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How to Fight Gender Stereotypes Using
Audio-Visual Materials in EFL Classroom

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Abstract

Gender stereotypes affect our expectations about behaviour and create assumptions of how we should relate to the world. Nowadays, role models from films and series teenagers are exposed to have a great impact on our daily life.

The objectives of this work are to find out if English teachers take gender issues into account when they teach, to know if they would implement a syllabus tackling gender issues, to know students' awareness of gender stereotypes, to design a syllabus of 5 sessions with the aim to raise awareness concerning this topic and to implement one session of the syllabus design.

So this paper explores the possibility to change mindsets through an interview to a secondary male teacher and to a female teacher from two different schools in Barcelona, of a questionnaire to 27 students from 1st of Batxillerat, of one session's implementation in a focus group of 6 students from this same class and of an observation grid in relation to this implementation.

This study suggests that it is possible to fight against gender stereotypes using audio-visual materials in an EFL classroom and that teachers are willing to implement this project as both, teachers and students, agree with the need of eradicating gender stereotypes.

Keywords: audio-visual materials, gender stereotypes, gender stereotypes deconstruction, creation of a short film.

Resum

Els estereotips de gènere afecten les nostres expectatives sobre el comportament i creen suposicions sobre com hem de relacionar-nos amb el món. Avui dia, els models a seguir de pel·lícules i sèries d'adolescents estan exposats a tenir un gran impacte en la nostra vida diària.

Els objectius d'aquest treball són saber si els professors tenen en compte assumptes de gènere quan ensenyen, saber si implementarien un programa que aborda qüestions de gènere, conèixer com de conscienciats estan els estudiants amb els estereotips de gènere, dissenyar un programa de cinc sessions per a conscienciar sobre aquest tema i implementar una sessió del programa.

Així, aquest article explora la possibilitat de canviar la mentalitat a través d'una entrevista a un professor i a una professora de secundària de dos col·legis de Barcelona, d'un qüestionari a 27 estudiants de 1r de Batxillerat, de la implementació d'una sessió amb un grup reduït de 6 alumnes d'aquesta classe i d'una taula d'observació d'aquesta implementació.

Aquest estudi suggereix que és possible lluitar contra els estereotips de gènere usant materials audiovisuals en una classe d'anglès com a llengua estrangera i que els professors estan disposats a implementar aquest projecte ja que tots dos, professors i alumnes, coincideixen en la idea que els estereotips de gènere haurien d'eradicar-se.

Paraules clau: materials audiovisuals, estereotips de gènere, desconstrucció dels estereotips de gènere, creació d'una pel·lícula curta.

Resumen

Los estereotipos de género afectan nuestras expectativas sobre el comportamiento y crean suposiciones sobre cómo debemos relacionarnos con el mundo. Hoy en día, los modelos a seguir de películas y series de adolescentes están expuestos a tener un gran impacto en nuestra vida diaria.

Los objetivos de este trabajo son saber si los profesores tienen en cuenta asuntos de género cuando enseñan, saber si implementarían un programa de estudios que trate sobre cuestiones de género, conocer cómo de concienciados están los estudiantes con los estereotipos de género, diseñar un programa de cinco sesiones para concienciar sobre este tema e implementar una sesión del programa.

Así que este artículo explora la posibilidad de cambiar la mentalidad a través de una entrevista a un profesor y a una profesora de secundaria de dos colegios de Barcelona, de un cuestionario a 27 estudiantes de 1º de Bachillerato, de la implementación de una sesión con un grupo reducido de 6 alumnos de esta clase y de una tabla de observación de esta implementación.

Este estudio sugiere que es posible luchar contra los estereotipos de género usando materiales audiovisuales en una clase de inglés como lengua extranjera y que los profesores están dispuestos a implementar este proyecto ya que ambos, profesores y alumnos, coinciden en la idea de que los estereotipos de género deberían erradicarse.

Palabras clave: materiales audiovisuales, estereotipos de género, deconstrucción de los estereotipos de género, creación de una película corta.

INDEX

1. Introduction.....	6
2. Research questions.....	8
3. Objectives.....	8
4. Theoretical framework.....	9
4.1. What are gender stereotypes.....	9
4.1.1. Deconstruction of gender stereotypes.....	11
4.2. Audio-visual production as a didactic tool in EFL classroom.....	12
4.2.1. Effects of using audio-visual production in EFL classroom.....	12
4.2.1.1 Negative and positive effects of using audio-visual production in EFL classroom.....	12
4.2.2. Prototypical characters in films.....	13
5. Methodology.....	15
5.1.Context.....	15
5.2.Participants.....	16
5.3. Instruments.....	16
5.3.1. Chosen Films. Justification.....	17
6. Results and Discussion.....	21
6.1. Interview to teachers.....	21
6.2. Results of the questionnaire.....	22
6.3. Focus group.....	23
6.4. Observation grid.....	24
7. Conclusions.....	26
8. References.....	28
9. Annexes.....	31
9.1. Annex 1: Interviews with teachers.....	31
9.1.1. Interview 1.....	31
9.1.2. Interview 2.....	32
9.2. Annex 2: Results of the questionnaire to the students.....	34
9.3. Annex 3: Syllabus design of 5 sessions.....	39
9.4. Annex 4: Students' answers.....	47
9.5. Annex 5: Observation grid of the focus group.....	48

1. INTRODUCTION

Some time ago fighting gender stereotypes was something unthinkable and those who did it ended up punished in several ways. However, nowadays in most of the countries in the world, there are more people who firmly believe in the equality of the sexes and they fight for it without expecting negative consequences as, fortunately, many societies in the world are free to express what they think and what they feel.

Therefore, during my high school years, the experience of my students from private lessons and my observation period during my practicum, I have been able to observe that usually, the teaching method has not really changed and many lessons are teacher-centred, something that makes students feel bored and demotivated. These experiences have led me to search for a different way to teach English as a foreign language. I thought to work on the topic of gender stereotypes, combining it with the course book, during a whole year due to its relevance, still nowadays. This way, students could feel engaged because this course would be very dynamic and practical for them. Moreover, teachers have much influence over students; the change for an improvement resides in the classroom, and teachers are guides, among others, who can try to help students to walk in a more egalitarian and fair society.

So this dissertation aims to raise awareness of gender stereotypes and to fight them using audio-visual materials in EFL classroom. Audio-visual materials have been chosen because films and videos can detect and reflect clearly the issue of gender stereotypes, so it is something positive for students because my observations during some years have led me to consider that films and videos have more impact in adolescents than books have. Apart from that, teenagers are really into technologies, so audio-visual materials have been a good tool to find out that it is possible to fight gender stereotypes using audio-visual materials and that teachers are willing to do it in EFL classroom.

The aims were to find out the willingness of some teachers to implement this project in their classes, to know their and students' awareness about gender stereotypes and to implement one session of the syllabus design in order to know to what extent adolescents accept these stereotypes. The instruments that have contributed to my findings have been interviews with 2 teachers, a questionnaire to 27 students, a focus

group of 6 students and an observation grid. The results have been more positive than I thought because it has been showed that both teachers and students are very interested in the topic and agree about the need for eradicating it.

So the structure that this dissertation has followed is, first, the research questions and objectives of it, then the theoretical framework where is explained the topic of gender stereotypes, a deconstruction of them, the effects of using audio-visual production in EFL classroom and finally, the prototypical characters in films. To continue, I explain the methodology, which is a research, with the aim to find answers to my research questions and to achieve my aims. Finally, the results, discussion and conclusion will summarize this dissertation in regards to the theory provided in the first part interlaced with the results of the practical part leading to a positive conclusion.

2. RESEARCH QUESTIONS

1. Is it possible to fight gender stereotypes using audio-visual production materials in an EFL classroom?
2. Are teachers willing to implement this approach in an EFL Classroom?

3. OBJECTIVES

The aims of this dissertation are:

1. To find out if English teachers take gender issues into account when they teach
2. To know if teachers would implement a syllabus tackling gender issues
3. To find out the students' awareness of gender stereotypes and to what extent they accept them
4. To design a syllabus of 5 sessions with the aim to raise awareness concerning gender stereotypes
5. To implement one session of the syllabus designed.

4. THEORETICAL FRAMEWORK

4.1. What are gender stereotypes?

According to the *European Institute for Gender Equality* (2018), gender stereotypes are “preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.”

From early times, it has existed a clear inequality between men and women all over the world; the male sex has been established as the dominant one and the female sex, as the weak one. Moreover, each gender has been assigned different roles in society: men were supposed to be the ones who have to work, and women were supposed to behave well as wives and mothers. Besides, many activities, behaviours or colours have been attributed to each sex: football was for men, blue was only worn by men, men could be rude and womanizer; on the contrary, women were supposed to be soft, faithful, feminine and do nothing but taking care of the house and of the children. These characteristics have been clearly depicted and reported in films, books and real life.

Another relevant aspect of gender is sexuality. As Deborah Cameron (1997) states, “[A]long with gender roles are ideas about sexuality. In the United States, masculinity is associated with heterosexuality” (Cameron, 1997: 328). In addition, female sexuality has been invisibilized for centuries. However, this statement could be also applied to other countries such as Spain. In this country, for instance, the standardization of variety in terms of sexuality has not been recognized until 2005, when the same-sex marriage became legal and Spain became the third country in the world that legalized it. Nonetheless, it cannot be said that this variety has been deeply assimilated, respected and approved by the Spanish culture; there are still many people against it and, furthermore, there are some political parties whose ideologies are against of it. So, there is still a lot to do for the assimilation, respect and approval of the LGTBIQ+ community not only in Spain, but also all over the world because it not only about legalize a marriage, but also to make it visible so that it becomes normalized and respected by the citizens.

As it has been said before, gender stereotypes have been reported in films and books for some time now. During the Modernism movement in the 20th century, appeared many

feminist writers but one of the first ones was Virginia Woolf (1882-1941). She has been one of the most representative figures in feminist literature due to her contemporary point of view about the role of women in society and because in her texts, there are many truths that can be perfectly applied nowadays. She wrote *A Room of One's Own* in 1929, a clear novel criticizing, among others, the obvious differences between sexes, the women's freedom and the abuse of male power: "Women have served all these centuries as looking glasses possessing the magic and delicious power of reflecting the figure of man at twice its natural size" (Woolf, 1929: 30).

In addition, throughout time, many writers have been analysing, discussing and publishing about topics such as gender and sexuality. Walt Whitman (1855), a poet, journalist and essayist who, among other things, stood out for his freedom when writing about sexuality; Sidonie Gabrielle Colette (1944), a bisexual writer, actress and journalist who also wrote about sexuality; James Baldwin (1953), a writer and an activist for African-American civil rights who explored racism and sexuality in the United States in the 20th Century; Leslie Feinberg (1993), American activist and author, lesbian and transgender; Audre Lorde (1984), an African-American writer, feminist, lesbian and civil rights activist; Jeanette Winterson (1985), an English writer whose novels are about sexuality and gender.

But not only that, there also are many writers and scholars who have moved one step beyond and have analysed the gender and deconstructed it: Judith Butler (1990), a post-structuralist philosopher who contributes on the field of feminism, Queer theory, political philosophy and ethics; Luce Irigaray (1974), a French feminist linguist, philosopher and psychoanalyst considered as one of the foundational theorists of *Difference Feminism*; Michel Foucault (1976), an homosexual French philosopher, psychologist and social theorist known for his study on the history of human sexuality, among others; Monique Wittig (1992), a French writer and feminist theorist, who made important contributions to lesbofeminism and is considered a precursor to the queer theory; Warren Farrell (2005), an American writer, activist and essayist specialized in women and men' issues; Raewyn Connell (2007), a sociologist who is known for the concept of "hegemonic masculinity"; Laura Bates (2014), and English feminist writer who has founded an *Every Day Sexism Project* website in 2012; Sara Ahmed (2017), British-Australian academy whose area of study focuses on the intersection of feminist theory, queer theory, the theory of race criticism and post colonialism.

4.1.1. Deconstruction of gender stereotypes

To continue with Virginia Woolf, she wrote *Orlando* (1928) which was a novel about a transsexual person. This text is a clear example of gender deconstruction, as it talks about *taboo* topics such as sexuality or homosexuality. “She remembered how, as a young man, she had insisted that women must be obedient, chaste, scented, and exquisitely apparelled. ‘Now I shall have to pay in my own person for those desires,’ she reflected; ‘for women are not (judging by my own short experience of the sex) obedient, chaste, scented, and exquisitely apparelled by nature. They can only attain these graces, without which they may enjoy none of the delights of life, by the most tedious discipline [...]’ (Woolf, 1928: 118). In this passage, Orlando is realizing the large changes between the male and the female sex at that time, and the author is deconstructing the gender. This novel was considered as Modernist due to the novelty of its topics in the 20th century and from then on, the number of writers and scholars talking about sexuality, gender and deconstruction of it has increased.

One of the most famous and current scholars specialized in gender deconstruction is Judith Butler (1956). She is an American philosopher and a gender theorist who has a large number of publications regarding feminism, sexuality and gender. In *Gender Trouble: Feminism and the Subversion of Identity* (1990) she describes Gender as “the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of natural sort of being” (Butler, 1990:33). So, in short, Butler states that gender is something performative and a repetition of actions set by society. Moreover, Monique Wittig (1935) a French feminist writer, wrote in 1976 *The Straight Mind and Other Essays*: “For there is no sex. There is but sex that is oppressed and sex that oppresses. It is oppression that creates sex and not the contrary” (Wittig, 1976:2). This statement endorses the one of Butler as it comes to say that there is not freedom to be; society establishes laws and roles and human beings are supposed to follow them strictly.

This issue has been depicted in art and literature. There exist a vast number of films and books, no matter their genre, in which there is always a heterosexual couple or friends/enemies that become lovers. So again, the visibility for the LGTBIQ+ and for any kind of non-hegemonic masculinity or femininity community is scarce. Moreover, in most of these films, men and women have very marked roles according to their

genres. The positive point on these marked roles is that they can help to raise awareness to teenagers about gender stereotypes. Besides, it helps to bring debate to the classroom and to create a critical view about films' characters, which actually is something very positive for adolescents, who are in a process of personal maturity, in order to put into question these roles and stereotypes. Therefore, this is one of the reasons why audio-visual production can be considered a didactic tool in EFL classrooms because it is powerful in presenting stereotypes and can be used to deconstruct them.

4.2. Audio-visual production as a didactic tool in EFL classrooms

4.2.1. Effects of using audio-visual production in EFL classroom

4.2.1.1 Negative and positive effects of using audio-visual production in EFL classroom

Using audio-visual production in EFL classroom has advantages and disadvantages. To start with, the main disadvantage of doing it is time (Moreno, 2017:16). The class duration uses to be 55'/60' minutes, so watching the full movie becomes an impossible activity. Consequently, classes and activities have to be very well organised and thought so that students know that what they do makes sense and has an aim: being critical and empathetic.

On the other hand, using audio-visual production in EFL classroom offers many advantages for students such as realistic environments (Sherman, 2003:24) and an enhancement of their speaking, pronunciation, intonation and the awareness of vocabulary (Curtis, 2007).

Secondly, cinema is considered a value transmitter; in this case, it can be a value transmitter of gender issues. Loscertales and Núñez (2001: 17) consider that cinema has a double psychosocial value: the first one is to mirror the prototypical stereotypes from society and the second one is to generate values, ideologies and attitudinal patterns in terms of cognition, emotion and behaviour. For this reason, it is significant to work with films focusing on gender stereotypes, as Loscertales and Núñez (2001) have said that

films reflect the former and current societies, working on this topic through audio-visual production is so beneficial for teenagers to start building up a critical view and a personal reflection about this issue. So watching a film is also an opportunity to analyse the values behind it and the general knowledge that it brings (Martínez-Salanova, 2002).

Apart from that, audio-visual production also helps students to develop their intercultural competence. As Vez, J.M. and González Piñeiro state (2004), language not only reflects the culture of its society but also language helps to construct its culture. For this reason, as Abascal (2016: 31) affirms, it is important for second language teachers to involve students in the culture of the language they are learning, otherwise, they would not be able to comprehend some aspects such as humour, ambiguity, native expressions or ways of life. How can students know the way women are valued in different countries? How can students understand the invisibility of them or of the LGTBIQ+ community in many countries? There are films that depict these issues; so consequently, these films are a source of information that comes to students with the aim to be analysed.

Finally, another advantage is that cinema can be a “behaviour modifier” (Moreno, 2017: 16); which actually is something very positive, to be eye-opening to modify certain toxic behaviours towards gender issues in this case. By watching films that deconstruct gender stereotypes, what it is intended is to raise awareness of the real world and the real society, which is full of diversity in every sense. It is important for the teacher to teach students how to be critical, what aspects have to be analysed in the film so that their critical thinking leads them to build up a personal opinion based on empathy and respect and to break up with machismo and LGTBIQ+s phobia.

4.2.2. Prototypical characters in films

Many of the films that have been recorded and released throughout time have been starred by actors and actresses developing a prototypical character depending on their gender.

From the very beginning, children from the 30s have grown up with Disney films, in which there always existed a soft and fragile princess who had to be saved by a

courageous prince. Consequently, these roles have been established as a pattern in society, like a mirror for it.

In Disney films, as Wiersma (2000: 30) quotes from Watts (1997: 356), “Disney held a very old-fashioned view of women... he held to a set of a traditional... attitudes... [such as] as woman’s natural place was in the home as a wife and mother.” In addition, this same author considers that the ideal female for Walt Disney was a “self-sacrificing moral instructor, skilled domestic manager and compassionate caregiver” (Watts, 1997: 329). This vision is not that old as there are still ideologies in current societies which believe that about women. Furthermore, in other types of films like horror ones, as Krahn (2015:7) quotes from Keisner (2008) “a woman [is] continually victimized and screaming for help while a *madman* is trying to murder her”; it is almost unthinkable that the killer is the woman (Krahn, 2015: 8). So again, the figure for women is seen as fragile in horror films too.

However, fortunately, there have been recorded and released more films, from Disney and not from Disney, which empower women and they become the “hero” or even independent women who do not need any prince to save them.

5. METHODOLOGY

5.1. Context

The school in which this work has been set is in Jesuïtes Casp Sagrat Cor de Jesús, a semi-private school in the centre of Barcelona. In its website, it can be found all the information related to the school:

Jesuïtes Casp hosts from pre-school students to Second of Batxillerat and its educational project is based on helping students to develop their abilities and to acquire values which lead them to personal fulfilment. The learning process is thought to help students to think and to learn, taking into account the need for applying different methods to achieve successfully attention to diversity.

Moreover, this school understands the competences worked with students as the capacity to use, transversally and interactively, their knowledge and abilities in different contexts. The competences that are considered as basic are related to linguistic and audio-visual communication, artistic and cultural competence, digital competence and the use of information, mathematics competence, learn to learn competence, autonomy and personal initiative competence, knowledge and interaction with the world competence and social and citizenship competence.

Apart from that, Jesuïtes Casp Sagrat Cor de Jesús is involved in the issue of additional languages such as English. They do international mobility; they participated in “Young Leaders Conference” due to the 175th anniversary of a Jesuïtes school in England, *Mount Saint Mary*. They also participate in exchange programs called “Let's broaden our minds!” For more than 25 years, students from Jesuïtes schools around the world do exchanges. They can go to the school mentioned before in England or to the USA, Canada, Germany and France. Another exchange program they do is “The Ignatian Way”. It is an exchange-pilgrimage experience with students from Jesuïtes Casp Sagrat Cor de Jesús and an Arizona school.

Moreover, some of the school projects are in English, “Our Home is the World”, for instance. St Joseph Academy Cleveland went to the school, concretely to 1st and 2nd of Batxillerat because students exposed their projects about the multicultural reality in the USA and they also worked in small groups some contributions from great Anglo-

American thinkers throughout history; thus students promoted the oral competence thanks to these projects. Regarding CLIL, Jesüites Casp Sagrat Cor de Jesús has school subjects taught in English such as Natural and Social Science or even Technology. They also work with language assistants and Erasmus students, and besides, teachers can improve their teaching manner in “partners” schools in the USA.

5.2. Participants

The participants have been 2 teachers for the interviews, 27 students for the questionnaire and 6 students for the implementation of one session of the syllabus design with the focus group and for the observation grid.

On the one hand, the teachers are a woman and a man. The first one is about 40 years old and she works in Santa Maria dels Apòstols, a school in Barcelona. The man is about 30 years old and he works at Jesüites Casp, in the centre of Barcelona. Both of them have been teaching for 10-20 years and they studied English Philology.

On the other hand, the group of 27 students comes from Jesüites Casp and they are students from 1st of Batxillerat, so they are 16-17 years old. For the focus group, the 6 students are also from this class.

In relation to their English profile, some of them show interest in the subject and have a good level at it: medium-high; Reading and Writing are the two more difficult skills for them. Some of them have already the FIRST Certificate and others are being prepared for it.

5.3. Instruments

The instruments used in this dissertation are:

1. Interviews to 2 teachers, man and woman: To find out if they take into account gender issues in their English classes, to know their opinion about this project and

to know if they think they would implement it in class.

2. A questionnaire to 27 students: To know what their ideas on gender stereotypes are and about their personal motivation of the project. Also, to know about their technical knowledge editing a video so I can calculate the time devoted to technical explanations.
3. A focus group of 6 students: They have to comment on with their classmates two excerpts from the film *Billy Elliot* (2000) in which gender stereotypes are very marked. This activity has the aim to raise awareness about gender stereotypes.
4. An observation grid: So that I can see how students react to the gender stereotypes topic when watching the two excerpts, to what extent they accept this topic, to find out their awareness on it and to observe their respect towards it.

5.3.3.1. Chosen Films. Justification

The selection of films that the teacher makes is very important; s/he has to think about the students' interests so that they feel identified with the characters with the aim to reflect about it later on (Moreno, 2017: 20).

Three films have been chosen for the research of how to fight gender stereotypes using audio-visual materials in EFL classroom; the three of them deconstruct gender stereotypes:

1.

Synopsis:



Frozen (2013) is a Disney film directed by Jennifer Lee and Chris Buck.

It tells the story of two sisters, Elsa and Anna. Elsa has secret magical powers in her hands; she turns into ice everything she touches.

Frozen (2013)

One day, when the two sisters were children yet, they were playing and Elsa hurt Anna unintentionally, so their parents, with the aid of a healer, made Anne forget that Elsa had magical powers so that she could recover. Although they were closed sisters, Elsa prefers to save the distances so that she does not hurt Anna again.

Years after, their parents die when sailing, so Elsa becomes the queen of the town, *Arendelle*, and in the coronation day, everybody in the party, included Anna, discovers the powers of Elsa, so she escapes. After that, Anna runs after her and in the journey, she meets Kristoff, Sven and Olaf. (Anna could be depicted as the prototypical princess who falls in love easily); she actually falls in love with a man, Hans, she just met in the coronation and she decided that meanwhile Elsa came back; he had to be the king. That decision is what binds the plot because Hans only wants power.

In the end, Anna is hurt again by Hans; she can be only saved by “a true love act” (at this moment, the audience is expecting the kiss of Kristoff, who is in love with Anna, but not). This true love act comes from Anna, who sacrifices herself and saves her sister Elsa from a sword that Hans wanted to thrust her.

So this film is interesting because:

- The prototypical princess does not really exist,
- The one who has the power is a girl, Elsa, who becomes the queen, without a king
- The famous “true love act” is between sisters’ love, not from a prince.

Frozen (2013) would be watched in the 1st term as an introduction to the topic of gender stereotypes. As it is a Disney film different from the traditional ones such as *Cinderella* (1950) or *Snow White* (1937), it is a good example for students because *Frozen* breaks up with the conventional view of a Disney Princess. So, students would hold a debate, among other activities, about the topic they prefer (see Annex 3).

2.

Synopsis: Melfi.



Hidden Figures (2017)

Hidden Figures (2017) is a film directed by Theodore

Melfi.

It is based on a true story about African-American female mathematicians who worked at NASA during the Space Race.

The film talks about:

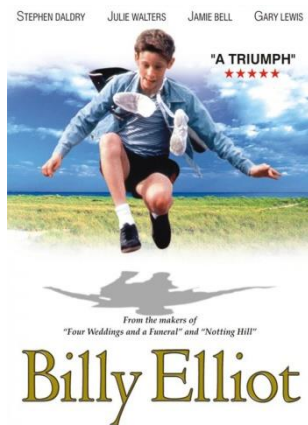
- Katherine Johnson, a mathematician who calculated flight trajectories for Project Mercury, among other missions,
- Mary Jackson, a NASA supervisor and mathematician too
- Dorothy Vaughan, a NASA engineer.

Thanks to these women and their calculations, John Glenn became the first American astronaut to make a complete Earth orbit. So Johnson, Jackson and Vaughan **became the first females who achieve something considered impossible**.

So the interesting aspects that can be worked on are:

- Comparison of women at that time and now
- Inequality of sexes and races
- Deconstruction of the prototypical woman in films and books.

3.



Billy Elliot (2000)

Synopsis:

Billy Elliot (2000) is a film directed by Stephen Daldry. It talks about an 11-year-old boy who lives in a fictional town, Everington, in County Durham, England. He lives with his father, his brother and his grandmother, who aspired to be a professional ballet dancer.

Billy's father wants his son to learn boxing, so he sends him to the gym. However, Billy discovers his real passion which is ballet. At first, he will dance secretly, with the aid of the ballet teacher, but everybody will know about his passion and he will have to fight for it so that he becomes a professional dancer, because his father is the first one who is against it, as it is not a "hobby" for boys.

This film will help teachers to work on topics such as:

- Gender stereotypes: A boy who dances ballet
- The acceptance process of Billy's family to become a professional dancer.

These two films, *Hidden Figures* (2017) and *Billy Elliot* (2000) would be watched during the 2nd term, but students would watch only some excerpts because watching the entire films would consume too much time. The procedure related to the films would be the same as the followed in *Frozen* (2013), debates, posters, etc. (See Annex 3).

In the 3rd term, students would have to create a short movie (30 minutes maximum) in which they would have to deconstruct gender stereotypes. In Annex 3, there are two examples of how would be the first sessions of the term.

6. RESULTS AND DISCUSSION

6.1. Interview to teachers

Two teachers were interviewed, a woman and a man. They had to answer 4 questions:

1. What do you understand by *Gender Stereotypes*?
2. Do you take gender stereotypes into account when you teach? Do you try to fight them? How? (It means, do you try to be politically correct when speaking so that any student feels excluded? Do you try to promote a respectful environment in class in terms of sexual diversity? for example)
3. How do you think audio-visual materials can be used to fight gender stereotypes in class?
4. Would you implement this project in an EFL classroom? Why/Why not?

Regarding the first question, both teachers seemed to be well informed about the topic as they provided a clear definition of gender stereotypes. Besides, they do it in a kind of claiming tone: the woman says “[...] These roles make no sense because I truly believe that men and women have no defined roles to follow” (see annex 9.1.1.). On the other hand, the man says “This stagnation of the roles of men and women have become stereotypes that must be eradicated in favour of a totally egalitarian society” (See Annex 9.1.2.).

To continue, their answers in the second question were positive. They both consider gender stereotypes when they teach and they seem to provide countless examples in class in which all genders and relationships are included. Moreover, they provide videos, listening or readings out of the book, because as the male teacher said, their course books do not evolve at the same speed that society.

In the third question, they both provide many examples in order to fight gender stereotypes in class, such as series, documentaries where sexual diversity appears and so on. Therefore, they support these materials because it helps students to realize the reality in different communities and to compare the former and current societies as Loscertales and Núñez state (2001: 17).

Finally, they both agreed on implementing this project, which was one of my research questions, because first, it is appealing for them and this can help to engage students

easily, and second, because it is a period in which they start building critical thinking, as Loscertales and Núñez (2001) affirm. However, as the male teacher says, it would be a better idea if before watching the films, students do a pre-task in order to pave the way towards the project itself.

So their answers surprised me because I thought that there were not many the teachers concerned with this topic, but in the case of they two, they do and they really look into the topic.

6.2. Results of the questionnaire

The 27 students, 13 females and 14 males, had to answer 14 questions. In all of them, they had to choose 1 option out of 2 or 3, except in 2 questions, where they had to write the answer briefly (see Annex 9.2.).

On the one hand, the answers that surprised me positively were questions number 2, 3, 4, 7, 8, 9, 13 and 14. Questions 2 and 3 asked about the adjectives and attitudes that they associate with girls and boys. Fortunately, they answered that it depends on the person, so we should not attribute them any adjective. This answer shows that they do not categorize people by their sex, which is a positive and hopeful finding. Then, in question 4, all of them thought that this connection between gender and attitudes are socially constructed, only 5 answered that it was something natural. To continue, in question 7, 20 people answered that they do not feel represented by prototypical characters in films, for example in Disney's films, which is something positive because these prototypes use to narrow the personal freedom as a human being, above all, in women and, as Wiersma (2000: 30) states, they depict a very old-fashioned view of women. In question 8, surprisingly, 25 people think that there are too many prototypical characters in films. Then, in question number 9, 25 students think that the topic of gender stereotypes should be worked on school and this is good news because it shows that they are interested in this issue and that they want to eradicate it. In question number 13, 21 students would like to make a movie breaking the gender stereotypes, which are more people than I thought because I thought that many of them could reject the idea due to shyness, for instance. In addition, in question 14, they showed their imagination and interest providing some examples about deconstructing gender, which

is something helpful in the case that this project would be carried out. Finally, in question 11, 14 of them answered that they have edited a video at some point, some said that it was easy and others, difficult, so at least two sessions should be provided to explain how to do it.

On the other hand, the answers that surprised me negatively were number 5 and 10. In question number 5, more than half of the class think that they cannot do certain things because of their sex. It would be interesting to deepen in this question and ask them which the things are that they think they cannot do and try, teacher and students, to find a solution to them. Then, in question number 10, 19 people answered that they felt that some teachers have treated them differently because of their sex, which is something outrageous because teachers should try to avoid these situations and promote an egalitarian and respectful environment in class.

6.3. Focus group

With the focus group, composed of 6 students, I implemented the session designed in the 2nd term (see annex 9.3.).

First, I showed them a video in which children were asked some activities and they had to associate them to a *Barbie* or to a *Ken*. Their answers were prototypical, so students shared their surprise when watching the video because those children seemed to have very clear that, depending on your sex, you have to do one activity or another.

Then, I showed them an excerpt of the film *Billy Elliot* (2000) in which Billy's father finds out that his son is dancing ballet instead of doing boxing, as Billy's father wanted. I stopped the video at that moment and students had to figure out what his father was going to say to Billy; they wrote it in a photocopy (see annex 9.4.) and then they shared it with the rest of classmates. After that, the video was played again until the end of the sequence so that they compare their answers with what actually happened in the film. All of them were right; they knew that their father was going to say him something prototypical.

To continue, I showed them the second excerpt of the same film, in which Billy is with his friend Michael. It was Christmas and they were on the street. Billy told Michael that his hands were frozen, so Michael offered Billy to put them inside Michael's jacket,

Billy does it and then they stared at each other and Michael kiss Billy on the cheek. I stopped the video at that moment and students had to do the same as with the first excerpt. Some of them thought that Billy was going to get angry, surprised, even scared. However, only one student answered that Billy would think that this is something normal because they are friends and by putting your hands inside of a friend's jacket does not mean that you are gay (see annex 9.4.).

Finally, they held a debate about the gender stereotypes that they have seen in the excerpts and about their opinion of this topic in the current society. They all seemed very concerned with the topic and they showed that new generations are willing to fight against gender stereotypes.

6.4. Observation grid

Finally, the observation grid helped me to deepen in their way they deal with the topic (see annex 9.5). They showed respect when watching the excerpts and when sharing their comments with their classmates. The positive thing is that all of them looked interested in the topic; although at the beginning, girls were less active than boys were, but at the end, all of them ended up participating in equal parts. Moreover, when sharing their comments, girls seemed to be shier than boys, so they looked more nervous and a bit insecure, but once they talked and the rest agreed, they felt more courageous and kept on sharing experiences and opinions. Therefore, boys looked a bit more self-confident when talking, but they did it in a respectful way and they agreed that gender stereotypes should disappear. All of them believe that this topic will be obsolete in the future as they think that societies will become more natural, permissive and egalitarian.

Apart from that, all the students were aware of gender stereotypes; maybe girls were a bit more aware than boys. Consequently, to some of them, their awareness of the topic did not increase, but others students told me that these excerpts helped them to remember the different kinds of gender stereotypes and to distinguish them easier, which could lead to modifying their behaviour (Moreno, 2017: 16).

So these findings, together with the interviews, the questionnaire and the focus group, led students to a personal reflection, as Moreno (2017) affirmed, and led me to the conclusion that it is possible to fight gender stereotypes using audio-visual production

materials in an EFL classroom, which was my other research question. Students' knowledge about the topic blooms with great vigour and besides, they can work efficiently, their imagination soars and, according to them, learning English would be more interesting to them if they did a project like this one.

7. CONCLUSIONS

To fight gender stereotypes using audio-visual materials in EFL classroom is possible and positive by holding debates, playing games and showing them videos or films. Moreover, this topic helps students to build up critical thinking (Loscertales and Núñez, 2001: 43) because it is a relevant and a very discussed topic nowadays, so thanks to that, it turns more appealing for them and maybe learning English by working on this topic could bring great results.

The students and teachers who have contributed to the results for my research questions have shown their knowledge, interest and position about gender stereotypes. Thanks to these findings, we can consider that this topic could be another way of teaching English as a foreign language because, in the background, we work on a topic which every day is being more discussed. Therefore, as it is a relevant and actual issue, students feel more engaged and the acquisition of English could be more effective.

Moreover, it is important to remember some of the most relevant findings in this dissertation. The teachers interviewed take into account gender stereotypes when they teach, which is a major breakthrough because this way, the project proposed could be implemented, as they would like to. Then, most of the students showed that they are aware of gender stereotypes and agreed that they are socially constructed. However, five adolescents answered that they are natural, so teachers should try to guide these students towards the thought that gender stereotypes are not natural at all. In addition, most of the students thought that it would be a good idea to make a film deconstructing gender stereotypes, which is an incentive to continue thinking of how to improve the project so that it can be carried out.

Regarding the accomplishment of my aims in this research, I can say that I have reached all of them. I found out that fortunately, these teachers take into account gender issues when they teach and that they would implement the project. I also found out that students are more aware than I thought of gender stereotypes and that they want to eradicate them, so thanks to this awareness they may be able to participate in class feeling more self-confident and providing great ideas to the development of the project. I have also been able to design a syllabus of five sessions in order to give an idea of how this project would be carried out with the aim to raise more awareness concerning gender stereotypes. Finally, I have been able to implement one session of this syllabus

design, which has helped me to orient myself about students' knowledge of this issue and about the effectiveness when working on it.

Nonetheless, I have dealt with some limitations during this research. Two students of the focus group had already watched *Billy Elliot*, so I had to choose the other two students in order to achieve real findings; it was not a big deal because many students offered themselves to do the activities very quickly. However, it was actually a setback because I had only 55 minutes to do the session and choosing other two students consumed some time. Moreover, depending on technology for watching the videos was also more time consuming because, in the beginning, we had some problems with the internet connection; as Moreno (2017: 16) affirms, time is one of the main disadvantages when using-audio visual materials in class. Apart from that, I also wanted to interview at least one more teacher, but it was not possible due to their schedule or daily routine in and out of the school. In addition, I would like to have implemented at least one more session, but the teacher had the rest of the course very well prepared because students had a projects' week or school trips, so it has not been possible to implement more than one. For this reason, I cannot consider which will be all the necessities in the case of implementing the project.

With this research, I hope to have contributed new findings to the issue of gender stereotypes in EFL classroom, showing that both teachers and students in 2019 are aware of this topic and are willing to fight against it in order to eradicate them to paving the way to these and future generations. Therefore, thanks to their willingness, it has been proved that this project could be carried out.

Further research will be around how to make a short movie in EFL classroom, according to Garner's Multiple Intelligences theory, deconstructing gender stereotypes. Developing a larger project in which a whole class produce a movie and each student is assigned a function within the film according to the role s/he would better fit, having tested them before so that the assignation of roles is effective and the creation of the movie, successful.

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9. ANNEXES

9.1. Annex 1: Interviews with teachers

9.1.1. Interview 1

1. What do you understand by *Gender Stereotypes*?

Female Teacher: I understand Gender Stereotypes as the roles that the society has attributed to men and women. These roles make no sense because I truly believe that men and women have no defined roles to follow.

2. Do you take gender stereotypes into account when you teach? Do you try to fight them? How? (It means, do you try to be politically correct when speaking so that any student feels excluded? Do you try to promote a respectful environment in class in terms of sexual diversity? For example).

Yes! I try to include all the possibilities in my class. One simple way to fight against it is to put examples mixing both genders. For example: John eats cookies/ Carlota eats cookies.

Moreover if we talk about relationships and I have to put examples I try to write all the possibilities down. For example: David loves Josep/ Paula loves Lucia. Furthermore, I never ask girls about their boyfriends and the same with boys, I never ask them about their girlfriends. If we are talking about their couples I try to be the more politically correct as possible.

Sometimes, if we have to do some listening I play series such as “Modern Family” where we can find Mitch and Cam, who are homosexual or I have also played some chapters from “Orange is the new black” where there are homosexual couples or transgender (or transsexual, I don’t know which is the correct way to say it ☹) characters.

3. How do you think audio-visual materials can be used to fight gender stereotypes in class?

I think I have answered this question in number 2: Playing series, films or documentaries where sexual diversity appears I think is one of the most remarkable points. Moreover, they have already seen Hidden Figures in order for them to be aware

of how women was put apart some years ago.

4. Would you implement this project in an EFL classroom? Why/Why not?

Yes! I completely agree with this proposal and I think it can be done perfectly in 1st of batx. They start to have a formed opinion and it is very interesting to do debates with them.

I think that the school is where society born and if we, teachers, start to include all the collectives in our classes we will be able to change a lot of things.

9.1.2. Interview 2

1. What do you understand by *Gender Stereotypes*?

Male Teacher: By Gender Stereotypes I understand the preconceptions that society still clings on set by previous generations regarding male and female roles. In other words, societies are ever evolving groups of individuals that are in a constant state of flux. This is notorious now a days when talking about gender. There have been countless demonstrations, talks and debates where, especially women, have voiced their concerns on how, despite the evolution of societies, the roles of women are somehow stagnated. This stagnation of the roles of men and women have become stereotypes that must be eradicated in favour of a totally egalitarian society.

2. Do you take gender stereotypes into account when you teach? Do you try to fight them? How? (It means, do you try to be politically correct when speaking so that any student feels excluded? Do you try to promote a respectful environment in class in terms of sexual diversity?, for example)

I certainly do take gender stereotypes into account in class. I not only take them into account, but also try to implicitly challenge students by fighting against gender stereotypes. When dealing with vocabulary on relationships, or on household chores, or any in which gender plays an important role I always try to put in sentences or examples that stay out of the ordinary. Interestingly enough, students don't react in any way surprised or question the challenges, what's more, whenever I fall in the trap of a gender stereotype, they are the ones who question them and tell me off by voicing other alternatives to the stereotype. Similarly, as a teacher, one should try to avoid talking about it boldly in class, as some students might feel belittled or molested by others'

comments. If it must be dealt with in class as a topic, teachers must always address the topic with utmost tact and sensitivity.

Another way to fight gender stereotypes is by altering, or completely changing readings or listenings from the textbook that ignore gender stereotypes and instead of challenge them or simply avoid them, they overlook the fact that gender roles are evolving and so textbooks should evolve accordingly.

3. How do you think audio-visual materials can be used to fight gender stereotypes in class?

Audi-visual materials can be a good tool or resource to fight gender stereotypes because they show students other realities that they might not have ever thought of or seen around them. These other realities help students see beyond what they are used to hearing and seeing in their own community or even at home, therefore encouraging them to actively participate in activities related to audio-visual materials that challenge gender stereotypes in them is something that not only engages students, but also helps develop their critical thinking and knowledge of the world. There are plenty of films, videos and series that tell a story in which gender stereotypes are challenged, it is worth choosing those before any other materials.

4. Would you implement this project in an EFL classroom? Why/Why not?

I think that the project that Ana proposes is a great project to do with Sixth Form students, I think she has chosen the year well as sixteen and seventeen-year-old students will take the most out of the project and will positively engage with it.

My only concern would be the way the films are introduced and started to work with. I would suggest doing a pre task before going straight to the films. Said pre task should sail around the topic therefore, having students implicitly work around the topic and start paving the way for the bulk of the work, which is the project itself.

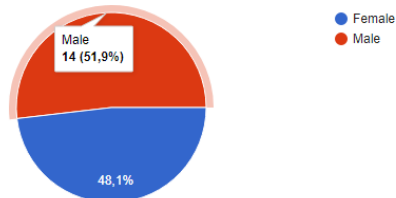
9.2. Annex 2: Results of the questionnaire to the students

27 responses

RESUM INDIVIDUAL

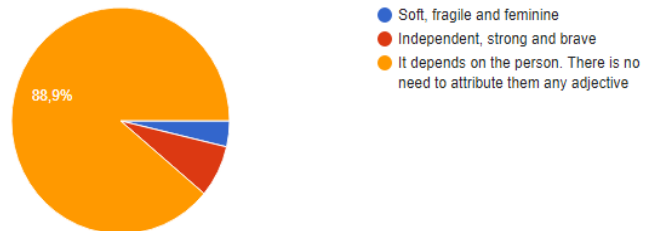
Gender

27 responses



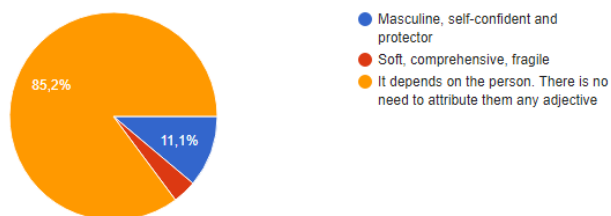
Which adjectives do you associate with girls?

27 responses



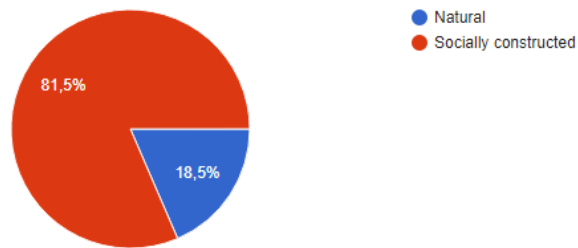
Which adjectives do you associate with boys?

27 responses



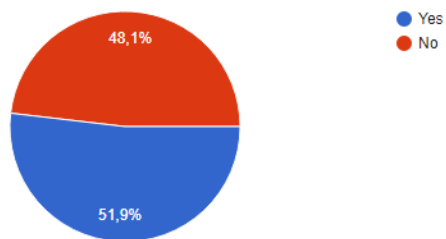
Do you think that this connection between gender and attitudes/attributes is something...?

27 responses



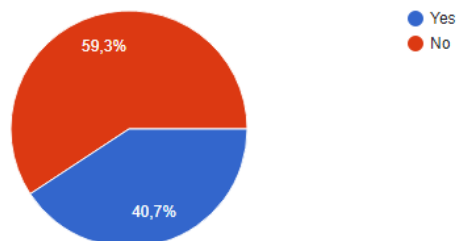
Do you think that you cannot do certain things because of your sex?

27 responses



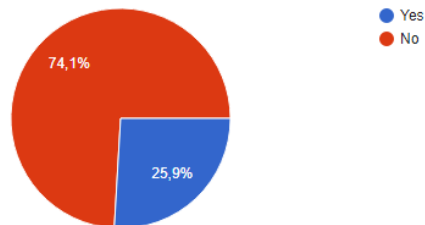
So, do you feel limited because of your sex?

27 responses



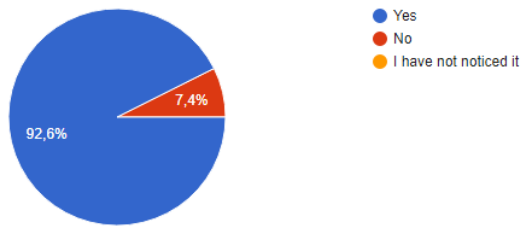
Do you feel represented by the prototypical characters in films? For example, Disney's princesses or princes.

27 responses



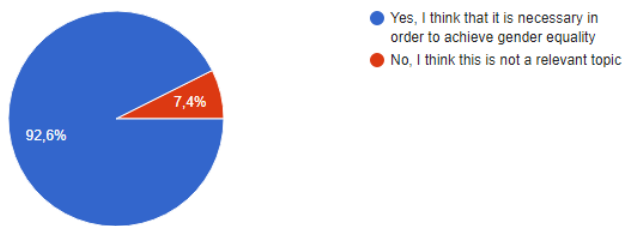
Do you think that there are too many films with prototypical characters?
(Fragile women and strong men, for instance)

27 responses



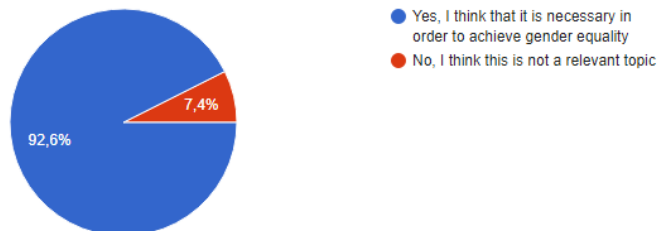
Do you think that the topic of gender stereotypes should be worked on at school?

27 responses



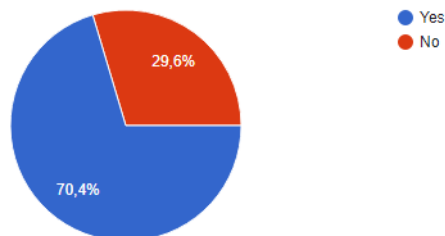
Do you think that the topic of gender stereotypes should be worked on at school?

27 responses



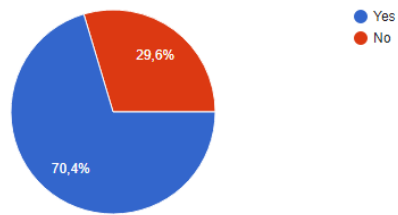
Have you ever felt that a teacher has treated you differently because of your gender?

27 responses



Have you ever felt that a teacher has treated you differently because of your gender?

27 responses



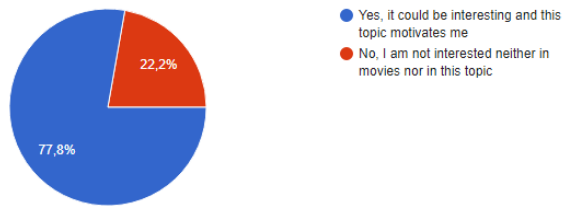
If so, was it easy for you? If you don't, would you like to do it?

27 responses

- No
- It wasn't very easy.
- For me it was a little difficult
- no i would not like to do it
- yes
- NO
- i didn't edit any videos
- YES
- Yes please i will like to do it
- it's easy but it can get boring when you have been doing it for a long time
- Yes, i would.
- i don't edited a video
- i wold like to do it
- Yes
- I could manage myself easily with the video tools, but sometimes it was a bit difficult because I didn't know how to use some of them.
- I don't do any video and I don't want to do it.
- It wasn't easy
- No i didn't edit any video
- Yed
- No, no

Would you like to make a movie breaking the gender stereotypes?

27 respostes



If so, which character would you like to perform? (For example: a woman being a bricklayer, a man taking care of home and children, a princess who saves a prince, ...)

18 respostes

A princess who saves a prince.

I would like to be the protagonist of The Hunger Games

I don't want to be an actor

A prince who is trapped in a tower

The men taking care of the children

A princess who saves a prince

An independent girl

A girl playing football .

Una noia que no segueix els estereotips de gènere

A man taking care of home and children

a man taking care of home and children,

I would like to create a movie where I break the gender stereotypes and show that everybody, regardless their gender, can do or be whatever they want.

A girl playing football

A women that saves people, like superheroes

A woman being

9.3. Annex 3: Syllabus design of 5 sessions

Area: English	Unit #	Timing: -	Class: 1 st Batxillerat	School Year: 2018-2019 (1 st trimester)	Teacher: Ana León
Dimensions and specific competences			Specific Learning Objectives		
A. Oral communicative dimension: C3. Use oral interaction strategies to communicate C. Writing expression dimension: C7. Plan different typologies of texts C9. Revise the text to enhance it E. Attitudinal transversal and multilingual dimension.			<ul style="list-style-type: none"> - To encourage students to improve their English by giving them the chance to put it into practice in different ways such as speaking - To understand the meaning of gender stereotypes - Students can give examples of gender stereotypes - To promote a respectful environment in class - To work on values such as confidence in oneself, empathy, responsibility and sensitiveness. 		
Key Contents			Diversity		
CC3. Speaking strategies CC4. Oral interaction strategies CC15. Creative production CC24. Verbal and nonverbal strategies to overcome misunderstandings			Diversity will be dealt with adequately.		
Evaluation Criteria	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)	
1. To express their opinion in a coherent, respectful and a fluid manner	Is not able to produce a fluid oral production and the content is practically empty and disrespectful	Can express his/her opinion in a very basic manner, the content is meaningful and respectful, although not having much vocabulary and the grammar is ok	Can speak fluidly, grammar is almost perfectly used and content is meaningful and respectful	Can speak fluidly, uses grammar perfectly, the content is meaningful, respectful and has wide vocabulary	
2. To show clearly what s/he has learnt, using proper grammar and vocabulary in oral presentations	Is unable to show new knowledge, has poor vocabulary and gets stuck	Can show new knowledge although using basic grammar and vocabulary	Can show new knowledge using grammar almost perfectly, has a lot of	Can show new knowledge using grammar perfectly, puts examples, has a lot	

	continuously		vocabulary and fluid production	of vocabulary, fluid production and perfect pronunciation
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Session #	Activity	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
1	The teacher will give students 3 topics: 1. "Prototypical characters in Disney Films, for example Anna in <i>Frozen</i> . Is it positive or negative for society?" 2. "Gender stereotypes: Are they natural or socially constructed?" 3. "Independent women, like Elsa in <i>Frozen</i> : Is it possible for future generations or negative?" Out of these 3 topics, they will have to choose one and do a debate.	Blackboard	S, L	WG	10'	KC3	C3+ Attitudinal	-
2	There will be two groups composed of 15 students each. In each group, there will be two people writing down in their laptop, apart from participating, what is being said during the debate both in one position and in the other. Both groups will provide convincing arguments according to their position. For example, if they choose topic 2, one group will stand for the "natural" option and the other for the "socially constructed". (The teacher controls the time so that each group can talk the same amount of time.) Each group should try to convince the other about their position. The one who provides better convincing argument "wins". When speaking, students will have to use present and future verbal tenses (course book).	Laptop	S, L	SG	40'	KC3 KC4 KC24	C3+ Attitudinal	1
3	When the time is over, the four people writing down during the debate will have to read at loud their annotations and they will share it with their classmates via email. Tell students that next session, they will have to make groups of 4/5 people to create a poster, with Adobe Spark, to create a campaign deconstructing gender stereotypes.	Laptop	R, L, S	WG	10'	KC3 KC4 KC24	C3+ Attitudinal	

Session #	Activity	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
1	Brief remember about what we did in the last session. Explain to them that they will have to create a campaign deconstructing gender stereotypes (poster)	-	S,L	WG	5'	-	-	-
	Ask two volunteers to write down the annotations made by their four classmates on the last session.	Blackboard	W	WG	10'	-	-	-
	Once they finish, the teacher asks the rest of the students if there is something they would like to add to the list (arguments related to gender stereotypes deconstruction)	Blackboard	S	WG	5'	-	-	-
2	Make groups of 4/5. They can only use 2 laptops per group	Laptop	L	SG	10'	-	-	-
	Once they are in groups, the teacher explains briefly how to use Adobe Spark + answer questions if they have.	Laptop	L	SG	-	-	-	-
3	They create the poster, which hopefully will be finished by the end of the class	Laptop	S, L, W, R	SG	25'	KC3 KC4 KC15 KC24	C3 C7 C9+Attitudinal	1, 2
4	When all the groups finish, they will have to expose their posters to the teachers and the rest of their classmates. (Finish the expositions next session)	Projector	S,L	SG	5'	KC3 KC4 KC15 KC24	C3+Attitudinal	1,2

Area: English	Unit #	Timing: -	Class: 1 st Batxillerat	School Year: 2018-2019 (2 nd trimester)	Teacher: Ana León
Dimensions and specific competences			Specific Learning Objectives		
A. Oral communicative dimension: C3. Use oral interaction strategies to communicate			- To encourage students to improve their English by giving them the chance to put it into practice in different ways such as speaking		
E. Attitudinal transversal and multilingual dimension.			- To promote a respectful environment in class		
			- To work on values such as confidence in oneself, empathy,		

	responsibility and sensitiveness.			
	<ul style="list-style-type: none"> - To have a critical opinion about gender issues - To adopt an open position when debating gender stereotypes in class. 			
Key Contents	Diversity			
CC3. Speaking strategies CC4. Oral interaction strategies CC24. Verbal and nonverbal strategies to overcome misunderstandings	Diversity will be dealt with adequately.			
Evaluation Criteria	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)
1. Speaking	The student gets stuck continuously; fails when using present simple and present continuous, past simple and past perfect and future simple and be going to	The student shows difficulty when speaking but goes through it, maintaining the English language most of the time although committing some errors	The student does not make many mistakes and is able to speak fluidly	The student has a clear pronunciation, with few mistakes and the speaking is fluid
2. To express their opinion in a coherent, respectful and a fluid manner	Is not able to produce a fluid oral production and the content is practically empty and disrespectful	Can express his/her opinion in a very basic manner, the content is meaningful and respectful, although not having much vocabulary and the grammar is ok	Can speak fluidly, grammar is almost perfectly used and content is meaningful and respectful	Can speak fluidly, uses grammar perfectly, the content is meaningful, respectful and has wide vocabulary

Session #	Activity	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
1	Warm-up activity: https://www.youtube.com/watch?v=-VqsbvG40Ww (Children are asked questions about gender)	Projector	S	WG	5'	KC3	C3+Attitudinal	-
	First, students will have to comment on the video in pairs and then with the rest of the class.	-	S, L	SG	10'	KC3, KC4,	C3 +Attitudinal	2

	They have to comment on what surprised them.					KC24		
2	<p>GUESS WHAT game</p> <p>Tell them that they are going to watch 2 excerpts from the film <i>Billy Elliot</i> (2000): (26:06min.-28:40min.) and (1:06:19 min.-1:07:57min.): The teacher will stop the video <u>before</u> something prototypical is said.</p> <p>(In the first excerpt, the video will be stopped in minute 27 and in the second one, in the 1:07:31 min.)</p> <p>Students have to guess what the actors/actresses are going to say or to do.</p> <p>Reproduce the video again till the end to see if they were right.</p>	Projector	L, S	WG	30'	KC3, KC4, KC24	C3+Attitudinal	2
3	<p>Debate</p> <p>Students, in groups of 4/5 people, will have to comment on the gender stereotypes they have seen and consider if nowadays society has evolved in that sense.</p> <p>After that, they will have to share their comments with the rest of the groups.</p>	-	S, L	SG	15'	CC3, KC4, KC24	C3+Attitudinal	1, 2

Area: English	Unit 7	Timing:	Class: 1 st Batxillerat	School Year: 2018-2019 (3 rd trimester)	Teacher: Ana León
Dimensions and specific competences			Specific Learning Objectives		
<p>A. Oral communicative dimension:</p> <p> C1. Understand oral texts and obtain information from them</p> <p> C3. Use oral interaction strategies to communicate</p> <p>B. Reading comprehension dimension:</p> <p> C4. Use reading strategies to understand the text</p> <p>C. Writing expression dimension:</p> <p> C7. Plan different typologies of texts</p> <p> C9. Revise the text to enhance it</p> <p>E. Attitudinal transversal and multilingual dimension.</p>			<ul style="list-style-type: none"> - To encourage students to improve their English by giving them the chance to put it into practice in different ways such as speaking and writing - To promote a respectful environment in class - To work on values such as confidence in oneself, empathy, responsibility and sensitiveness. - To motivate them when acting, producing, designing, writing and so on - To have a clear idea of what gender stereotypes are - For students to be able to detect gender stereotypes in their daily life 		

	- For students to be able to fight against gender stereotypes			
Key Contents	Diversity			
CC1.Oral, global, literal and interpretative comprehension CC3. Speaking strategies CC4. Oral interaction strategies CC7. Writing, global, literal, interpretative and valuable comprehension CC15.Creative production CC18. Oral interpretation, reading out loud, reciting, singing, performing CC21.Phonetics and Phonology CC24.Verbal and nonverbal strategies to overcome misunderstandings	Diversity will be dealt with adequately.			
Evaluation Criteria	Failing (NA)	Average (AS)	Very good (AN)	Excellent (AE)
1. To show clearly what s/he has learnt, using proper grammar and vocabulary in oral presentations	Is unable to show new knowledge, has poor vocabulary and gets stuck continuously	Can show new knowledge although using basic grammar and vocabulary	Can show new knowledge using grammar almost perfectly, has a lot of vocabulary and fluid production	Can show new knowledge using grammar perfectly, puts examples, has a lot of vocabulary, fluid production and perfect pronunciation
2. To produce written texts using vocabulary and adequate grammatical structures	Is not able to produce a coherent written production	Can formulate simple phrases with simple connectors	Can express him/herself in a written form with help at some points	Can write clear and detailed texts in the appropriate style

Session #	Activity	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
1	As students have to make a short movie this trimester (30min. max.), the teacher will provide them with information about how to do it:	-	-	-	-	-	-	-
	Students will have to enter this link: https://www.wikihow.com/Make-a-Short-Movie (How to Make a	Laptop	L,R	WG	-	-	-	-

	Short Movie). The teacher will make them read aloud each step, so that they can ask questions if they need to.	Laptop	L,R	WG	30'	CC1 CC3	C1 C3 C4	-
2	Once finished, students will make groups of 4/5 people and they will have to comment on and take notes about one specific step. To do the election of the step, the teacher will make papers with numbers from 1 to 5, put them in a bag and students will have to pick one. (If one group gets number 2, they will have to do the step number 2).	Laptop or Paper	W,R,S ,L	SG	15'	CC3	C3+Attitudinal	-
	In case that there are groups who need more information, they can also take a look at these links: https://www.wikihow.com/Write-Movie-Scripts (How to Write Movie Scripts) and https://www.wikihow.com/Write-and-Produce-a-Movie (How to Write and Produce a Movie).	Laptop	R,L	SG	-	-	-	-
3	Once they finish commenting and taking notes, they will have to create a Power Point or Prezi explaining what they have learnt and expose it to the rest of their classmates. It won't be a formal oral exposition, but it will be assessed (5%). It will be done next session.	Laptop	S,L	SG	15'	KC1 KC3 KC4 KC15 KC21	C1 C3 C7 C9+Attitudinal	1

Session #	Activity	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
1	As students should already know who is involved in a film (directors, producers, actors and actresses, designers and so on) and their function, they will have to choose who they want to be.	-	-	-	-	-	-	-
	To do so, as the teacher already knows a bit more the students, s/he can guide them through the function that would better fit each of them. Nonetheless, a list will be created containing the cast of actors and	Photocopy	S	WG	30'	CC3	C1 C3+Attitudinal	-

	stuff so that each student write his/her name in the one they prefer.							
	<p>If there are problems with the elections, students will have to write a short composition trying to convince the teacher and the rest of students that s/he must or must not play this character. In this way, the teacher and students can decide it again.</p> <p>This composition will be read aloud and assessed by the teacher. (5%)</p>	Paper	S,L,R, W	I	30'	CC7 CC15 CC21	C4 C7 C9+Attitudinal	2

9.4. Annex 4: Students' answers

Billy Elliot (2000) Film

1st Excerpt (26:06min-28:40min)

What do you think Billy's father is going to say?

I think that Billy's father is going to tell him that what it he is doing that ballet is for girls, and he should be playing football or a boy's sport.

2nd Excerpt (1:06:19 min.-1:07:57min)

How do you think Billy will react?

I think that Billy is going to tell he's gay friend what is he doing, he is not gay.

1. Which gender stereotypes have you seen?

1. How Billy's father doesn't think that it's okay for a boy to do ballet, and that it is a sport for girls.

2. Do you think that society has changed nowadays?

Yes I do, years ago, gay people or even women were discriminated. Now a days society has accepted that we are not all the same but we still are humans and we all deserve to be treated with respect. Even though there's a lot of people that accept difference, there's still many that don't.

Billy Elliot (2000) Film

1st Excerpt (26:06min-28:40min)

What do you think Billy's father is going to say?

~~I think Billy's father would be mad at Billy because he doesn't like him to do ballet because he's a man.~~

I think Billy's father is going to argue with him because in his opinion ballet is for girls.

2nd Excerpt (1:06:19 min.-1:07:57min)

How do you think Billy will react?

Billy is going to be scared, because he never experienced this situation before.

1. Which gender stereotypes have you seen?

I've seen that Billy's father and his friend both thought that he was gay because he did ballet. Also, the girls that did ballet with him laughed when his father saw him at the ballet class.

2. Do you think that society has changed nowadays?

I think society has improved a lot, ~~since~~ but still there's a lot of discrimination or stereotypes that need to be changed.

1st Excerpt (26:06min-28:40min)

What do you think Billy's father is going to say?

I think that he's going to get angry with him, so he will tell to Billy to not dance anymore, because "ballet is for girls".

2nd Excerpt (1:06:19 min.-1:07:57min)

How do you think Billy will react?

I think Billy will be very surprised, so he'll not be able to say or do anything.

1. Which gender stereotypes have you seen?

- Ballet is just for girls and gay guys.

2. Do you think that society has changed nowadays?

Yes, a little bit. Some people is fighting for LGBT and women's rights, but another part of the society is denying the existence of this problem.

Billy Elliot (2000) Film

1st Excerpt (26:06min-28:40min)

What do you think Billy's father is going to say?

He may ask to her son if he is gay, that this is a dishonor for his family. He think that's a strange person.

Or that he has problems. "Why are you dancing?"

2nd Excerpt (1:06:19 min.-1:07:57min)

How do you think Billy will react?

He will think that is perfectly normal, because is his friend and he doesn't know that his friend is gay. Put your hands in the body of a friend doesn't mean you're gay.

1. Which gender stereotypes have you seen?

Men have to do hard sports, be very masculine, and never express their feelings.

Women have to do dance and sports, very delicate, because they are the opposite to men. They have to express their feelings every time.

2. Do you think that society has changed nowadays?

Young people yes, but old people are still very homophobic, because nowadays there are a lot of people that think that being gay is a disease or a very bad thing.

9.5. Annex 5: Observation grid of the focus group

Area of observation	Student 1 girl	Student 2 boy	Student 3 girl	Student 4 boy	Student 5 girl	Student 6 boy
Do students laugh when watching the excerpts?	No	No	No	No	No	No
When sharing comments with their classmates, do they do so in a respectful way?	Yes	Yes	Yes	Yes	Yes	Yes
Do they participate ?	Yes	Not too much	Yes	Yes	Not too much	Yes
Do they look interested in gender stereotypes topic?	Yes	Yes	Yes	Yes	Yes	Yes
Were they already aware of gender stereotypes?	Yes	Yes	Yes	Yes	Yes	Yes
Has their awareness of the topic increased?	Yes, the videos have helped her to see clearly some more examples of gender stereotypes	Not really	Not really	Yes	Yes	Yes, he thinks it is a good exercise in order to remember them (the gender stereotypes).

