what they hear. - Read the riddle to students. Read it twice if necessary. - Once you finish reading the riddle, ask them who the surgeon is - Generate a debate out of their suggestions - Make them think critically by means of reacting to their suggestions by asking them hypothetical and open questions. - Provide the necessary time for them to guess it right as it is a motivating and challenging activity. - Praise the student who gives you the right answer <p><u>Word-Cloud on gender</u></p> <ul style="list-style-type: none"> - Ask students to find a shoulder partner - Ask them to have a look at the word cloud you have projected on the whiteboard - Ask them to come up with as many sentences as they can using the words provided in no more than 10 minutes - Ask for some volunteers to read their sentences and comment on them. - Generate a debate and on gender 	Whole-class Rally Coach	10' 12'

	awareness to introduce the topic to them.		
<u>Learning Task</u>	<p><u>Inductive teaching of the second conditionals:</u></p> <ul style="list-style-type: none"> - Write three sentences on the whiteboard in the second conditional form. - Ask students to guess the structure of the sentences according to the repeated pattern - Praise the student who guesses the structure right and ask her/him to formulate a sentence in the second conditional. <p><u>Communicative enabling task</u></p> <ul style="list-style-type: none"> - Ask students to work in groups of three - Provide students with the two cards containing either the first clause of the conditional or the second one. - Assign every student a role: Student A completes the first clause in the card provided, student B matches the first clause to a possible ending of the question, also provided in the card. Student C answers the question that both student A and B have formulated. <p><u>Correction of politically incorrect sentences</u></p> <ul style="list-style-type: none"> - Provide students with the photocopy containing sentences which are not politically correct regarding gender equality. - Ask students to read the sentences carefully and pay special attention to small details. - Ask them to identify those instances which make the sentence discriminatory towards women (or men, in one case) - Tell students to correct them so that they 	T-Ss Round Robin Individually	8' 10' 10'

	are politically correct.		
<u>Post-Task</u>	<p><u>Comment on the previous day's charts</u></p> <ul style="list-style-type: none"> - Ask the whole class who did their homework - Praise those who did and tell the others they should do their homework if they really want to learn an L2. - Tell students to put the charts they created on the table. - Ask them to comment on them in groups of 4. - Assign every student a role: student A presents the results of the charts, student B says positive points about them, student C says negative points and student D gives their personal opinion and starts a debate on stereotyped jobs. 	Round Robin	10'
<u>Verification and policy on error correction</u>	<p>Correct students' pronunciation during their oral contributions in the debates but only after communication has taken place. Give positive feedback for their relevant contributions. Guide them in the process of negotiation of meaning and check whether they really understand the meaning of being "politically correct". If not, help them guessing it by making the first example together. This lesson will be effective if students realise they could have drawn the dog's owner both as a woman and as a man, as being a lorry driver, for instance, does not need to be associated with a job for men.</p>		
<u>Materials needed: include any worksheets or cards as appendices</u> canon projector, whiteboard, the previous day charts (homework!), cards, photocopy containing politically incorrect sentences.		<u>Other resources (web, books)</u>	
<u>Homework (if any)</u>		<u>Differentiation:</u> Assign students with special needs the role	

	of presenting the results of the charts, as it is easier than providing arguments.
--	--

4.3 Lesson plan 3

Name of lesson: Domestic violence		
<u>Teacher:</u> Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO
Expected Learning outcomes:		
<u>At the end of this lesson, students should be able to:</u>		
<ul style="list-style-type: none"> - React to sexist idioms and sayings - Anticipate the terrible consequences of gender discrimination - Read and understand a newspaper article about domestic violence - Transfer information from a written article to a cheat sheet - Answer general comprehension questions - Give advice to an abused woman by means of the second conditional structure 		
Objectives: the subskills that you want to teach)		
<ul style="list-style-type: none"> - Identifying the topic of the text - Distinguishing key information from less important information - Understanding the gist - Following the development of an argument - Skipping unknown vocabulary when it is not important 		
Language to be taught and practised (language exponents)		
<u>Sexist idioms:</u> <ol style="list-style-type: none"> 1. A good husband makes a good wife. 2. A man is as old as he feels and a woman is as old as she looks. 3. Many women, many words, many geese, many turds. 4. Mother-in-law and daughter-in-law are a tempest and a hailstorm. 5. Old men, when they marry young women, make much of death. 6. One tongue is enough for a woman. 		

7. The way to a man's heart is through his stomach.
8. There was never a conflict without a woman.
9. Who has a fair wife needs more than two eyes.
10. Women are necessary evils.

Second conditional to give advice: If I were you, I'd...

Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and critical input</u>	<p><u>Sexist idioms:</u></p> <ul style="list-style-type: none"> - Give students a photocopy with 10 sexist idioms and ask for a volunteer to read the first one aloud. - Ask the whole class to read between the lines and infer the subliminal message. - Do the same with all the idioms - Once every idiom has been commented on, and students seem to have understood the implicit message, ask them to match each idiom with the implicit messages provided in the photocopy. - Correct the activity aloud. 	Whole-Class	15'
<u>Learning Task</u>	<p><u>Reading a newspaper article</u></p> <ul style="list-style-type: none"> - Ask students whether they have ever heard the expression “domestic violence” - Comment on their answers and generate a debate - Provide students with a newspaper article about domestic violence - Ask students to read its title and infer the content of the piece of news. - Provide students with an information transfer sheet. - Allow 20 minutes for students to read the article individually and answer the 	Individually	35'

	<p>questions</p> <ul style="list-style-type: none"> - Correct the questions aloud. Ask a student to read both the question and the answer, and ask whether someone has an alternative answer they want to share. 		
<u>Post-Task</u>	<p><u>Giving advice to an abused woman</u></p> <ul style="list-style-type: none"> - Arrange students in heterogeneous groups of 4 - Ask them to put themselves in an abused woman's shoes and comment on what advice they would give to someone they know is suffering from domestic violence. - Ask them to carry out the exercise by means of using the second conditional: <i>If I were you, I'd...</i> 	Round Robin	10'
<u>Verification and policy on error correction</u>	<p>Praise relevant contributions to the generated debates, monitor students while they do the information transfer and help them guess the meaning of new words in the article they might not know. Scold students if they show a disrespectful or impolite attitude towards someone who might be suffering from domestic violence. This lesson will be effective if students come up with relevant pieces of advice in a respectful way and using correct structures of the second conditional.</p>		
<u>Materials needed:</u> <u>include any worksheets or cards as appendices</u> The newspaper article and the information transfer sheet.	<u>Other resources (web, books)</u> Dictionaries for students with curricular gap achievements.		
<u>Homework (if any)</u>	<u>Notes on lesson:</u> Students with special needs will be provided with dictionaries and will spend the 35 minutes reading and trying to understand the newspaper article. They can be the information transfer at home because they will not have time to do everything in class.		

4.4 Lesson plan 4

<p style="text-align: center;">Name of lesson: If I were a boy</p>		
<u>Teacher:</u> Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO
<p>Expected Learning outcomes:</p>		
<p><u>At the end of this lesson, students should be able to:</u></p> <ul style="list-style-type: none"> - Express themselves and orally interact in daily communicative situations in an intelligible and appropriate way and with some autonomy (LOE Aragonese Curriculum. Learning Objective 2). - Correctly and appropriately use basic phonological, lexical, grammatical, functional, discursive, sociolinguistic and strategic features in real communication contexts (LOE Aragonese Curriculum. Learning Objective 5). - Understand the general meaning of a song, match its main ideas to their corresponding illustrations and sequence them chronologically. - Appropriately participate in a fluent and improvised debate about gender issues. - Recognise and discriminate the unmarked stress pattern of pre-selected verses of the song and identify their tonic syllable. - Initiate information exchanges by means of getting familiar with the unmarked stressed pattern. - Differ between the unmarked-stress pattern and the contrastive-stress pattern. - Emphasize the main point of an utterance by means of the use of the contrastive-stress pattern. - Think critically about gender stereotypes and come up with reasons to correct stereotyped sentences. - To form and use the Second Conditional appropriately. 		
<p>Objectives: the subskills that you want to teach</p> <ul style="list-style-type: none"> - Recognize key words and use them to construct the schema of a discourse - Infer the setting for a text and the role of the participants - Skim: listen to obtain the gist of spoken text - Scan: listen for specific details in spoken text 		

- Understand attitudinal meaning in spoken text and utterances
- Produce segmental features of English at word level, especially vowel and consonant sounds, stressed and unstressed syllables
- Use suprasegmental features of English, especially intonation, stress in sentences, word-linking and weak forms, accurately in spoken utterances.
- Express attitudinal meaning in spoken text and utterances, especially by intonation
- Emphasising a point to indicate important information
- Reacting to others

Language to be taught and practised (language exponents)

Conditionals: If I were a boy/girl, I'd...

Phrasal Verbs and Collocations: To roll out of bed (to arise from bed), to throw on (to dress), to chase after girls (to try to seduce women), to turn off (to switch a device off), to put oneself first (to establish yourself as the first priority), to make the rules (to be in command of the situation), to think wrong (to be mistaken).

Nationalities: French, English, Chinese, American, Thai, German, Italian, Australian

Stereotypes: to be motherly/muscled/romantic/cheesy, to wear sportswear/dresses/skirts, to like drama films/action films/football matches on TV, to have short hair, to use pink pens.

Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and critical input</u>	<p><u>Warm-up: listening to Beyoncé's song.</u></p> <ul style="list-style-type: none"> - Tell students they are going to listen to a song about gender stereotypes. Arrange them in groups of 4 and ask them to put the pictures provided in chronological order. - After having played the song twice, check general comprehension by asking the members of one of the groups to tell you how they have ordered the pictures. Help them refer to every picture by introducing the necessary language exponents provided by the singer. - Ask the other groups to pay attention to their classmates' sequence and correct them if 	Round Robin	20'

	<p>required.</p> <ul style="list-style-type: none"> - Project the lyrics on the whiteboard for students to see the order in which each situation takes place. 		
<u>Learning Task</u>	<p><u>Activity to discriminate the unmarked-stress pattern.</u></p> <ul style="list-style-type: none"> - Tell students they are going to listen to the song again. Ask them to pay special attention to the utterances in the photocopy. Stop the song after each utterance is sung. - Ask students to underline the word they think receives more prominence and correct them on the spot. If it is hard for them to identify the stress in each utterance, emphasize the wrong syllable if necessary, for them to realise where the tonic syllable is. - Follow an inductive process to make students realise where they should place the stress in every utterance by asking them what the words they underlined have in common. - Ask them to identify –from a range of options provided- the usual stress pattern that utterances tend to follow. <p><u>Controlled practice activity for students to get familiar with the unmarked stress pattern.</u></p> <ul style="list-style-type: none"> - Ask students to work with their shoulder partner. Assign student A a card containing the first clauses of second conditional structures. Assign student B a card containing the second clauses of second conditional structures. - Ask student A to read the first clause of the conditional taking into account the unmarked-stress pattern already seen in 	Whole Class	15'
		Rally Coach	10'

	<p>activity 2.</p> <ul style="list-style-type: none"> - Ask student B to read the matching second clause of the conditional paying attention to the stress pattern too. 		
Post-Task	<p><u>Guided practice to use both the unmarked-stress pattern and the contrastive-stress pattern.</u></p> <ul style="list-style-type: none"> - Arrange students in groups of 3 and provide them with a list of stereotypes and a different <i>stress card</i> for every member of the group. - Ask student A – whose <i>stress card</i> has the unmarked-stress pattern - to read one of the stereotypes provided applying the stress pattern assigned. - Ask student B to correct student A by saying the same stereotype that student A has just said but applying the stress pattern assigned in her/his <i>stress card</i>, which will emphasise a different part of the utterance (in this case, the subject) and then students will realise that a different meaning will be expressed. - Ask student C to correct student B by saying the same stereotype that s/he has said but emphasising a different part of the utterance instead (in this case, the reason of the correction), for its meaning to change radically. Ask student C to pay attention to the second conditional structure, which its role in the activity will make her/him modify it. <p>Example provided:</p> <p>Boy ooooO: If I were a <u>girl</u>, I'd be motherly. Student oOooo: If <u>Peter</u> were a girl, he'd be motherly. Student ooOoo: If Peter <u>liked</u> young</p>	Round Robin	15'

	children, he'd be motherly.		
<u>Verification and policy on error correction</u>	Monitor students while they sequence the pictures and emphasise the relevant parts of the lyrics with gestures or mimics to make them pay special attention to that specific line. Make sure their oral output is the appropriate regarding the target intonation pattern. Praise relevant corrections in the last activity when it comes to gender awareness to make them see what the point of the exercise is. This activity will be effective if they are able to discriminate between the two stress patterns.		
<u>Materials needed:</u> include any worksheets or cards as appendices Computer, Beyoncé's song <i>If I were a boy</i> , pictures to put in order, photocopies and cards to work stress and intonation.		<u>Other resources (web, books)</u> https://www.youtube.com/watch?v=AWpsOqh8q0M	
<u>Homework (if any):</u> Write a 250-word essay about the terrible consequences gender stereotypes may lead to and the reasons why we have to avoid all kind of gender discrimination. This essay represents 30% of the final mark of this unit's evaluation. Give students the information sheet which serves as a guideline to record the video for the following day. Ask them to have a look at it at home.		<u>Notes on lesson:</u> Activity 1 (putting the pictures in order) has an equivalent as a form of differentiation for those 3 students with curricular achievement gaps. It is included in the appendices section.	

4.5 Lesson plan 5

Name of lesson: Fighting against gender stereotypes!		
Teacher: Marta Oreja Bernal	<u>Length:</u> 60'	<u>Target grade level:</u> 4 th of ESO
Expected Learning outcomes:		
<u>At the end of this lesson, students should be able to:</u> <ul style="list-style-type: none"> - Make appropriate use of the ICTs in order to complete an online questionnaire by 		

<p>means of their mobile phones.</p> <ul style="list-style-type: none"> - Manage the ICT's correctly by recording a video campaign against gender stereotypes. - Recapitulate what has been learnt along the unit and apply it in an oral performance - Follow instructions and guidelines - Work cooperatively so as to create a group project 			
<p>Objectives : The subskills that you want to teach</p> <ul style="list-style-type: none"> - Expressing attitudinal meaning in spoken text and utterances - Emphasising a point to indicate important information - Making small-talk - Turn-taking - Interrupting - Reacting to others - Using an appropriate style of speaking - Presenting information in an appropriate sequence - Maintaining audience engagement 			
<p>Language to be taught and practised (language exponents)</p>			
<p>All language exponents worked on along the unit.</p>			
Teacher's guide	Description of activities	Grouping	Timing
<u>Pre-task activities and critical input</u>	<p><u>Online questionnaire (Socrative):</u> Informal assessment on gender awareness.</p> <ul style="list-style-type: none"> - Tell students they are going to complete the same questionnaire they did at the beginning of the unit. - Ask them to enter the room number your questionnaire belongs to - Ask them to complete the questionnaire by clicking on the subject they associate certain actions with - Tell them not to worry about the results of the questionnaires as they are just for yourself - Check the results once the class is 	Individually	10'

	<p>finished for you to compare your students' gender awareness at the beginning of the unit and after the unit</p> <ul style="list-style-type: none"> - Evaluate whether your teaching and your designed activities have had an impact on your students' gender awareness, bearing in mind that the ideal answer for them to mark in ALL activities, attributes and roles is <i>both</i>. 		
<u>Learning Task</u>	<p><u>Recording a video campaign to fight against gender stereotypes</u></p> <ul style="list-style-type: none"> - Tell students it is time to carry out the group project which consists in a video to fight against gender stereotypes and which will be displayed the 21st June during the summer school festival, which revolves around gender equality. - Comment on the guidelines you gave them the day before - Ask students to choose whether they want to record the video individually, in pairs, in groups of 3 or ideally in groups of 4. - Remind them the video cannot be more than 10 minutes long - Remind them that videos including the use of the second conditional and the intonation patterns worked in class will have a bonus - Tell them they have 40 minutes to think of their videos and record them in class with their mobile phones - Tell them that, in case of lack of ideas, they can do the "feedback carrousel" and move around the class to get feedback on what they are doing so as to get inspiration for new ideas or possible improvement. - Tell them not to be too noisy as other classes are working 	Individually in pairs or Round Robin Feedback carroussel	40'

<u>Post-Task</u>	<p><u>Collect the 250-word essay for assessment and comment on the unit in general</u></p> <ul style="list-style-type: none"> - Ask your students whether they enjoyed working on gender awareness - Generate a small debate on what aspects of the unit they enjoyed most and least - Tell them that once all videos are uploaded on Moodle, there will be both teacher and peer-assessment of the videos. All projects will be displayed in class and they will have to evaluate their classmates with a checklist. - Remind them the video represents 50% of the final mark of this unit, 25% of which corresponds to teacher assessment and 25% to peer-assessment. 	Whole class	10'
<u>Verification and policy on error correction</u>	<p>Make sure instructions given are clear. Monitor them around the class and help them think of original and creative ideas. If you consider their ideas are not feasible to record, tell them to think of their projects carefully and remind them they just have 40' minutes to do it. This lesson will be effective if everybody aims to participate.</p>		
<u>Materials needed: include any worksheets or cards as appendices</u> The information sheet with the guidelines on how to do the group project, mobile phones.			<u>Other resources (web, books)</u>
<u>Homework (if any)</u> In case problems arise and they cannot record their videos, tell them they can finish their projects at home. Remind them to upload their videos on Moodle within 3 days.			<u>Notes on lesson:</u>

5. Conclusions

The strengths of this learning unit include the consistent emphasis placed on its main focus: raising gender awareness. The language and the activities are just a means to reach that end and students are aware of that. This consistency makes students wonder why so much attention is paid to gender issues, until they end up realising that if such values are addressed in class every day, it might mean they are important. This is why gender should not be approached in one single activity or in one single unit but all the course long. Otherwise, students may end up thinking that if gender has been addressed is just because it is the topic of this particular unit but not because it is a cross-curricular value which should not be overlooked.

Another strength of this unit is that it is project-based, which means that students are motivated from the very beginning. Knowing that everything they are doing in class will lead them to a tangible real-life end engages them more than if they have the feeling they are simply doing activities from the textbook for the sake of the language. Moreover, recent findings claim that motivation has a positive effect on academic success and this is why motivating activities have been specifically designed, instead of resorting to the use of already edited textbooks.

On top of that, this unit includes alternatives for differentiation, as the LOE Aragonese Curriculum states that attention to diversity should be paid. Therefore, the three students with curricular achievement gaps have the same right to reach the curricular aims by means of being provided with activities which they are able to do. This is why this unit includes adapted activities to keep all students on-task. Furthermore, this learning unit promotes cooperation and all the communicative

strategies which have already been mentioned. This implies that this unit is totally aligned with the curriculum and pays attention to the legal provisions.

Regarding the weaknesses of this unit, I would include the lack of B plans in case the use of technological resources fail. To make matters worse, some lesson plans rely on the students' use of their own mobile phones, which may lead to problems with some parents. On top of that, the final project requires image right permission from the students' parents, which may lead to uncomfortable situations if some parents deny their children's image rights and those students cannot appear on the video. Simply because students would feel frustrated and secondly because contributing to the recording of this video represents 50% of their final mark, so an alternative way of assessment should be considered.

Thus, taking the abovementioned strengths and weaknesses into account, my implications as a future teacher are the following ones: I will try to design activities which do not imply the involvement of families, neither for permission nor for the use of the necessary resources. Moreover, I will try to foster cooperative learning whenever it is possible because it was a methodology which I did not use before planning these activities. I used to make students work individually but planning these lessons has taught me that the groupings and the interaction patterns can contribute very positively to the student's development of the communicative competence.

6. References

- *Curriculum Aragonés para Lenguas Extranjeras en Educación Secundaria Obligatoria.* Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte. 13 May 2014. Retrieved from <http://www.educaragon.org/files/Orden%20curr%C3%ADculo%20ESO.pdf>
- www.socrative.com
- www.theguardian.com/society/domestic-violence
- www.voki.com
- www.youtube.com/watch?v=AWpsOqh8q0M

7. Appendices

Socrative Quiz : With what subjects do you associate the following actions ?

<https://b.socrative.com/teacher/#edit-quiz/22551130> Room: CUCZJHNR



Nombre: _____

Fecha: _____

Nombre del cuestionario: **With what subjects do you associate the following actions?**

1. To work as a shop assistant

- (A) He
- (B) She
- (C) Both

2. To work as a shop assistant

- (A) He
- (B) She
- (C) Both

3. To read a book

- (A) He
- (B) She
- (C) Both

4. To be strong

- (A) He
- (B) She
- (C) Both

5. To work as a teacher

- (A) He
- (B) She
- (C) Both

6. To cook lunch

- (A) He
- (B) She
- (C) Both

7. To look thin

- (A) He
- (B) She
- (C) Both

8. To be the breadwinner

- (A) He
- (B) She

9. To do the cleaning

- A He
- B She
- C Both

10. To be sexy

- A He
- B She
- C Both

11. To walk the dog

- A He
- B She
- C Both

12. To change diapers

- A He
- B She
- C Both

13. To work as a doctor

- A He
- B She
- C Both

14. To repair the car

- A He
- B She
- C Both

15. To make the bed

- A He
- B She
- C Both

Voki Message : The following dogs are lost! Help them find their owners! Draw a picture in your Hear-Think-Wonder chart of what you think their owners look like so it is easier to identify them if we saw them around:

The screenshot shows the Voki Classroom interface with the following layout:

- Top Navigation:** VOKI CLASSROOM, VOKI PRESENTER, VOKI TEACH, PRODUCTS.
- User Options:** Log In, Create Voki, Create Presentation, My Voki, Support, and a user icon.
- Search and Filter:** Filter dropdown set to "All", Sort dropdown set to "Date", Search bar, and a blue search button.
- Content Grid:** A 2x3 grid of dog profiles:
 - Row 1:**
 - Domino**: Dalmatian dog profile. Last modified: 2016-05-21. Actions: play, share, edit, delete.
 - Laces**: White dog profile. Last modified: 2016-05-21. Actions: play, share, edit, delete.
 - Niddy**: Boxer dog profile. Last modified: 2016-05-21. Actions: play, share, edit, delete.
 - Row 2:**
 - Thor**: Husky dog profile. Last modified: 2016-05-21. Actions: play, share, edit, delete.
 - Rex**: Shiba Inu dog profile. Last modified: 2016-05-21. Actions: play, share, edit, delete.
 - Bobby**: Golden Retriever dog profile. Last modified: 2016-05-21. Actions: play, share, edit, delete.

Hear-Think-Wonder Chart to draw the dogs' owners. In order to complete the "wonder" column, students have to stand up, walk around the class and ask their classmates whether they drew each dog's owner as a woman or as a man. Then, they have to note down the results in the "wonder" column: how many students drew each dog's owner as a man, and how many students drew that same owner as a woman. Later on, they have to design a chart with the results and comment on them in class the following day.

Hear (What do the dogs say?)	Think (What can you infer?) Draw the dogs' owners here:	Wonder Ask your classmates this question: _____
DOMINO:		
LACES:		
NIDDY:		

THOR:		
REX:		
BOBBY:		

RIDDLE: Who is the surgeon?

One day, a father was driving his son to school when they were both badly injured in an accident and had to go to hospital. The doctors at the hospital decided that the boy needed to have an operation at once, so the surgeon was called. A few minutes later, the surgeon arrived, looked at the boy and said, "I can't operate on this boy – he's my son!"

Word Cloud: To activate previous knowledge about gender stereotypes



Enabling Task: Practice the second conditional structure in a communicative way. In groups of three, match the first clause of the conditional questions the second clause and then answer the question:

- ⊕ What would you _____...
- ⊕ Where would you _____...
- ⊕ When would you _____...
- ⊕ How would you _____...
- ⊕ What time would you _____...
- ⊕ Why would you _____...
- ⊕ Which _____ would you _____...
- ⊕ How much _____ would you _____...
- ⊕ How many _____ would you _____...

- ⊕ ... if you had the possibility?
- ⊕ ...if a boy asked you to?
- ⊕ ...if a girl did better than you?
- ⊕ ...if you could come back late at night?
- ⊕ ...if you had a baby?
- ⊕ ...if you saw your partner cheating on you?
- ⊕ ...if you were a single boy?
- ⊕ ...if you were independent?
- ⊕ ...if you were not muscled?

Enabling task: Make changes to the following sentences so that they are politically correct when it comes to gender issues. The mistake is not in the second conditional structure:

- If every student put off his homework, he would not finish it until the last minute.
- If I saw my new neighbor and his wife, I would ask them to be quieter at night.
- If the consumer regretted having bought a product, he would be able to return it within 15 days.
- If a cat got lost, he would remember where his house is.
- If someone forgot his book at the library, he would find it in the reception the following day.
- If people didn't believe that God took part in the creation of man, religion wouldn't exist.
- If a child wasted his time watching too much TV, his mother would be angry.
- If a doctor didn't cure his patient, the patient's family would be angry.
- If Alex and his wife weren't looking forward to having a baby, they wouldn't buy so many teddy bears.
- If a student didn't concentrate in class, he would not understand the lesson.
- That dog would intend to protect his owner if somebody attacked him.
- If a teacher didn't spend so much time preparing her unit plans, she would have free time.

Sexist Idioms: Match the following idioms with their implicit messages:

1. A good husband makes a good wife.
2. A man is as old as he feels and a woman is as old as she looks.
3. Many women, many words, many geese, many turds.
4. Mother-in-law and daughter-in-law are a tempest and a hailstorm.
5. Old men, when they marry young women, make much of death.
6. One tongue is enough for a woman.
7. The way to a man's heart is through his stomach.
8. There was never a conflict without a woman.
9. Who has a fair wife needs more than two eyes.
10. Women are necessary evils.

- A. Blond women are not reliable
- B. Women age worse than men
- C. Women are detrimental to men
- D. Women are similar to their mothers
- E. Women are trouble makers
- F. Women depend on their husbands
- G. Women talk too much
- H. Women will be loved by cooking good meals
- I. Women's words are worthless
- J. Young wives are prejudicial to men

Adapted Newspaper article: Domestic violence

<http://www.theguardian.com/society/domestic-violence>

Domestic violence
A moment that changed me

A moment that changed me: having the courage to leave an abusive relationship
Anonymous

There were no fists, or boots, or trips to A&E - so it took me years to properly accept that I was being crushed by my relentlessly controlling partner

On Valentine's Day 2008, I left an abusive relationship. The hearts, the flowers, Barry White on the radio. When it's good, he's charming: holds your hand in public, and lets you share his sweets in the cinema. When it's bad: the constant criticism, the sulks, the explosive rages, the intimidation, the isolation – it's so relentless, lonely and bewildering, you start to doubt reality. "Maybe it *is* me?" you think. You say sorry. Try harder.

It took time to see how scared I was, to realise how my sense of self had disappeared. The shame was awful. I lost my high-flying job due to "stress"; and worse, I lost my confidence. I was financially dependent, utterly confused.

My ex never hit me (threatened to, yes), but abuse is not just physical violence. According to Refuge, it is, "the repeated, random and habitual use of intimidation to control a partner ... If you are forced to alter your behaviour because you are frightened ... you are being abused." In the UK, the police receive a domestic violence call every minute; every three days, a woman is murdered. Maybe you work with one of these women, or say hi at the school gate; maybe she's your friend.

My friend's worst beating was with her newborn baby in her arms. Thrown down the stairs, her head bounced off the patio doors, her nose exploded from the force of his boot. She now helps other survivors (she helped me more than she knows), and is

happily engaged to a good man. Her ex still threatens her, using access to his son to harass her. She logs everything with a solicitor; she has taken her power back.

Here's what I've learned since I left: Telling yourself that "all men are bastards" will keep you with the bastard you're with – "all" men are decidedly not bastards, most are decent, some are really special. Minimising his outrageous behaviour with: "all relationships have their ups and downs" will keep you in the shitty relationship you are in.

He's not doing it because he's drunk, stressed, insecure, had a terrible cheating ex, is mentally ill, or because his mother dropped him on his head when he was a baby. He's doing it because he feels he has a right to do it. This is because he has certain beliefs about women which are fully supported by our culture. He's a misogynist – simple. Millions of men are stressed, heartbroken, insecure, bonkers, and addicted, some even have really awful girlfriends, and they don't abuse people or hate women.

All those fears you have that you're unlovable, stupid, useless, ugly, fat, unemployable, and too sensitive are not true. They are the consequences of living with a woman-hating wazzock who will only resort to violence when his other tactics start to fail. Many men never use their fists; they don't need to.

You are not alone. According to a poll, 33% of women go through this – it's nothing to do with your background, your socioeconomic group, or your religion: it's because you are a woman. I still don't know what love is, but I know it's not warm and fuzzy feelings – it's actions, it's what you do. I still like men, I love male company, I have some great friends. Decent men respect women.

Before you read:

As far as the heading of the article is concerned "*A moment that changed me: having the courage to leave an abusive relationship*", what do you think the topic of the text will be?

While you read:

information transfer. General Comprehension Chart. Complete the following chart with information from the article above:

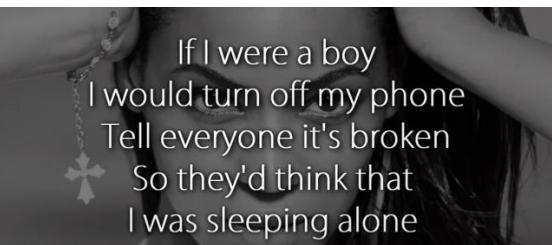
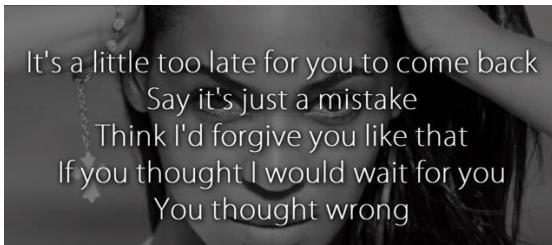
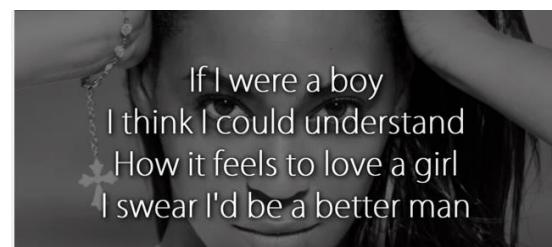
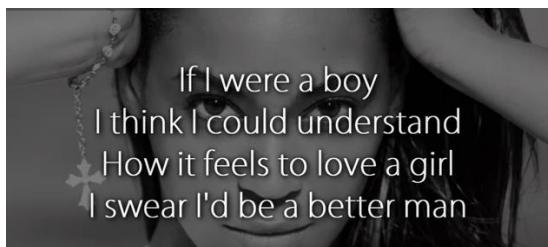
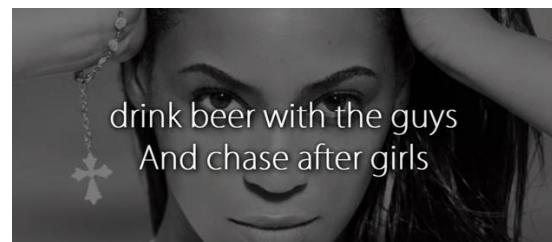
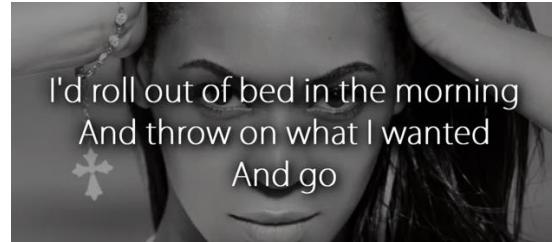
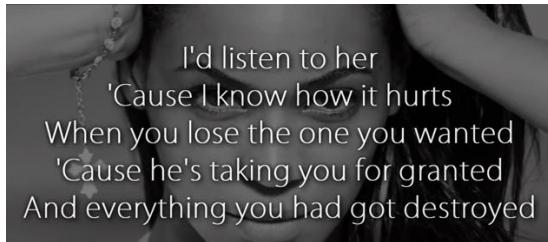
When did the woman leave the abusive relationship?	
How did her ex-boyfriend behave when everything was fine?	
How did her ex-boyfriend behave when everything was wrong?	
What were the consequences for the woman to be in such a stressful relationship?	
Did her ex hit her?	
Did her ex abuse her?	
What is the meaning of abuse?	
How often does domestic violence take place in the UK?	
Has the woman's friend recovered from domestic abuse?	
What has the woman left since she left?	
What is the reason behind a man abusing a woman?	
Should women feel guilty of having been abused?	
How many women go through domestic violence?	

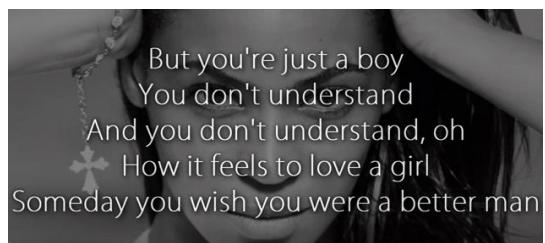
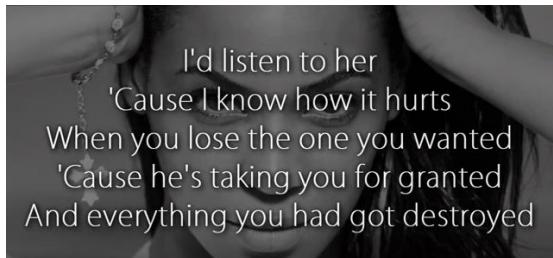
After you read:

Round Robin: Discuss with your friends: what advice would you give to somebody you know is suffering from domestic violence?

Activity 1: Beyoncé's *If I were a boy* (Differentiation)

Warm-up activity by means of authentic material. In groups of 3, the students with curricular achievement gaps put the following pieces of the lyrics in order (they will be cut into different pieces) while listening to Beyoncé's song:





Activity 1: Beyoncé's *If I were a boy*

Pre-listening: Activate their previous knowledge: as far as the title is concerned, what do you think the song will be about?

While-listening: In groups of 3, students put the following pictures in order (they will be cut), according to Beyoncé's song

(If I were a boy (x3))



(Even just for a day)



(I'd roll out of bed in the morning)



(I'd throw on what I wanted)



(I'd drink beer with the guys)



(I'd chase after girls)



(How it feels to love a girl (x3))



(I'd be a better man (x3))



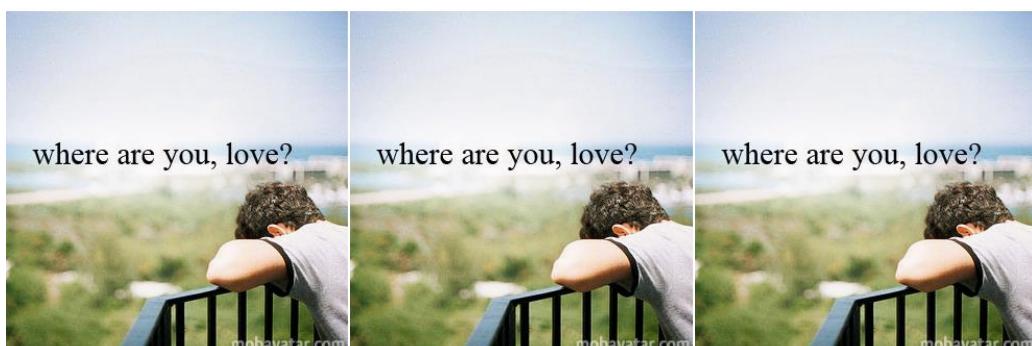
(I'd listen to her (x3))



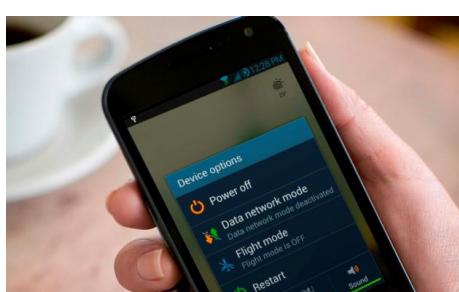
(I know how it hurts (x3))



(You lose the one you wanted (x3))



(I'd turn off my phone)



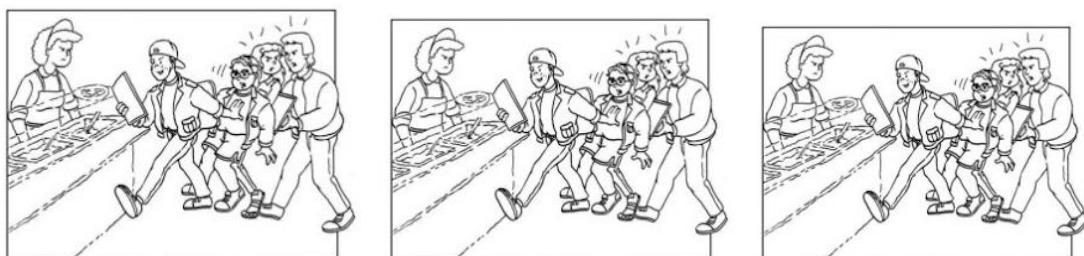
(I'd tell everyone it's broken)



(They'd think that I was sleeping alone)



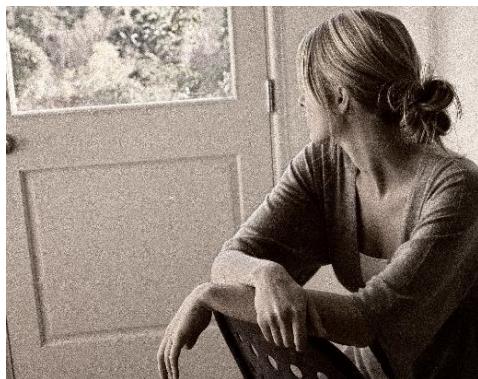
(I'd put myself first)



(I'd make the rules as I go)



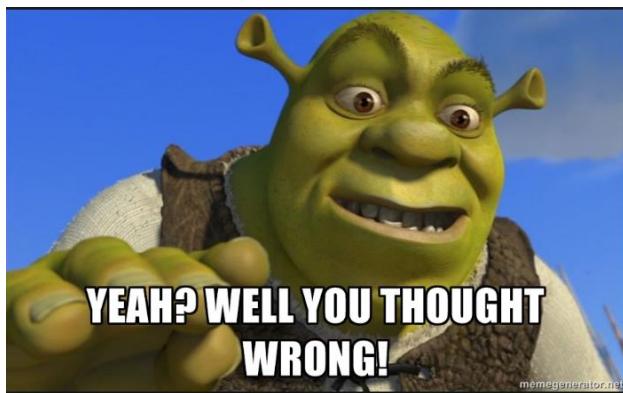
(She'd be faithful, waiting for me to come home)



(It's too late for you to come back)



(You thought wrong)



Correction of activity 1: Lyrics of the song to be projected once they finish putting the pictures in order, for students to see when every situation takes place.

"If I Were A Boy"

[Verse]
 If I were a boy
 Even just for a day
 I'd roll out of bed in the morning
 And throw on what I wanted and go
 Drink beer with the guys
 And chase after girls
 I'd kick it with who I wanted
 And I'd never get confronted for it.
 'Cause they'd stick up for me.

[Chorus]
 If I were a boy
 I think I could understand
 How it feels to love a girl
 I swear I'd be a better man.
 I'd listen to her
 'Cause I know how it hurts
 When you lose the one you wanted
 'Cause he's taken you for granted
 And everything you had got destroyed

[Verse]
 If I were a boy
 I would turn off my phone
 Tell everyone it's broken
 So they'd think that I was sleepin' alone
 I'd put myself first
 And make the rules as I go
 'Cause I know that she'd be faithful
 Waitin' for me to come home (to come home)

[Chorus]
[Bridge]
 It's a little too late for you to come back
 Say it's just a mistake
 Think I'd forgive you like that
 If you thought I would wait for you
 You thought wrong

[Chorus 2]

But you're just a boy

Post-listening: Recognising the unmarked stress pattern

Listen to the song again and pay attention to the following utterances. Then, underline the word which you think receives more prominence. For example:

"If I were a boy" → What syllable do you stress?

If I were a boy? / If I were a boy?

- Even just for a day
- I'd roll out of bed in the morning
- I'd throw on what I wanted
- I'd drink beer with the guys
- I'd chase after girls
- You don't understand how it feels to love a girl
- I'd be a better man
- I'd listen to her
- I know how it hurts
- When you lose the one you wanted
- I'd turn off my phone
- I'd tell everyone it's broken
- They'd think that I was sleeping alone
- I'd put myself first
- I'd make the rules as I go
- She'd be waiting for me to come home
- It's too late for you to come back
- You thought wrong



- What do the tonic syllables that you underlined have in common?
-

- ⊕ In the following patterns, every single circle corresponds to each one of the syllables of the utterances in the first activity. The big circle indicates the position of the stressed syllable of the utterance, that is to say: the placement of the tonic syllable. According to the tonic syllables that you underlined in the utterances before, what stress pattern do you think they follow?

(...)oooOooo(...) (...)Oooooo(....) (...)ooooO(...)

(...)ooOooOoo(...) (...)OOoooOO(...) (...)oooooooo(...)

Activity 3: Getting familiar with the unmarked stress pattern

Student A reads the first clause of the conditional taking into account the unmarked stress pattern identified in activity 1. Student B chooses the matching second clause of the conditional and reads it aloud to student A, paying special attention to the stress pattern.

STUDENT A	STUDENT B
⊕ If I were French...	⊕ ...I'd eat fish and chips
⊕ If I were English...	⊕ ...I'd love baguettes
⊕ If I were Chinese...	⊕ ...I'd always smile
⊕ If I were American...	⊕ ...I'd be very tall
⊕ If I were Thai...	⊕ ...I'd eat pizza
⊕ If I were German...	⊕ ...I'd go to New York
⊕ If I were Italian...	⊕ ...I'd see kangaroos
⊕ If I were Australian...	⊕ ...I'd speak Mandarin

Activity 4: Changing the pattern to contrastive stress

In groups of 3: Students A, B and C are assigned a stress card. Student A chooses one of the gender stereotypes below and reads it according to the assigned stress pattern. Student B reports student A's stereotype to student C applying a contrastive stress pattern. Student C corrects student B with a different contrastive stress pattern and adds the reason of the correction, paying attention as well to the use of the second conditional:

Example provided:

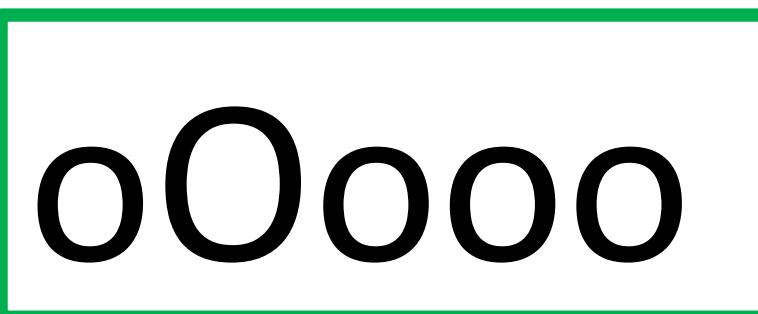
Boy ooooO: If I were a girl, I'd be motherly

Student oOooo: If Peter were a girl, he'd be motherly

Student ooOoo: If Peter liked young children, he'd be motherly

STRESS CARDS**STUDENT A**

ooooO

STUDENT B

oOooo

STUDENT C

oooOo

STEREOTYPES

If I were a boy, I'd wear sportswear

If I were a boy, I'd love action films

If I were a boy, I'd be muscled

If I were a boy, I'd like football matches on TV

If I were a boy, I'd have short hair

If I were a girl, I'd wear dresses and skirts

If I were a girl, I'd use pink pens

If I were a girl, I'd love drama films

If I were a girl, I'd be romantic and cheesy

If I were a girl, I'd be motherly

Activity 5: Video campaign to promote gender equality**FIGHT AGAINST GENDER STEREOTYPES!**

Dear students,

As you know, the course is coming to an end and this year, the school summer festival revolves around gender equality. All students are organising different activities to fight against gender stereotypes, including theatre plays, sketches, spots, poetry contests and so on. As you suggested, we will promote gender equality by means of recording a video campaign which will be shown to everybody attending the school festival the 21st June.

So as to record this video, you need to take the following guidelines into consideration:

- You can record it individually, in pairs or in groups of 4 students.
- You are allowed to bring any electronic devices at school and record yourselves during the break time.
- It cannot be more than 10 minutes long.
- You have to be creative and original.
- Videos including the use of the second conditional and the intonation patterns worked in class will have a bonus.
- This activity represents 50% of your final mark for this unit's assessment.
- Have fun and do your best to raise gender awareness!

Socrative: Subject Quiz

<https://b.socrative.com/teacher/#edit-quiz/22551130> Room: CUCZJHNR



Nombre: _____

Fecha: _____

Nombre del cuestionario: With what subjects do you associate the following actions?

1. To work as a shop assistant

- A He
- B She
- C Both

2. To work as a shop assistant

- A He
- B She
- C Both

3. To read a book

- A He
- B She
- C Both

4. To be strong

- A He
- B She
- C Both

5. To work as a teacher

- A He
- B She
- C Both

6. To cook lunch

- A He
- B She
- C Both

7. To look thin

- A He
- B She
- C Both

8. To be the breadwinner

- A He
- B She

9. To do the cleaning

- A He
 - B She
 - C Both
-

10. To be sexy

- A He
 - B She
 - C Both
-

11. To walk the dog

- A He
 - B She
 - C Both
-

12. To change diapers

- A He
 - B She
 - C Both
-

13. To work as a doctor

- A He
 - B She
 - C Both
-

14. To repair the car

- A He
 - B She
 - C Both
-

15. To make the bed

- A He
- B She
- C Both

Self-assessment tool to collect information on the development of the lesson		
FEEDBACK ON:	YES ☺	NO ☹
Do the proposed activities cover the needs of the learners in terms of achieving an intelligible pronunciation of the target stress patterns?	✓	
Do the proposed activities appeal to the learners' personal interest and goals? Are they motivating enough?	✓	
Are the learners made aware of how focusing on pronunciation helps them develop as intelligible speakers of English?	✓	
Is the used material authentic and contextualised regarding the topic of the unit?	✓	
Are the proposed activities in conjunction with the macroskills of listening and speaking?	✓	
Are students provided with sufficient positive feedback along the lesson?	✓	
Is the productive practice of the students the expected one?	✓	
Have I been able to raise gender awareness with the whole lesson?	✓	
Have I been able to diagnose errors during the lesson?	✓	
Is the general impression that I have after the lesson enough to evaluate teaching materials and improve them if necessary?	✓	

Instrument to assess the students' performance				
Student's name:	1 Excellent	2 Good	3 Acceptable	4 Poor
ATTITUDE AND CLASS ACTIVITIES (20%)				
Respectful attitude towards the subject, the teacher and the classmates.				
Determination to follow directions the first time they are given				
Active participation in the proposed class activities.				
Appropriate degree of autonomy when working individually.				
Appropriate degree of cooperation when working in groups.				
Active contribution to the gender awareness debates generated.				
Degree of fluency in the spontaneous discussions about gender.				
Ability to negotiate meaning in information exchange activities.				
Development of the communicative ability with accuracy and fluency.				
Ability to know when to use either the unmarked-stress pattern or the contrastive-stress pattern.				
WRITING AN ESSAY (30%)				
The thesis statement is clearly defined				
All the ideas are relevant to the topic				
Arguments and ideas are developed in a logical, organised and sequenced way				
There is a sense of cohesion, coherence and unity throughout the essay				
All paragraphs have a clear topic sentence				
Specific examples of main ideas are provided				

There is a good range of rich and varied vocabulary				
There is variety of syntactic structures				
The target structure of the second conditional is used appropriately				
There are not too many spelling and punctuation mistakes				
The conclusion ties up the main ideas avoiding repetition				
The content shows gender awareness				
The essay reflects the student is thinking critically				

RECORDING A VIDEO CAMPAIGN
(50%: 25% teacher assessment and 25% peer-assessment)

The minimum and the maximum time allowed are respected				
The student has an intelligible pronunciation and can communicate clearly with no difficulty				
The student's contribution is interesting and well-thought out				
The student's performance shows originality and creativity				
The student transmits a clear message against gender stereotypes				
The student's messages and performance manage to raise gender awareness				
The student makes use of the second conditional structure and intonation patterns worked along the unit				
The student makes good use of the ICTs				
Comments:				

PEER ASSESSMENT				
Student assessing's name:	1 Excellent	2 Good	3 Acceptable	4 Poor
RECORDING A VIDEO CAMPAIGN (50%: 25% teacher assessment and 25% peer-assessment)				
The minimum and the maximum time allowed are respected				
The student has an intelligible pronunciation and can communicate clearly with no difficulty				
The student's contribution is interesting and well-thought out				
The student's performance shows originality and creativity				
The student transmits a clear message against gender stereotypes				
The student's messages and performance manage to raise gender awareness				
The student makes use of the second conditional structure and intonation patterns worked along the unit				
The student makes good use of the ICTs				
Comments:				