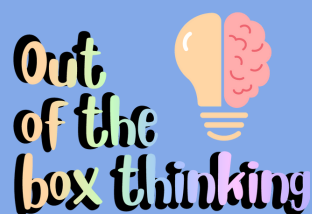


**MULTIMODAL TEXTS: STRENGTHENING PRODUCTIVE COMPETENCES  
WHILE ADDRESSING GENDER STEREOTYPES IN THE EFL CLASSROOM**

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*To Sammy:*

*Thank you for showing me that different is always beautiful . I love you with all my heart.*

*Johanna*

*To my dearest mom:*

*I love you from the bottom of my heart, if it was not for you I would not be here today.*

*Alejandra*

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### **Abstract**

Stereotypes are ingrained in our society causing a big impact on people's self-image and perception about others, especially those stereotypes that deal with gender. Accordingly, schools should address those topics in their classrooms to create inclusive environments where students can listen to each other and communicate their ideas about such subjects. Consequently, the current paper presents a pedagogical and didactic proposal based on the use of multimodal texts with social content to address gender stereotypes and to strengthen productive competences in the EFL classroom, all within a framework of critical literacy. The proposal has been planned for tenth graders of public schools in Bogotá, Colombia, whose ages range between fifteen and seventeen years old. Furthermore, due to the recent situation with the COVID-19 pandemic, the activities within this project are designed to be conducted in both remote and in-person environments. The pedagogical design has been organized in three cycles containing a total of five lesson plans to be developed with eleven sessions of one hour and a half. Each session presents a variety of multimodal texts addressed within the critical literacy approach that will promote students' productive competences.

***Keywords:*** Multimodal texts, Productive competences, Gender stereotypes, Critical literacy.

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## CHAPTER I: The Problem

### Context

This proposal has been developed for tenth grade students of public schools in Bogotá. According to the Ministry of Education, henceforth, MEN (2013), when students reach tenth grade, they are about fifteen years old; even though, in reality, ages may vary at this level of media education, having students between the ages of sixteen and seventeen. Actually, Silva (2021) conducted a study with tenth graders from Guillermo Cano Isaza public school and their ages varied between fifteen and seventeen years. Now, in order to understand the context of the population better, the following categories will be reviewed: cognitive development, social development, emotional and moral development as well as spare time and leisure.

**Cognitive Development.** When it comes to cognition, adolescents at this age are experiencing a series of changes in their brain that affects how they think and unfold in the world. As illustrated by the U.S. Department of Health and Human Services, Office of Adolescent Health, henceforth (HHS-OAH, 2018) one of these changes is related to how the brain produces new cells at a fast pace, which allows teenagers to learn new skills. In addition, the connections among the cells are strengthened, resulting in the ability to retain better the information they acquire and be able to use it for appropriate scenarios. Also, adolescents develop a better comprehension of abstract concepts like moral, justice, beauty, or love, along with the capacity to use logic in different situations that demand decision-making or choices. All this is possible as their abstract thinking development improves from the transition of being a

child into an adolescent (HHS-OAH, 2018). Another important skill that is enhanced at this age is their metacognition. They can be more aware and reflect on what they say and think, affecting their decisions and actions directly.

**Social Development.** A crucial aspect in the development of social skills among young people is how they interact. As a matter of fact, the HHS-OAH (2018) states that “Building new connections and establishing identities outside of the context of the family is a normal part of healthy development” (p.19). Thus, teenagers will start to share more time with their peers than with their family, consequently, expanding their social circles. Likewise, adolescents expand their social roles which means they take greater responsibility and assume roles “such as taking on a leadership position in school, on a team, or at church; serving as a confidante; or being a romantic partner” (HHS-OAH, 2018, p.19). In the same way, nowadays adolescents have different ways to interact, for instance, social networks, despite not allowing face-to-face interactions, are still a social and meaningful tool for interaction (HHS-OAH, 2018). In addition, due to the current confinement caused by the COVID-19 outbreak, students have increased their use of social networks to communicate with their friends, but that same confinement supposes changes in conduct. To illustrate an example, Silva (2021) implemented an interview with one teacher from Guillermo Cano Isaza’s public school and he reported that teenagers experienced several behavioral changes due to the COVID-19 lockdown, and those have negatively affected the way students develop their academic activities.

**Emotional and Moral Development.** As far as their emotional and moral development, adolescence brings many changes including the way people behave and think. When reaching adolescence “young people think about the world more deeply and in a more abstract way” (HHS-OAH, 2018, p.24). They start constructing values and morals which allows them to determine what is wrong and right, playing an important role in their adulthood. Moreover, when they “explore new ideas, they are practicing their new thinking and emotional abilities” (HHS-OAH, 2018, p.25). Emotional development is highly influenced by the context in which the teenager is situated, and this development affects their identity formation, their self-esteem and self-managing of emotions. In terms of identity formation, they recognize and know more about themselves, but are also influenced by their family and friends' approval during their teenage years. This implies a direct relationship with their self-esteem as they have concerns on their body image, ego, and confidence. Moreover, hormones play an important role in adolescents' self-managing of emotions, causing an influence on their actions and attitudes (HHS-OAH, 2018). Actually, in situations where social acceptance may be at stake, they may end up surrendering to the pressure of social acceptance despite its consequences. However, in the Colombian context this emotional development seems to be affected by the students' environment. In fact, Silva (2021) mentions that some tenth graders from Guillermo Cano Isaza school have had bullying situations and physical assaults in the past when they had classes at school, this being a common situation in Colombian Public institutions.

**Spare Time and Leisure.** In terms of spare time and leisure, teens reveal they like to spend time practicing sports, watching TV, or surfing the internet, being these last two activities the ones they enjoy the most (Goyes, 2015). In fact, adolescents consider television as a means

of instruction when they watch documentaries, news, or TV shows as it allows them to acquire knowledge. Additionally, it is possible to take advantage of television in the learning process because students develop their critical thinking (Goyes, 2015). Likewise, music is part of their leisure, it is a “way of expression of their feelings and emotions” (Goyes, 2015, p.100), and is also one of their favorite activities. At the same time, students believe music does not interfere in their academic activities as long as the activity they are doing in class does not demand full attention. On top of that, some students reflect upon the types of musical genre they listen to, recognizing that certain genres tend to disparage women, this being also a type of violence.

### **Statement of the Problem**

Based on the research conducted through databases, different studies, and legal documents from entities such as the MEN, tenth graders are expected to have certain proficiency in English, yet, they do not achieve it. First of all, in terms of what students that learn English as a Foreign Language in tenth grade should know, the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, state that tenth graders should be at a B 1.2 level according to the Common European Framework of Reference for Languages (CEFR). However, when students graduate from schools, most of them struggle with English and sometimes do not reach the expected level. Actually, a study conducted by Núñez et al. (2019) revealed that only a 5,4% of students from public schools that took the Saber 11 exam in Bogotá, were able to obtain a B1 level in English; whereas the majority of students: 41,4%, reached only an A1 level in English. The Saber 11 exam does not assess speaking or writing skills, only evaluates students’ communicative competences, as well as a lexical, pragmatic, and grammatical knowledge along with reading comprehension.

Over and above, one skill that is important to mention is described as: “Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations” (MEN, 2016, p.22). Here, teenagers are capable of responding to communicative situations that require explaining, giving opinions, and discussing a determined topic, however, they can do so with enough background and building an interpretation based on what they know. Nevertheless, for many students the most arduous tasks in English are those that require them to produce something in terms of either writing or speaking. In fact, Navarrete (2020) identified through her class observations with tenth graders from a public school in Bogotá, that out of the four main skills, they found both writing and speaking to be the most difficult ones.

Furthermore, according to *Derechos básicos de aprendizaje del inglés*, students have the right to learn English based on the four main language skills throughout the academic year. And particularly talking about the speaking skill, a student in tenth grade: “Responds to questions and inquiries after an oral presentation on general or academic topics of interest” (MEN, 2016, p.23). This means that with enough information and input, learners will be able to respond appropriately when required, enhancing their speaking skills as they express themselves and communicate with others. In the same way, tenth graders should take part in conversations to express opinions about general, personal, and abstract topics. Also, they would be able to start a conversation using a simple and coherent discourse (MEN, 2006). Nonetheless, Jaramillo (2021) revealed in a study conducted with eleventh graders from Sorrento school, that most students were not able to hold a simple conversation nor describe their ideas clearly. Likewise, students

were not able to answer the questions in English, in fact most of them were replying mostly in Spanish. On top of that, they did not communicate in English among them.

What is more, for writing skills, learners should be capable of writing about their preferences, interests and decisions using, when necessary, strategies to refer to unknown aspects or objects. And, even though they may have some interference with Spanish as is their mother tongue, they can in their process, handle in general terms linguistic rules (MEN, 2006). In addition, students should be able to write “narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her” (MEN, 2016, p.22) which will require an intellectual effort in English when questioning their reality. Nevertheless, Navarrete (2020) also found in her study that when tenth graders had to write something in English, they did it mostly to complete operational tasks such as filling gaps and describing things, leaving aside meaningful experiences of language production.

Second, concerning gender matters and education, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) recognizes that: “teaching goes beyond ‘the mere episodic mentioning of the structural and cultural manifestations of class-, racial-, sexual- and gender-based oppression. It includes these themes as an essential part of the process of constructions of knowledge” (p. 42). In this case, different manifestations of inequity are to be included as a fundamental resource in the knowledge construction process in order to search for equality starting from the classroom. Moreover, they identify four fundamental elements of inclusion which are: “be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive” (UNESCO, 2005, p. 8).

Which means that inclusive education not only fosters a safe environment for learners with special educational needs but also requires communities to be more aware and sensitive toward gender differences that exist in the classrooms. Furthermore, the UNESCO (2016), draws attention to recommended environments to discuss sexual and gender diversity in school, and one of those scenarios are language and literature classes. In these classes students can learn about the different types of relationships human beings have as well as the multiple diversity that exist in gender identities and expressions and how from these aspects, stereotypes and scenarios of discrimination can emerge.

Whilst the MEN suggest approaching gender contents starting in ninth until eleventh grade to reduce social inequality in the classrooms, gender constructions are still treated as a mere suggestion. As a matter of fact, gender is still isolated and confused with the term “sex” that stands for female and male: “In pairs (both genders), work on one of the following problems” (2016, p.36), neglecting other existing genders and identities beyond femininity and masculinity standards. Additionally, according to the UNESCO (2016), in Colombia there is not a specific policy to overcome homo and transphobic violence and discrimination in schools, leading to more possible scenarios of intolerance. Actually, only a few measures exist to prevent situations that affect reproductive and human rights, with no emphasis on a structured gender identities and expressions agenda. In fact, they state that Argentina is the only Latin-American country that has a policy structure focused on gender identities, expressions, and sexual orientation matters in academic contexts. And, even though gender discussions have been addressed in different investigations and studies in the English as a Foreign Language (EFL) learning field in Colombia, such studies evidence an approach on gender from a binary viewpoint.

All in all, such evidence shed some light on the students' real English level even when they graduate, and how they perceive themselves as far as their productive competences, revealing the importance of working on these in the classroom. Correspondingly, gender stereotypes around practices, behaviors, personalities, and thoughts, among others, still exist in learning contexts and even tend to affect children in different spheres.

### **Rationale**

The process of learning a language implies more than knowing about linguistic elements, understanding that language serves a social function toward human beings' interaction. For most of the students speaking and writing is not an easy task, this usually happens because receptive or passive skills (listening and reading) simply require them to receive information. However, with productive or active skills (writing and speaking) they are required to do something with that input they receive “The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it” (British Council, 2019).

Moreover, understanding that communication not only happens in the classroom but is embedded in all spheres of life, improving the learners' productive competences becomes fundamental for life itself. Consequently, when students actively express their opinion and interact with others, they also develop the knowledge and a set of abilities that together with productive skills allow them to address people appropriately, knowing what to say and how to say it, especially when talking about gender matters. Barron & Darling-Hammond (2008) state

that to develop speaking and writing “students need to take part in complex, meaningful projects that require sustained engagement, collaboration, research, management of resources, and the development of an ambitious performance or product” (p.3). Therefore, strengthening their productive competences through gender stereotypes as a topic will have a big impact as these constructs are evident in the context and reality surrounding students, affecting behaviors and forms of interaction in society. Such development will allow learners to analyze their reality and communicate their thoughts in a real context with an engaging topic.

Additionally, multimodal texts with social content provide students with the necessary input to be able to question existing gender stereotypes and talk about them with arguments taken from the diligent analysis of such texts in a critical way. Moreover, according to Kress (2010) communication happens in multiple modes with gestures, certain tone of voice, spoken language, among others. In the same way, most communicative resources and texts are multimodal nowadays and when students engage with those, they can broaden their perspectives in meaning and interpretation as they have more elements to analyze. On top of that, while examining these texts, students can critically identify gender stereotypes and reflect upon those.

On the other hand, despite the fact that documents and proposals related to gender have emerged in Colombian Education, those have not been addressed in English as a Foreign Language from a non-binary perspective, nor have been allowed to be implemented in Colombian schools e.g. (*Ambientes escolares libres de discriminación: Orientaciones sexuales e identidades de género no hegemónicas en la escuela. Aspectos para la reflexión*). In consequence, this proposal is looking to promote an unbiased educational environment in which

gender stereotypes are tackled and questioned. More than that, Ley 1098 de 2006, highlights the importance of recognizing gender perspectives in order to understand differences that exist in biological and psychological terms to guarantee equal environments. Moreover, Ley 1620 de 2013 declares that to prevent and mitigate school violence teenagers “tienen derecho a recibir una educación y formación que se fundamente en una concepción integral de la persona y la dignidad humana, en ambientes pacíficos, democráticos e incluyentes” (Congreso de Colombia, 2013, para. 23). In other words, students should receive an education that exposes them to situations where they have the need to actively participate and at the end are capable of recognizing others and themselves as human beings with rights. Likewise, according to the Pedagogical Principles and Guidelines, topics related to sex, gender and self-esteem among others should be considered within the curriculum in order to recognize the dignity of every person and their equity (MEN, 2016).

Additionally, a survey applied by Sentiido and Colombia Diversa (2016) revealed that students in high schools that belong to the LGBTQ+ community felt scared of going to school or felt insecure because of their sexual orientation. Therefore, there is a need to foster safe environments where all students communicate respectfully and reflect about gender stereotypes. In fact, UNESCO (2016) remarks that inclusive learning settings are necessary to “enable all children and young people to access quality education. Schools that are safe and inclusive for all children and young people are essential for effective learning” (p.56). This is why, visualizing gender remains an ongoing challenge to be addressed over and above masculinity and femininity perspectives in the EFL classroom. Under this evidence, it is crucial to promote more discussions about gender as a cross-curricular topic and useful for life itself as any other topic in the English

learning context. While learning English among gender-sensitive contexts, students would be able to interact with people from different cultures and visions of the world regardless of cultural, ethnical, social or gender differences. This is a responsibility that should not be avoided by educators nor institutions as it is part of the current context, understanding that in doing so, education can be one step closer to be more inclusive to all learners.

## **Objectives**

### **General**

To design a pedagogical proposal based on multimodal texts with social content to address gender stereotypes and strengthen tenth graders' productive competences in the EFL classroom.

### **Specific**

- To design a set of activities based on multimodal texts to tackle gender stereotypes within a framework of critical literacy in the EFL classroom.
- To strengthen tenth graders' productive competences through the use of multimodal texts with social content.

## CHAPTER II: State of the Art and Theoretical Framework

This chapter contains first, the review of different national and international research projects that shed light on the approach of gender stereotypes and identities from a critical perspective in the EFL classroom and the development of productive competences. Second, it provides the theoretical constructs that support this proposal namely gender identities and expressions and gender stereotypes; multimodal texts with social content; productive competences; and critical literacy.

### State of the Art

First, *An EFL Textbook Content Analysis: Gender Stereotypes and Gender Equality*, thesis written by Cortés and Díaz (2020), portrayed an analysis of the different gender stereotypes found in textbooks used at public schools for TEFL education. This analysis was important as textbooks are one of the many resources in education through which gender stereotypes may be perpetuated and reproduced (Cortés and Díaz, 2020). The findings evidenced that textbooks manifest gender stereotypes in terms of occupations, physical appearance, roles, among others. In addition, they perpetuate normative gender binarism using nouns such as “men”, “women”, “boy” or “girl” instead of using names or nouns that include them all, falling in the male-female dichotomy that ignores other gender identities. This investigation is relevant since it provides knowledge on the kind of texts to be included in order to avoid falling in biased representations. Despite gender stereotypes were theoretically defined from a non-binary perspective, the information perceived from the class observations and analysis accounted for male and female interactions only. This can be understood due to the fact that textbooks do not necessarily display

content about other gender identities, and consequently do not provide opportunities for their awareness and understanding. On the other hand, the current proposal not only pretends to analyze how stereotypes are evidenced in written or visual modes evident in textbooks, but also on combined modes of representation and those converged with spatial and gestural modes from a critical perspective in its analysis.

Second, the research *EFL Students' Social Identities Construction Through Gender-Based Short Stories* done by Benavides in 2017 focused on gender, social identities and students' discourses as elements guiding the investigation. Gender-based short stories and activities were employed to identify the discourses that students used to construct social identities; to describe them and to study how they are related to foreign language learning (Benavides, 2017). The concept of gender provided an opportunity to talk about diversity in the classroom and through students' discourses it was possible to determine social identities and ideologies. Besides, interaction was important since that is how students were able to communicate agreements or disagreements creating a respectful English learning environment. At the end, Benavides (2017) identified three different identities: some students were able to perceive gender stereotypes and break them up; ask for peer validation and collaborate with others developing activities or helping them to use the target language. This study is pertinent to this proposal as it focuses on speaking as one of the productive skills while fostering reflection and questioning student's reality. Furthermore, it gives a fair overview of student's interaction when they express their point of view about genders. On the other hand, the current proposal contributes to the study of gender in EFL from a non-binary perspective different that the one seen in this study and is

intended to work in the development of the productive competence, rather than of only speaking through the input given by different multimodal texts.

Next, the study *Deconstructing heteronormativity in the EFL classroom* carried out by Ayala and Arley (2019) aimed to involve students from tenth grade in activities to discuss topics such as identity, discrimination, gender diversity among others. All this was done through the implementation of a unit based on a task-based approach with social justice principles to deconstruct heteronormativity. That means students were totally immersed in their learning process creating conversations about those topics. Ayala and Arley (2019) identified “a development and progress of students’ awareness about acknowledging diversity” (p. 138) by exploring their socio-cultural perceptions regarding heteronormativity. Moreover, students were willing to stop discrimination and care for others. Therefore, this study is significant as it includes a social justice component, which is one of the dimensions of critical literacy considered in this proposal, to describe how heteronormative constructions about gender and sexuality are imposed oppressing people who do not meet society standards. Nevertheless, through multimodal texts as it has been proposed in this project, students have more elements to deeply analyze and understand the root causes from which stereotypes develop. All this, not only to learn about discourses and ideologies behind stereotypes, but also to question them, considering multiple voices in their production tasks.

Similarly, the thesis *Promoting Critical Thinking on Gender issues in Tenth Grade* developed by Romero (2018) looked to promote critical thinking among tenth graders from a public school in Bogotá. The study revealed existing assumptions they had about LGBTI communities while

raising awareness about gender issues. The activities implemented revealed some stereotypes scholars had regarding family and roles, confirming that these assumptions exist and are part of their constructs and beliefs. What's more, students learned about gender and even changed their mind about some concepts and ideas “few students shaped their subjectivity when talking about roles, identity and vision of others. They acquired some knowledge and some discourses changed” (Romero, 2018, p.52). This investigation is important for this proposal as it approaches gender discussions in a non-binary fashion and provides an insight on how adolescents would react to such topics in an EFL environment. Nevertheless, the thesis focuses on stereotypes around sexual orientations with a focus on LGBTI communities. In this case, understanding that stereotypes not only emerge from a person’s sexual orientation, our proposal goes beyond and includes the stereotypes that are created based on gender identities and expressions according to the roles, ideals and behaviors society considers appropriate for male and female individuals. Also, rather than changing discourses or just thinking critically about such matters, this proposal considers the fact of understanding through a critical literacy approach how these mindsets are evident in everyday practices available in the different types of media that exist and what perpetuates them.

Finally, the study *Teaching Literacy Skills through Multimodal Texts* done by Souzandehfar and Soozandehfar in 2020 examined how Iranian EFL learners perceived multimodal texts. This paper is pertinent since it reveals that the analysis of real and authentic content, that means texts beyond textbooks, allow students to show their perceptions towards topics that require a deep examination. During the whole intervention, the learners were exposed to advertisement material because “Advertisements are not simply informative texts about a product. Rather, they are

social symbolic information that shape cultural tendencies within society” (Souzandehfar, and Soozandehfar, 2020, p.36). They were asked to reconstruct their perceptions both visually and verbally. Despite the fact, this paper does not address gender issues or stereotypes nor focuses on improving productive skills, it is useful to this proposal considering that it reveals the importance of using multimodal texts to promote critical literacy practices. In fact, the findings of this study show that when students were presented with multimodal texts they were “empowered to have critical literacy practices through taking part in class discussion over the topic and sharing their views with their classmates” (Souzandehfar, and Soozandehfar, 2020, p.43). Additionally, “multimodal texts create a link between students' in-class and out-of-the-class literacy practices through a tangible way of understanding the surrounding events in their society” (Souzandehfar, and Soozandehfar, 2020, p.43).

## **Theoretical Framework**

### ***Gender Identities and Expressions and Gender Stereotypes***

In order to understand better the concept of *Gender Identities and Expressions and Gender Stereotypes*; it is relevant to discuss what gender is, as this concept is usually misunderstood and confused with the concept of sex. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) “sex refers to the *biological differences* between men and women” (p.19). In fact, Butler (1990) states that “gender is culturally constructed: hence, gender is neither the casual result of sex nor as seemingly fix as sex” (p.6). With that in mind, gender can be defined as a socio-cultural construction where characteristics, roles, behaviors, activities, and attributes are associated to women or men (American Psychological Association

[APA], 2014). As Beauvoir suggests in *The Second Sex* that “one is not born a woman, but, rather, becomes one” (p.330). In that sense one can be born female but become or not become a woman.

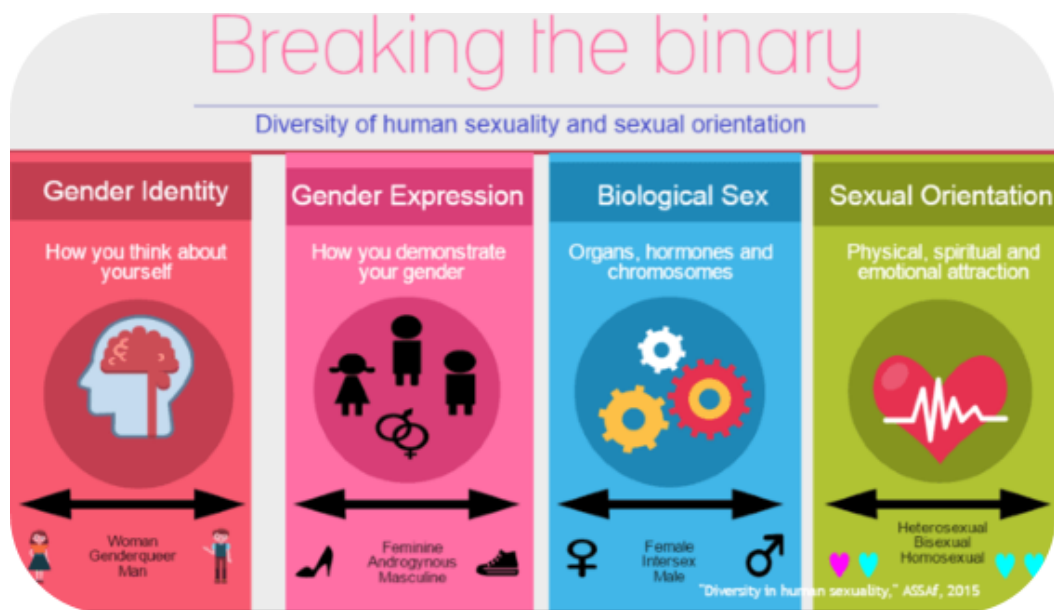
Having said that, according to the World Health Organization (WHO, 2020) “gender identity refers to a person’s deeply felt, internal and individual experience of gender, which may or may not correspond to the person’s physiology or designated sex at birth” (para. 3). Likewise, it is common to believe that people who are born female or male are supposed to identify as women or men correspondingly; however, this is not always the case. When a female identifies as a man and a male as a woman is called transgender. Since transgender identities do not meet the heteronormal standards “they are considered socially as transgressive and their experience has been historically subject to discriminatory and violent acts by other people” (UNICEF, 2016, p.20). Consequently, to have an understanding of the identities that young learners and people in general have, becomes significant to avoid any kind of violence.

In the same way, gender expressions are related to the identities of people. APA (2014) describes gender expressions as “the way a person communicates gender identity to others through behavior, clothing, hairstyles, voice, or body characteristics” (p.1). These expressions are generally associated with some parameters constructed over the time which are accepted or “appropriate” for men: short hair, loose clothing, deep voice, etc. and women: long hair, tight clothing, high-pitched voice, etc. Nevertheless, “some people express their gender identity in unconventional ways: they wear, for example, accessories and clothes that are legitimately

considered to be the other gender, without their identity being transformed” (UNICEF, 2016, p. 21).

On the other hand, sexual orientations and gender identities are separated, but related aspects for human beings. Therefore, a definition for sexual orientation becomes essential to avoid confusions. To start with, sexual orientation is a component of identity that includes “a person’s sexual and emotional attraction to another person and the behavior and/or social affiliation that may result from this attraction” (APA, 2015a, p. 862). In addition, sex does not define gender and in the same way, gender identity does not define sexual orientation. To obtain a better understanding of gender identities, gender expressions, sex, and sexual orientations the following is a visual explanation of sexual orientation:

**Figure 1.**



*Visual representation of human sexuality*

*Source: The Conversation US, Inc.*

Likewise, since gender stereotypes are still present in society, the role that they play is significant, consequently, questioning and reflecting on them is necessary. To begin with, a stereotype is a general conception about the behaviors that are supposed to be possessed by members of a group. Over the years, some specific traits have been attributed to women, men and the LGBTQ+ community. The belief that people behave in certain ways due to their gender is called *gender stereotypes*, according to Cusack (2013) gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men. On the other hand, “gender stereotypes come in varied and overlapping forms, including “sex stereotypes,” “sexual stereotypes,” “sex-role stereotypes”” (Cusack, 2013, p.9).

Sex stereotypes refers to characteristics that are imposed on men and women regarding their physical, emotional, and cognitive attributes. For instance, these preconceptions are: women are weak, men are aggressive, women are passive, among others (Cusack, 2013). Apart from that, sexual stereotypes, refers to the “generalised view or preconception about the sexual characteristics or behaviours that women and men are believed or expected to possess” (Cusack, 2013, p.11) and as a result, women are perceived as “sexually passive” and men as “promiscuous”. Finally, sex-role stereotypes are roles typically assigned to women and men. For example, women are caregivers, men are heads of households and so on (Cusack, 2013). Therefore, to discuss, analyze and reflect upon gender stereotypes within Colombian context is fundamental, considering that “the use of stereotypes is a part of our everyday way of thinking; for this reason, Colombian society often innocently creates and perpetuates stereotypes, but these stereotypes often lead to unfair discrimination and persecution when they are unfavorable”

(Barrera and Cantor, 2007, p.164). Additionally, when students are capable of expressing their opinion and ideas they start to be aware of their surroundings.

### ***Multimodal Texts with Social Content***

The current postmodern era ruled by technological resources has brought many modes in which information is presented beyond the written word, even more, due to the recent worldwide pandemic. Multimodality can be defined as “the integrated use of different communicative resources, such as language, image, sound and music in multimodal texts and communicative events” (Simpson, 2011, p.668). Bearing this in mind, multimodality integrates multiple elements that complement each other to convey a more configured meaning in communication as well as in texts, understanding that a text can also communicate a variety of messages. For this proposal, the definition of text is based on the concept provided by Kress (2003) being “any instance of communication in any mode or in any combination of modes” (p.48). Therefore, it includes resources presented in different modes such as written or spoken language, visual or audiovisual materials as well as those with music and sounds, and resources in which gestures can also be interpreted and analyzed.

From this perspective, it becomes necessary to consider the definition of mode, which is “a socially shaped and culturally given semiotic resource for making meaning” (Kress, 2010, p.79). Such semiotic resources can be conceived as the modes or methods chosen to present a message that contains determined meaning. The modes that will be considered in the “texts” from this proposal are summarized by Cope and Kalantzis (2009) and include a linguistic mode

with materials that have organized words with coherence and cohesion and can be either written or oral. Also, the visual and audio modes that respectively have to do with images, pictures and animations with their color and size as well as the music and sounds with elements such as pitch, stress, or intonation. In addition, there is a gestural mode in which facial expressions and body movement, or gestures take place, along with a spatial mode that allows an analysis of the proximity among people or objects. Considering this, texts can include one or several combined modes in their representation to facilitate interpretation, providing students with different tools to engage in the construction or deconstruction of meanings.

The importance of using multimodal texts comes from the understanding that meaning and discourses found in every text nowadays are not unimodal. The multiliteracies pedagogy theory understands literacy as not merely a matter of reading and writing but a practice in which linguistic modes converge with other semiotic modes in its representation and therefore in its approach:

“Literacy is in its nature multimodal—a matter of visual as well as linguistic design. And multimodality itself is becoming more significant in today’s communications environment where, from multimedia desktops to shopping malls, written text is represented in a dynamic relation to sound, visuals, spaces and gesture”. (Cope and Kalantzis, 2000, p.232)

And it is precisely on this recurrent engagement with different modes of representation available in the mass media and in common everyday practices that multiple discourses can be found, including those dealing with stereotypes. Using multimodal texts to approach gender

stereotypes serves the purpose of not only identifying that those stereotypes exist, but also of understanding the discourses that are behind and the practices that perpetuate them. In such a case, modes allow to identify power and dominant relations “these meanings are socially made, socially agreed and consequently socially and culturally specific” (Kress, 2010, p.88). Therefore, someone’s gestures, tone of voice, discourse employed, color or clothing preferences among others, are part of their identity and expression. As a result, these aspects can be analyzed through the mentioned modes as society uses them to define what is accepted or considered as normal.

### ***Critical Literacy***

In order to work with multimodal texts towards a reflection on how gender stereotypes are perpetuated in society, it is important to consider an appropriate approach to the reading of these texts. According to Freire and Macedo (2005) literacy goes beyond the learning of reading and writing and should be understood as an emancipatory practice; a mechanism through which those oppressed can analyze critically their social context; this entails an acquisition of a new knowledge that allows them to transform their society. Moreover, Cassany mentions that the world around us is fully permeated by ideologies or postures towards every aspect there is, and literacy should be critical, to allow reading these ideologies carefully, therefore, its function is more than instrumental in regard to reading and writing (Caballero, 2007).

Under this evidence, social constructs behind gender stereotypes can be seen in common discourses and practices as well as in different available “texts” and, therefore, need to be read, “the world as text, however, can be read from a critical literacy perspective, especially given that

what constitutes a text has changed” (Vasquez, 2017, p.7). Considering this, “critical literacy examines texts in order to identify and challenge social constructs, underlying assumptions and ideologies, and power structures that intentionally or unintentionally perpetuate social inequalities and injustices” (Mulcahy, 2008, p.16). An analysis carried through a critical literacy approach cannot remain as a simple reflection exercise but should also question and challenge discourses, especially those perpetuating prejudices and inequities. To do so, this approach has four main dimensions which are “disrupting the commonplace, interrogating multiple viewpoints, focusing on sociopolitical issues, and taking action and promoting social justice” (Lewison et al., 2002, p.382). The first one, includes in the curriculum different types of media to analyze how people are portrayed and positioned beyond what is seen at plain sight while the second-dimension attempts to place people in the position of others, especially those who have been neglected or silenced in order to always understand multiple points of view including their own. The third dimension focuses on sociopolitical issues affecting individuals and groups as part of the society; here literacy becomes a means to give voice to minorities and make them participants in society’s construction. The last dimension summarizes the main purpose in critical literacy which is fostering equity and social justice by challenging existing discourses. This is usually done through language analysis and its use to identify power relations and situations of privilege of just a few people.

Considering that the world itself as well as every artefact created by society can be read, the critical literacy approach conceived under this proposal deals with issues that have an impact in society. Because of that, this approach cannot be retained only within the classroom as discussions based on gender stereotypes come from particular perspectives but are evident in

societies' texts and discourses, surpassing academic contexts. Moreover, this approach is about “imagining thoughtful ways of thinking about reconstructing and redesigning texts, images, and practices to convey different and more socially just and equitable messages and ways of being that have real-life effects and real-world impact” (Vasquez, 2017, p.8). Since texts always contain meanings, critical literacy serves as the means to unveil those discourses fostering equality and justice, and one way to do so is through analysis and opinion giving from a critical perspective. Nevertheless, this exercise has to go beyond simple observation and opinion giving while looking for new ways to involve all different voices in the co-construction of society. Critical literacy goes beyond merely reading and writing and conceives other forms of literacy, especially multimodal that is most pertinent for this proposal. Moreover, critical literacy involves an analysis of different kinds of texts in multiple modes to help students reflect, understand and question existing stereotypes.

### ***Productive Competences***

To develop a language proficiency students must be able to produce the language, that means to actively communicate. Therefore, it is relevant to address first the meaning of productive skills. According to the British Council (2021) the productive skills are speaking and writing, these are also known as active skills.

First of all, “speaking consists of producing systematic verbal utterances to convey meaning” (Bailey & Nunan, 2005, p.2), in other words the creation of articulated sounds with the choosing of particular words that altogether allow communication. Nonetheless, since this proposal expects students to convey their ideas, opinions, and comments properly and respectfully;

speaking is perceived as more than just sounds and words. In fact, Chastain (1976) states that speaking is a productive skill, and it involves many components, and more effort is required. Speaking is more than making the right sounds, choosing the right words, or getting the constructions grammatically correct. In the same way Harmer (2001) says that “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’” (p.272).

Consequently, this ability needs to be practiced within a context that will allow students to develop the language effectively. In fact, Richards (2008) classified the functions of interactions that are useful to make a distinction between interactional and transactional functions. Richards (2008) mentions three functions. The first one, *talk as interaction*, refers to conversation, in other words everyday talk. Some main features that can be relevant from this function are the social interaction and the reflection of the speaker’s identity. The second function, *talk as a transaction*, alludes to situations that focus on “making oneself understood clearly and accurately” (Richards, 2008, p.24). Additionally, this function involves skills such as describing something, justifying an opinion, and clarifying understanding. Therefore, it is recommended to develop group activities like discussions to give opinions, brainstorming and role plays, all of them according to the level of the learners (Richards, 2008). Although this function focuses on the message rather than the participant it is relevant to this proposal since through the expression of opinions and ideas, stereotypes can be analyzed and discussed. Finally, *talk as a performance*, “refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations” (Richards, 2008, p.27). Hence, this function requires planning and creation. That

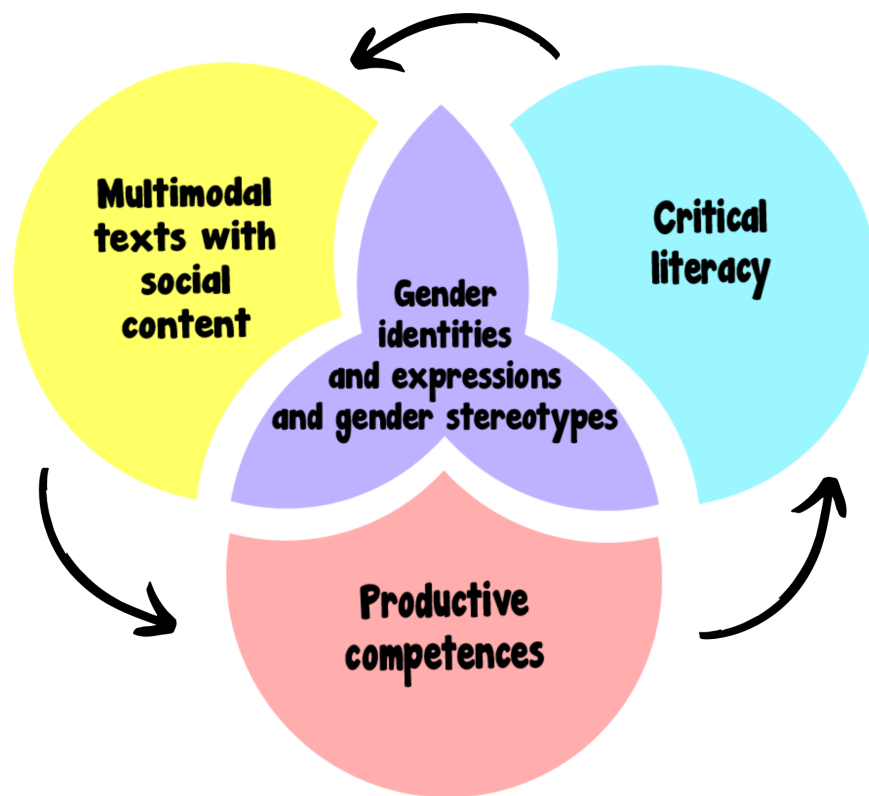
means students are involved in the process and it requires them to be active learners during the whole task.

On the other hand, writing is the use of letters and words to communicate with others. In the same way Nunan (2003) indicates writing is an intellectual activity that implies finding ideas and thinking about a clear way to deliver those. Similar to speaking, this skill requires active production, however, as pointed out by White and Arndt (1991) writing is a tedious activity that needs an intellectual effort and it demands generating ideas and planning. Thus, writing is a complex process that implies critical thinking and a deep understanding of the situation which will allow students to have a longer time to think and choose the appropriate words to communicate. Actually, as stated by Richards (n.d.), due to its complexity, writing is one skill that needs to be taught by another person, this means, writing is a socially learnt practice. As a result, it requires development and guidance, as mentioned by Richards (n.d.), it must take into consideration a balance between product and process. That indicates that while guiding students, teachers should focus on the entire process that involves writing and the students' progress rather than just on the final result. For this reason, it is recommended to practice certain activities in the classroom that involve steps of prewriting, drafting, and revising. In terms of pre-writing activities such as reading, brainstorming, listing, clustering, and discussing a topic or a question are crucial to work on a new topic with an open mind. In addition, activities for drafting and revising require tasks like peer-editing, reading aloud and proofreading allowing students to cooperate with others' processes as well.

Considering that in this proposal students are expected to convey their ideas reasonably, respectfully and with a critical perspective the term skill is not enough to portray this theoretical construct. Therefore, the term that will be used is competence, and according to Chomsky (1965) competence is the unconscious knowledge of a language. In the same way, this knowledge not only refers to grammar but also performance and physiological aspects (Fromkin & Rodman, 1981). Indeed, Hymes (1972) highlighted the importance of the sociocultural component beyond a merely linguistic one that accounted for sentences and grammar knowledge and their appropriate use. This sociocultural component has to do with the use of all the linguistic structures, understanding the values and attitudes that lead a particular use of that language in a suitable context and particular situations. In other words, productive competences in this proposal are a set of linguistic and communicative abilities, knowledge and behaviors students will enhance while analyzing, thinking, and reflecting upon gender stereotypes.

To sum up, the following figure is a visual illustration of the constructs discussed within this chapter. Here the concepts work all together and they do not overlap one another, rather they all compliment each other to facilitate the achievement of the main objectives.

Figure 2.



*Visual representation of the constructs from the theoretical framework*

*Source: Own elaboration*

### **CHAPTER III: Methodological Design**

As this is a pedagogical and didactic proposal in which innovation is the main characteristic, first, it is important to understand what innovation in education is and particularly, what makes this one an innovative proposal. Therefore, this notion will be defined in this chapter along with the theoretical visions about curriculum, language, learning, classroom, and role of the teacher that underpin the entire pedagogical proposal.

#### **Pedagogical and Didactic Innovation Proposal**

When talking about innovation in education it is important to look at the current practices, strategies, or content and how these are presented to students, knowing that they have different scenarios of learning both outside and inside the classroom. Vincent-Lancrin et al. (2019) distinguish two types of innovation in education, the first one related to product innovation in which for example, institutions present new curricula or programs to reinforce students' pedagogical processes. The second is process innovation in which new forms of communication between the different actors in the educational contexts are developed or for example "how they group students and manage other aspects of their learning experience" (p.23). In any case, there is an existing situation or problem that requires a change and a novel approach, such situations may be evident in the context in which students are or may obey certain institutional needs. In both cases, there is a need to change or upgrade regular processes, contents, or experiences.

In that sense, one of the many things that can make a pedagogical proposal innovative is the fact of changing regular classroom practices, introducing new content that promotes reflection or guiding activities in a different fashion. Furthermore, as stated by Kirkland and Sutch (2009), “innovation is the application of a new resource or approach that changes social practice creating some value. (...) a new approach to questioning, the use of a new digital tool or a novel use of space” (p.10). Here innovation stands for something novel and new; however, it emphasizes the importance of questioning social practices that are not normally conducted in the classroom as it requires a change of setting. Additionally, Kozma and Anderson (2002) define innovation as “practices that prepare students for lifelong learning in the information society” (p.389). Actually, they consider that in spite of different assumptions about what innovative pedagogical practices are, those addressing situations of equality for all learners regardless of their gender or ethnic differences, are part of the outset for institutions to consider when innovating (Kozma and Anderson, 2002). Based on this evidence, pedagogical and didactic innovations also deal with situations that affect communities; preparing their members and learners to live with others, understanding their differences and avoiding inequity.

All in all, this proposal is innovative because it aims at challenging and reflecting about gender stereotypes using multimodal texts as a vehicle to do so. Additionally, these texts come in handy with new practices in which information and messages are presented through several modes to facilitate interpretation and understanding. Furthermore, these texts with social content are authentic material as they are part of the students’ life and go beyond the classroom. Apart from that, talking about gender surpassing a binary perspective in EFL settings gives students the opportunity to strengthen their productive competence because it is through interaction that they

can position themselves critically toward such a topic. In short, they are improving these competences in a different fashion through appropriate materials and a particular topic. Lastly, this proposal is also innovative as it has been designed for teenagers that are learning remotely and those that are coming back to schools.

### **Curricular vision**

The vision of the curriculum within this project is understood as a reflection of the learner's reality. In fact, Freire (2000) mentions that the development and process of choosing the content in educational settings starts from the exercise of observing reality and the situations that exist as a problem that requires actions. In this same sense, Grundy (1987) considers the curriculum as an emancipatory one guided by the praxis, understood as the process in which people construct or deconstruct their reality through both reflection and action; and in its nature is a social matter, not an individual one. On the other hand, content in curricula should consider and include gender diversity in order to look for equality as expressed by UNESCO (2016) "Curricula are never neutral. Those that do not feature sexual and gender diversity convey the implicit message that people with diverse sexual orientations and gender identities/expressions are not part of society" (p.85). When this happens, such actions lead to scenarios of gender discrimination, violence, and phobia. Therefore, considering stereotypes and misconceptions about gender as generalized beliefs that have arisen from a socio-cultural background, it is important that students and teachers look at these conceptions with critical lenses and base their actions toward such social constructs on an analysis of their context.

### **Vision of language**

This proposal is based on the principles of critical literacy that also has its origins in Freire's critical pedagogy philosophy. Therefore, language within this proposal is understood as a vehicle through which students analyze and re-construct their reality. This comes in handy with actions that look for liberation of the discourses that look to perpetuate inequities, this achieved through dialogue (Freire, 2000). In the same way, according to Cassany, relationships of power and oppression can be evidenced through the use of language, as well as identities be constructed and certainly deconstructed (Caballero, 2007). This gives a major role to writing and speaking as active skills; as it is through those skills that students can first convey meaning to engage in meaningful dialogue and develop critical perspectives towards their context (Freire, 2000). Therefore, language and critical literacy are closely related, as in this proposal language allows students to question and create awareness about gender stereotypes. Indeed, students are expected to engage actively in dialogue as Freire suggests, not looking to impose their ideas above others but to identify and re-evaluate preconceptions about gender that exist in society.

### **Vision of learning**

Learning is conceived within this proposal under the basis of social constructivism. Learning is a process that develops with interaction with others and not in isolation, therefore, is mainly a social process (Adams, 2006). Principles under this theory include the importance of learning above performance; in which learners co construct knowledge and meaning. In this case, students have an active role in the process and they can take control of their own learning. But this is a shared role with their immediate "others" who interact with them, such as their partners and teachers. Likewise, learning is a process that will require the use and inquiry of real-life topics. Therefore, when being in class "Educators must develop radical pedagogical structures

that provide students with the opportunity to use their own reality as a basis of literacy” (Freire and Macedo, 2005, p.104). In other words, the content shown during the lessons will be fundamental for the learning process because it needs to be suitable for their reality. Consequently, learning in this proposal is considered a process in which authentic material is needed. In the same way, it is a process that requires active participation and interaction with others.

### **Vision of classroom**

Under the idea that learning does not only happen in the classroom, but outside of it, the conception of the classroom within this proposal is that of a setting in which students are able to use English to question gender stereotypes. When they reflect about what they see in their context, in the news, in their families, with their friends, neighbors and so on in terms of gender stereotypes they are reading their reality beyond the classroom. About that, Vasquez et al. (2019) mention “the world, as text, can be read from a critical literacy perspective, especially given that what constitutes a text continues to change. For instance, a classroom can be read as a text” (p. 301). Therefore, the classroom as part of the student's context can be a space led by reflection which can also be read and questioned, understanding others' points of view. Accordingly, the classroom allows them to exchange ideas and position themselves towards different situations perpetuating stereotypes, being able to do so safely without fear of being judged.

Moreover, this proposal was designed to be developed in both remote and in-person environments as learning is a social process, meaning that the classroom in this proposal is not only a setting for individual learning but a social one. As indicated by Scott (2015), a classroom

should be an environment in which students “discuss their ideas with peers, exchange different points of view, question others, seek clarification, and participate in higher order thinking such as managing, organizing, critical analysis, problem resolution, and the creation of new learning and deeper understanding” (p.6). Indeed, when students participate and collaborate with others, they are challenged to reflect and take part in discussions through speaking or through written texts and share their views. In short, the vision of the classroom in this proposal is that of a participatory setting where students communicate and visualize gender stereotypes employing multimodal texts. Also is a setting in which they develop social critical literacy practices with their peers and teachers that will also serve them in other contexts with friends, family, and others.

### **Role of the teacher**

As previously mentioned, an emancipatory practice can be achieved when both teacher and students are involved as active participants when constructing knowledge “The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach.” (Freire, 2000, p.80). In such a case, in this proposal, the teacher is not positioned in a higher level than the students, rather is seen as equal in the learning-teaching process. Nevertheless, it is also expected that teachers “develop pedagogical conditions in their classrooms that allow different student voices to be heard and legitimated” (Freire and Macedo, 2005, p.13). This means that even though the student-teacher relationship is not the traditional one, teachers should provide a setting in which all voices are heard, especially those affected by stereotypes based on gender, fostering diversity and equity. Moreover, students do not merely observe and give opinions on the content brought by teacher but as an equal with

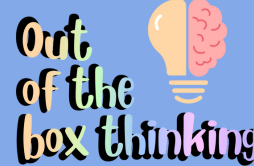
the educator, are in the capacity of investigating and positioning themselves critically “The role of the problem-posing educator is to create; together with the students, the conditions under which knowledge at the level of the doxa is superseded by true knowledge, at the level of the logos” (Freire, 2000, p.81). This is important as students should not merely give opinions based on what they analyze but should also be capable of deconstructing ideologies that pervade inequality.

## CHAPTER IV: Pedagogical and didactic innovation proposal

The current pedagogical proposal is based on the use of multimodal texts with social content to address gender stereotypes and to strengthen tenth graders' productive competences within a framework of critical literacy. This proposal was designed to be developed within both remote and face-to-face learning environments considering the ongoing situation with the worldwide pandemic. Moreover, it includes three cycles with a total of eleven (11) sessions of one hour and a half. Different multimodal texts with social content such as interviews, audiovisual material, webcomics, podcasts, short graphic books, opinion articles, infographics, among others, will be used as tools to strengthen productive competence, and to critically analyze the configurations of stereotypes regarding identity, gender identity and expressions. The following table illustrates how the cycles of this proposal and their respective lesson plans are organized along with their objectives and the multimodal text guiding the lesson; as well as some language functions that refer to what students are expected to do in terms of their productive competences. Clicking [here](#) students and teachers will be able to access material and printed resources to be developed during class.

**TABLE 1**

# CYCLES OF THE PEDAGOGICAL PROPOSAL



CYCLES OF INTERVENTION	LESSON PLAN	OBJECTIVES	MULTIMODAL TEXT	LANGUAGE FUNCTIONS
<b>Cycle 1:</b>  <b>Self-recognition</b>  <b>Duration:</b> 2 lesson plans for 4 sessions	<b>1. My name is... I'm unique.</b>  Number of classes: 2  Identity and personality.	<ul style="list-style-type: none"><li>• To engage in language production activities to recognize the relevance of both name and personality in the configuration of identity.</li></ul>	<ul style="list-style-type: none"><li>• Video</li><li>• Infographic</li><li>• Images with text</li></ul>	<b>Use language to:</b> <ul style="list-style-type: none"><li>• Describe people or situations.</li><li>• Incorporate new and existing vocabulary to talk about identity and personality in writing and speaking tasks.</li></ul>
	<b>2. Blue and pink for you and me</b>  Number of classes: 2  Identity and expression	<ul style="list-style-type: none"><li>• To identify choices of clothing as part of identity and self-expression.</li><li>• To reflect how clothes play an important role in self-confidence.</li><li>• To reflect about how certain clothes have been labeled according to sex and portray stereotypes.</li><li>• To identify how the choices of color which are bound to identity, portray stereotypes.</li></ul>	<ul style="list-style-type: none"><li>• Opinion Article</li><li>• Images with statements</li><li>• Webcomic</li></ul>	

## CYCLES OF INTERVENTION

## LESSON PLAN

## OBJECTIVES

## MULTIMODAL TEXT

## LANGUAGE FUNCTIONS

### Cycle 2:

**My context:**  
self and others

**Duration:**  
2 lesson plans  
for 4 sessions

#### 1. My significant others: friends and family

Number of classes: 2

Sex-roles stereotypes

#### 2. Doing what I like

Number of classes: 2

Sex-roles stereotypes and Sex stereotypes

- To recognize family and sex-roles stereotypes in it.
- To acknowledge different types of families that exist.
- Learn how to identify and discuss sex-role stereotypes and how these affect people in different ways.
- Understand that certain people may choose to transition to a different gender as part of their identity.

- To analyze stereotypes found in different hobbies or interests.
- To reflect about sex-roles stereotypes in hobbies or interests.
- To talk about their dream job despite some assigned roles for each profession.
- To reflect about sex-roles stereotypes on jobs and occupations.

- Images of family units
- Short Stories in video
- Images from short stories

- Illustration about a woman and man's mind.
- Podcast
- Short description of a person interests
- Images
- Video
- Genially
- Presentation or flashcards

#### Use language to:

- Talk about their own experiences.
- Give opinions about situations and particular topics.
- Learn useful expressions and vocabulary to agree and disagree.

## CYCLES OF INTERVENTION

## LESSON PLAN

## OBJECTIVES

## MULTIMODAL TEXT

## LANGUAGE FUNCTIONS

### Cycle 3:

Out of the box thinking

**Duration:**  
1 lesson plan  
for 3 session

#### 1. On the spotlight

Number of classes: 3

Raising awareness about gender stereotypes

- To learn how to give a short oral presentation and identify important parts of it.
- To learn how some people have questioned and overcome gender stereotypes.
- To give a brief oral presentation about people who broke stereotypes.
- To learn how to raise awareness about a topic through a short campaign.

- A short talk or conference
- Reading
- Visuals from the campaign

#### Use language to:

- Present information in an appropriate sequence when writing and speaking.

### **Cycle 1: Self-recognition**

The first cycle is called *Self-recognition*, and includes two lesson plans for four sessions focused on the function of using language to carry out conversations and interaction. This cycle is aimed at covering topics such as identity, personality, and self-expression by perceiving the most personal aspects that shape one's identity such as preferences in terms of names, clothing, or colors. The first lesson plan is called *My name is... I'm unique*, and it has an emphasis on recognizing the relevance of some elements in the configuration of identity through the reading of infographics and videos. Additionally, on the second lesson plan called *Blue and pink for you and me* images and a webcomic are employed to identify the role of clothing and colors in one's self-confidence and on the perpetuation of stereotypes.

### **Cycle 2: My context: self and others**

The second cycle is called *My context: self and others* and is a compound of two lesson plans for four sessions. Throughout these lessons students use language not only to carry out transactions but also to interact with others through different tasks. Also, in this intervention students recognize how stereotypes on sex roles, sex-stereotypes (male-female), gender identities and expressions are evident not only in their immediate reality with family and friends but also, in other spheres of life such as jobs and occupations. In the first lesson plan *My significant others: friends and family* learners analyze and recognize different types of family including their own, as well as the sex roles stereotypes that exist among them. Subsequently, the second lesson plan called *doing what I like* consists of analyzing stereotypes found in different hobbies or

interests. To do so, students work on oral and written production activities based on short graphic stories.

### **Cycle 3: Out of the box thinking**

The final cycle, called *Out of the box thinking*, is aimed at using the language not only to make transactions and interact but also to perform higher production tasks. To do so, the cycle is organized in a lesson plan called *On the spotlight* including three sessions. First, students observe a TED talk to learn how people perform in front of an audience. After that, they learn about different people who broke stereotypes so they can give their own oral presentation and talk about them. Finally, they think of a small campaign together as a group to raise awareness about gender stereotypes in their school. In this campaign students are expected to create their own multimodal text with images and statements that reflect what they have learned about the stereotypes that surround them and how they should question them, understanding that how people express and feel about themselves should not be used to label or judge them.

### **Instructional design**

In this section the lesson plans for the first and second cycle are included with their respective materials for each session as appendixes. In the appendixes each material has its own link to follow and have a better outlook of it. As far as the third cycle, this one can be found at the end of the document as annexes.

**LESSON PLAN 1: MY NAME IS... I'M UNIQUE**

**Lesson plan 1 -  
Cycle 1  
Session: 1**

Time: 90 min  
Grade: 10th

**Content:**  
Identity

**Multimodal texts with social content**

- Infographic
- Video

**Other materials**

- Worksheet
- TV or computer if any
- Shared board (or board for those at school)

**Objectives**

- To engage in language production activities to recognize the relevance of both name and personality in the configuration of identity.

**Time**

15 min

**Procedures**

To start the class, the teacher will introduce her/himself to the students, and will share her/his name on the board provided by the server (Teams/Jamboard,etc.) or through chat in order to talk about the meaning of it, students should also say their names and answer the following question.

**What does your name mean to you?**



**At school:** The teacher can write down the name on the board and talk about it while asking students randomly to answer the question.

20 min

Once some students have answered this question, they will do a reading activity of an infographic about the importance of the name and the configuration of identity. This resource will be given to students for them to read individually and the teacher can also share the screen with the PDF. **Appendix 1**

**At school:** This resource can be printed and given to students for them to read in groups.



After reading, students will be asked the following questions. The teacher can share the screen and present this image, answer the questions to give them an example and then ask students to do the same in order to start a sort of a dialogue.

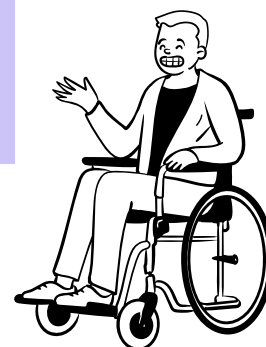

**MY NAME IS...**

Reflect about the following questions and answer them:

Are you happy with your name?  
Why or why not?

Do you have a middle name?  
What is it?

Do you have a nickname? If so,  
what is it and how did you get it?



**At school:** These questions can be written on the board so students can see them and participate.

15 min

Then, students will watch a video in which different people talk about their names and how these relate to their lives. Students should obtain the following information from the video: Their names, middle names and if they were named after someone. **Appendix 2**

To facilitate understanding, the teacher should present some unknown vocabulary from the video eliciting from students in case they know some of these words and expressions. Also, she/he should explain what the video is about before they watch it; activate the captions, provide students with the script, and play at least twice if necessary.

**At school:** The video can be downloaded and played directly from a USB on a computer or TV if there's no internet to play the video on YouTube.



25 min

Then, they will answer some comprehension questions based on the video in their worksheets. Remind students to help each other when writing in order to point out mistakes, also, they can ask any necessary questions to the teacher. **Appendix 3**



**At school:** The worksheet should be printed and given to students for them to complete or the teacher can write down the questions on the board and students can answer them using their notebooks. Students should gather in groups of 4 to share ideas and correct each other.

15 min

They will share their answers to the previous questions with their classmates and then they will reflect and share their thoughts on this question to share with the class. The teacher can write the question on the board provided by the server (Teams/Jamboard) or through chat.

**If you could change your name would you do it? What would it be? Why?**

**At school:** The teacher can write down the question on the board and ask students randomly what they think about it.



**Appendix 1:** Infographic about names and identity

**WHY IS YOUR NAME SO IMPORTANT?**

Your name tells a story  
Your name carries a deep personal, cultural or familiar story. Names give us a sense of who we are, the where we belong, and our place in the world.

**YOU CAN BE NAMED A CERTAIN WAY BECAUSE**

1. Maybe you were named after someone important in your family, your granny, dad or mom.  
I was named after my granny. She was a beautiful human being.

2. Your name has an etymological meaning or it has a meaning from the place you were born.  
My name Alyssa because in the Philippines it means rational.

**It's part of who you are!**

Your name is Luna!

From the day you are born, you are assigned this identifier. A name is your identity. It's what people call you, it's what you respond to.

**IDENTITY**

"Personal identity refers to the aspects that make us unique and distinguishable from others" This means your name also represents a collection of traits or qualities.

Based on: A Rose by Any Other Name: The Importance of Our Names in Shaping Identity - Kids' Location from Start & Learn. **Girls of the Box Education**

**Appendix 2:** Video: People Share Why They Changed Their Name



**PEOPLE SHARE WHY THEY CHANGED THEIR NAMES**

Date \_\_\_\_\_  
Name \_\_\_\_\_

Based on the video answer the following questions

1. What are their names and middle names?

2. Were they named after someone? Who?

3. Were they happy with their initial names?

4. Why did they change their names?



**Appendix 3:** Video: People Share Why They Changed Their Name



## SESSION 2

Lesson plan 1 -  
Cycle 1

Session: 2

Time: 90 min

Grade: 10th

Content:

Identity and  
expression

### Multimodal texts with social content

- Images with text

### Other materials

- Brainstorm with Padlet (or board)
- Game in Genially (PDF adapted from Genially)

### Objectives

- To engage in language production activities to recognize the relevance of both name and personality in the configuration of identity.

### Time

25 min

### Procedures

First, students will work in pairs (they will be divided on teams or on the platform used by the teacher) and for two (2) minutes they will think about as many personality adjectives as they can. Once they do this, they will write them down in the collaborative board. (Padlet) **Appendix 1**



**At school:** Students will write the personality adjectives on the board.

As a group, the class will go over the adjectives and they will be asked to choose some of them to describe themselves to the classmate they were working with at the beginning of this activity.

20 min

Then, students will match adjectives with the correct image. For this they will play a game on Genially. **Appendix 2**

**At school:** The document with the images and words, which are the same as Genially, should be printed and cut so students can do the exercise. **Appendix 3**



10 min

After that, students will work again in couples, (they will be divided on teams or on the platform used by the teacher), and both of them will have a different image without description **Appendix 4 (page 1)**. They would need to describe the person they are seeing to their classmate only based on how the person looks. Remind students to use adjectives from the previous activity.



**At school:** Students gather in couples and do the same exercise to describe the person they're seeing to their classmate.

35 min

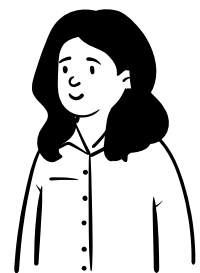
Once they have completed the task they will share their answers with the whole class. They will be asked the following questions to start a dialogue about their impressions. Show image by image to describe all people.

**Appendix 4 (page 1)**

- **Why did you give those characteristics to these people? Is it because of how they look?**
- **Do they have something in their appearance that makes you think they are like that?**
- 

Once they have finished sharing their answers they will be shown the image with the correct description of the person and they will be asked how different was their description from the real one and why. **Appendix 4 (pages 2 and 3)**

**At school:** The document should be printed and cut so each student can have one.



**Appendix 1:** Brainstorm: Adjectives to talk about personality on Padlet



**Appendix 2:** Matching adjective activity on Genially



**Appendix 3:** Document with matching exercise

<p><b>Reserved:</b> Someone who does not often talk about or show their feelings or thoughts</p>	<p><b>Stubborn:</b> Someone that does what he or she wants and refuses to do anything else.</p>		
<p><b>Emotional:</b> Someone who show her/his strong feelings.</p>	<p><b>Easy-going:</b> Relaxed and not easily upset or worried</p>		
<p><b>Talkative:</b> Someone who talks a lot</p>	<p><b>Creative:</b> A person who is original and has new ideas.</p>		
<p><b>Bad-tempered:</b> A person that becomes angry and annoyed easily</p>	<p><b>Self-confidence:</b> when someone thinks she/he can do things well and that other people respect her/him</p>		

**Appendix 4:** Describing a person

<p><b>Robin</b> Hello everyone. I'm Robin. I'm from Germany. I live in Berlin. I love animals, plants and flowers. I enjoy reading and editing videos. I am a filmmaker.</p>	<p><b>Diego Garijo</b> Hello , my name is Diego. I live in San Diego. California. I love wearing make up. I really enjoy talking in front of people and being the center of attention. I love martial arts. I'm actually a professional MMA fighter.</p>	<p><b>Elvin Lam</b> Hi everyone! My name is Elvin. I was born in Honk Kong but now I live in Australia. I love animals, I love to illustrate. I love classical music! I'm professional dancer.</p>

# LESSON PLAN 2: BLUE AND PINK FOR YOU AND ME

**Lesson plan 2 -  
Cycle 1**

**Session: 1**

Time: 90 min

Grade: 10th

**Content:**

Identity and expression

## Multimodal texts with social content

- Opinion Article

## Other materials

- Images with pieces of clothing
- Brainstorm with Padlet (or board)
- Presentation in Genially (Handout for those in school)
- TV or computer if any
- Word document

## Objectives

- To identify choices of clothing as part of identity and self-expression.
- To reflect how clothes play an important role in self-confidence.

## Time

10 min

## Procedures

First, the teacher will ask students what clothes they usually like to wear, and which colors they prefer. The following image can be shared with students in order to foster some ideas about clothing. The teacher can provide some examples with common clothing she/he uses and its colors, then students should do the same.

Students must write down their answers in their notebooks and then share them with the class.



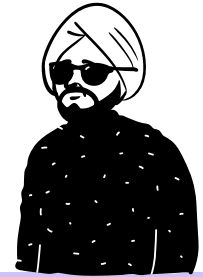
**At school:** Instead of sharing the image, the teacher may draw the pieces of clothing or write down their names on the board.



20 min

Now, students will read a short article called: “*What do our clothes say about us?*” **Appendix 1** They will read the text three times. The first time, they will take turns to read out loud to get a general understanding of the text. The second time, they will read, outline unknown words, and look for their meaning with the teacher’s help. The third time, they will read again to gather ideas and later on answer the questions from the final activity.

**At school:** The article in PDF should be printed and given to students so they can read it in groups.



15 min

Then, students will write down one idea they remember from the reading on a collaborative board on Padlet **Appendix 2**. It does not matter if the idea is completely elaborated or if they remember some key words from the reading. Once they do so, the teacher will be able to review these ideas and key words with the class and link the most related ones in order to have a more elaborated view from the article.



**At school:** Students can go and write down their ideas or key words on the board.

15 min

The teacher will share and explain some words and expressions to give opinions using a presentation on Genially. The teacher shall also share this presentation with the students so they can have access to it. **Appendix 3**

**At school:** If there’s a TV or computer available with internet, the teacher may share the presentation for the explanation, otherwise, the teacher shall print a handout that has the same examples from the presentation and give it to students. The teacher can write down the examples from the handout on the board when explaining.

**Appendix 4**



15 min

Then, students will write down the answers for the following questions on a word document and later they will share screen so students and the teacher can help them correct any mistakes and get feedback:

1. **Do you like the clothes you wear? Why**
2. **Do these clothes represent your personality?**



**At school:** Students should write down their answers in their notebooks. Once they finish, they should exchange notebooks with a partner so they can help each other correct any mistakes. After that, they shall share their answers with the class.

15 min

Then, based on the paragraphs 5, 6 and 7 from the article, they should answer the following questions on their notebooks

:

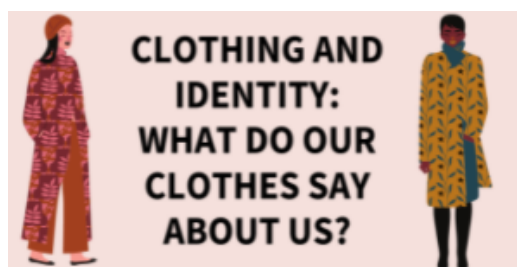
**Why are our self-image and self-confidence affected by the clothes we wear? Why or why not?**

**What do you think is the message the author is giving with the article?**

**At school:** Students should do the same in the classroom.



### Appendix 1: Reading: "What do our clothes say about us?"



Have you ever thought about the message your clothes send and what it says about you? What story are you telling with your style today?

I think this is an important question to ponder! In a world where we are constantly being encouraged to conform to what is deemed in Milan or New York, it is very hard to forge our own styles. The majority of us are influenced more by what celebrities wear than our own fashion sensibilities. We never stop to ask the question, does this style or image reflect my values. Rather, we find ourselves parading the latest trends. You see this often with teenagers, but unfortunately we all succumb to the pressure of being part of the in crowd, even when that trend contradicts our deeply held values.

Style is more than the clothes we wear, it's how we carry ourselves. Our style reveals what is distinct and unique about us. Style then is the outward expression of how we see ourselves. Our attire and the way we put ourselves together sometimes speaks louder than our words. As a pastor I have the great privilege of working with people and I am amazed at the stories people tell with the clothes they wear. What they wear and how they wear the clothes reveals so much about them. In a moment I can tell how they are feeling, which part of their body they like or dislike, how confident or uncomfortable they are and where they think they fit in to the world.

Written by: Joe Mebrahtu



When I was 14 I dressed not to express who I was but to hide my skinny frame! My primary objective was to cover up what I deemed to be unattractive about me and to gain acceptance from my peers. How many of us do this? Wearing clothes to hide rather than to express who we are.



What we put on every morning does matter! Even if you are not fashion conscious, the choice of clothes you put on will influence people's perception of you, and how you see yourself. We should never judge a book by it's cover. However, the book cover does hold the pages together. Yes, we are more than covers but what covers us does say something and has value.

When we have a healthy self image we use clothes to reveal our inherent value. However, when we have a negative self image we use clothes to conceal. The outer garments we wear should never define us, but sadly this is all too common. Much of society is segregated by style and this has dire consequences. I believe we need to embrace the person despite the clothes and accessories they wear.

If you want to improve your style and want to say something positive with the clothes you wear I encourage you to first start figuring out who you are, and you will naturally begin to wear clothes that reflect this new found identity.

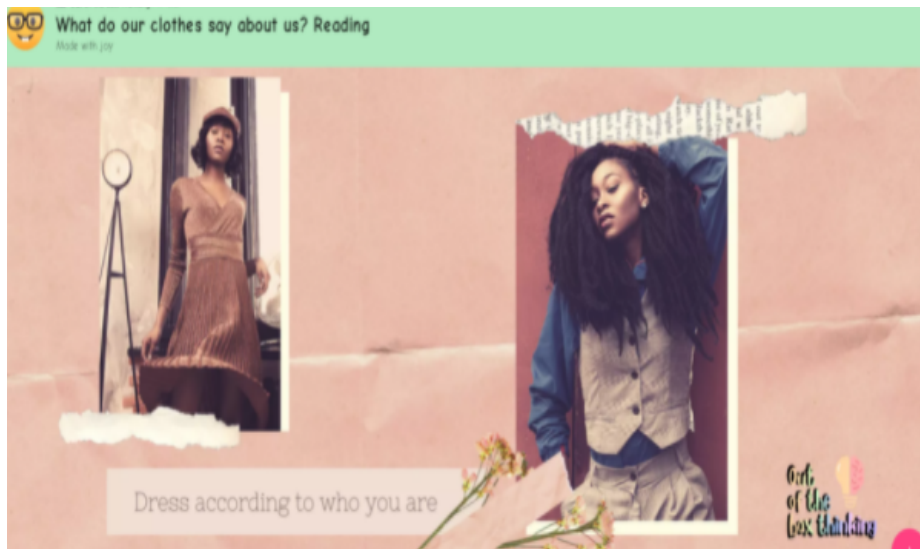
We are not what we wear, but we have to recognize we can become what we wear. Putting on different types of clothes has the power to change our self perception and how others see us. This is why it's important we pay attention to clothes we put on.



Written by: Joe Mebrahtu



**Appendix 2:** Brainstorm:  
What do our clothes say about us?



**Appendix 3:** Presentation  
on Genially: How to  
express your opinion  
politely



**Appendix 4:** Handout: How  
to express your opinion  
politely

## EXPRESS YOUR OPINION POLITELY

### INITIAL PHRASES TO EXPRESS AN OPINION

- **I THINK THAT...**

I think that people should be free to wear different clothes.

- **IN MY OPINION...**

In my opinion, we need to listen to each other.

- **I BELIEVE...**

I believe your opinion matters as much as mine

- **I GUESS... (YO CREO QUE)**

I guess that politicians don't represent most of the society.

- **AS FAR AS I'M CONCERNED**  
**(EN LO QUE A MÍ RESPECTA)**

As far as I'm concerned, everyone should be given an equal opportunity.

## SESSION 2

Lesson plan 2 -  
Cycle 1

Session: 2

Time: 90 min

Grade: 10th

Content:

Identity and  
expression

### Multimodal texts with social content

- Images with statement
- Webcomic

### Other materials

- Worksheet
- TV or computer with projector (if any)

### Objectives

- To reflect how certain clothes have been labeled according to sex and portray stereotypes.
- To identify how the choices of color which are bound to identity, portray stereotypes.

### Time

25 min

### Procedures

To begin, students will play an activity called 2 corners. The teacher will present the 3 statements that are represented with images (**Appendix 1**) in which they should position themselves, whether they agree or disagree with those. The teacher should present each statement and separate the class in two groups (agree/disagree) depending on the server used (Teams, classroom, etc.) for them to discuss their decision within 5 minutes. Then each group will share with the class what they discussed. Also, students should use the handout with the expressions learnt in the previous session to support their opinions.

**At school:** The teacher should write down on the board the statement and print the images or share them on a TV/ computer if available. The classroom should be divided in two, one at a different corner (agree/disagree) and students should move to the corner that best describes their personal view.



30 min

Then, the students will read a webcomic called “Acception” **Appendix 2**. When necessary, they can use their dictionary to look for unknown words and will have the teacher’s support in case there are any doubts while reading. They will be asked to read carefully and pay attention to the images. Students will read four (4) episodes in total.



**At school:** It is recommended to display the webcomic on a TV or computer with a projector (if any). In case of not having any device the teacher can print the short story and organize students in groups.

35 min

Once students read all the webcomic they will answer some questions in a worksheet. **Appendix 3**

Students should share their screen to get feedback and correct their writings. Finally, the teacher will go over every question selecting randomly a student that will share her/his answer.

At the end, the following questions will be asked to close the session and to know about the student's perspectives based on what they observed on the webcomic:

**What do you think about the situation that Arcus lives in the school?**

**Do you agree or disagree with the behavior of the rest of students toward Arcus? Why?**

**At school:** Students need a printed copy of the worksheet or the teacher may write down the questions on the board so they can do it using their notebooks. They will gather in groups of 3 to develop the worksheet and then they should exchange it with other partners for correction and feedback.



**Appendix 1:**  
Statements with  
images

Do you agree or disagree?

People using different hair colors and haircuts despite their sex (male or female)

**Appendix 2:**  
Webcomic Acception  
by Coco Ouwerkerk

Welcome to  
**Acception**  
Season one  
#Losers



## A WEBCOMIC REVIEW

**Appendix 3:** Worksheet

Acception by Coco Ouwerkerk

WHO IS THE MAIN CHARACTER  
IN THIS COMIC?

WHERE IS THIS PERSON FROM?

WHAT HER/HIS NAME?

HOW OLD IS THIS PERSON?

## LESSON PLAN 1: MY SIGNIFICANT OTHERS: FRIENDS AND FAMILY

Lesson plan 1 -  
Cycle 2  
Session: 1

Time: 90 min  
Grade: 10th

Content:

Sex-roles  
stereotypes

### Multimodal texts with social content

- Images of family units
- Short story and video

### Other materials

- Worksheet
- Jamboard (or board)
- Padlet
- TV or computer if any

### Objectives

- To recognize family and sex-roles stereotypes in it.
- To acknowledge different types of families that exist.

### Time

30 min

### Procedures

To start the class, students will be given some images in a shared board **Appendix 1** with different family units. In groups of four (4), students will label the images with the members of the family (mom, mommy, dad, daddy, brother, sister). If necessary, students will revise family words. (Students will be divided on teams or the platform they are using and assign one group per page on Jamboard)

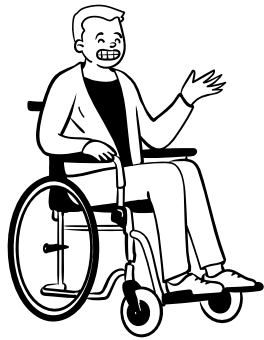


**At school:** The images can be printed and given to students per group **Appendix 2**

The learners will be asked if any of the families in the pictures are the same as theirs. **‘Are these like your family?’** Students will be encouraged to think about the components of each family and to find similarities and differences. It will be pointed out that all families have things that are the same and things that are different, and that every family is special.

30 min

Once they finish this activity, individually, they will think about their family and answer some questions. They can ask for the vocabulary in case they do not know. When students finish this activity they will share their answers **Appendix 3**



**At school:** The worksheet can be printed and given to students in class; otherwise, they can write down the questions and answer in their notebooks. When they finish this activity they will share their answers in groups of four (4).

30 min

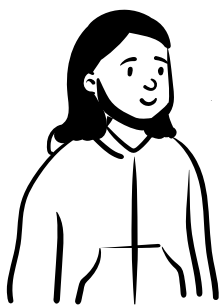
After that, they will read the short story 'My Family, My Two Moms - By Claudia Harrington'. **Appendix 4** They will read the story while hearing the audio. The story will be read twice. In case students need to look for an unknown word they can use a dictionary.

**At school:** The short story can be printed and given to students in class or can be displayed using a TV or computer if any.



Once the task is completed they will be asked to answer the following question. Students should write down their answers on Padlet. **Appendix 5.** Every student should choose a partner to give feedback in terms of grammar and word choice.

**What are the differences between your family and Elsie's family?**



**At school:** They can answer the question in their notebooks. Afterwards, they should give their notebook to another classmate that should review the writing and provide feedback.

## Appendix 1: Jamboard Family Units

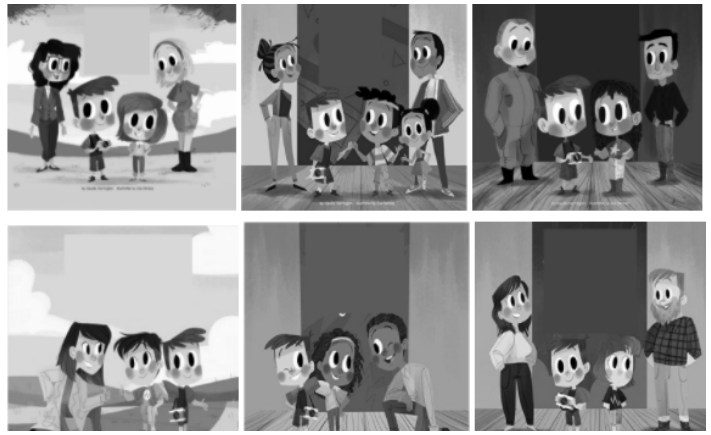
Task: Label the images with the members of the family

Group  
#1



- 1.
- 2.
- 3.
- 4.

**Appendix 2:** Family units  
(At school)



**Appendix 3:** Worksheet  
Family

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My family

Answer the following questions about your family

**WHO DO YOU LIVE WITH?**

**WHO DOES THE LAUNDRY??**


**WHO FIXES THINGS WHEN THEY BREAK DOWN?**

**WHO COOKS AT YOUR HOME?**

**WHO TAKES YOU TO THE DOCTOR WHEN YOU ARE SICK?**

**WHAT DO YOU LIKE TO DO WITH YOUR FAMILY IN YOUR FREE TIME?**

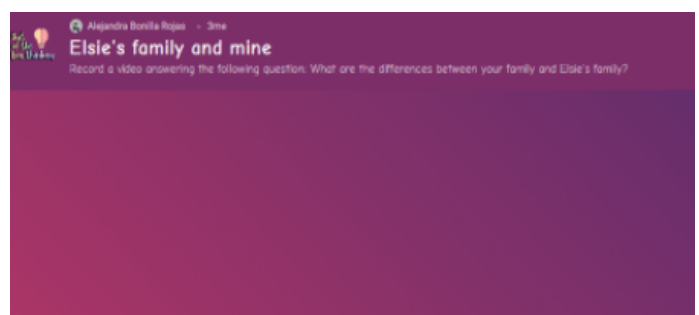
Get of the box thinking



**Appendix 4:** My Family, My Two Moms - By Claudia Harrington



**Appendix 4:** My Family, My Two Moms - By Claudia Harrington **Audio**



**Appendix 5:** Padlet: Elsie's family and mine

## SESSION 2

**Lesson plan 1 -  
Cycle 2**

**Session: 2**

Time: 90 min

Grade: 10th

**Content:**

Sex-roles  
stereotypes

### Multimodal texts with social content

- Images from the short story
- Short story and video

### Other materials

- 1 box or plastic bag with the tag “women” on it
- 1 box or plastic bag with the tag “men” on it
- TV or computer
- Worksheet
- Word document

### Objectives

- Learn how to identify and discuss sex-role stereotypes and how these affect people in different ways.
- Understand that certain people may choose to transition to a different gender as part of their identity.

### Time

25 min

### Procedures

The teacher will write down the word “Stereotype” on a word document or in the chat and shall ask students if they know the meaning of the word. The teacher should write down key words and ideas given by students of what a stereotype is.

Then, the teacher will explain what is a stereotype, which is a *general conception about the behaviors that are supposed to be possessed by members of a group, and in most cases is not always true*. Then, the teacher may illustrate a few examples for students to learn how to identify stereotypes, giving examples of general ones about women and men. Example: Boys are strong and do not cry or girls often are sensitive and sweet. Students can also add more examples.

Here, the teacher can say how some people do not fit into these categories of women and men so we can simply address them as people/children/person/child. Afterwards, the teacher shall ask students to say some things that represent or are characteristic of women and men, each student can say or write their opinion through the chat and the teacher should write those down separately.

Now, she or he shall read them again and explain how all they said applies to all people, not only men and women or one of them. For example, playing sports, using makeup, doing certain activities, or using certain clothes can be done by all people and we should learn and understand that, as people usually avoid doing things they like because they're afraid of being judged.



**At school:** The teacher can use the board to write down the word Stereotype as well as the ideas given by students of what are stereotypes.

Instead of students saying things that represent men and women they will write them down on a piece of paper anonymously and put them in the respective "women" and "men" box/bag. After that the teacher will take out every piece of paper and provide the same explanation illustrated above.

10 min

Later on, students will see a series of images that belong to a story they will be reading and listening to afterwards. The teacher should organize students in groups of (5) in the platform she/he's using and they should predict what the story is about and who are the characters appearing on the images. Then, all go back to the main group and every group will share their insights and predictions. **Appendix 1**

**At school:** Students should gather in groups of (5) so they can build their predictions and share them with their partners.



20 min

After that, students will read and listen to the story called "*A princess of great daring by Tobi Hill-Meyer*". The teacher should first explain briefly what the story is about; activate the captions and play it one time for them to get to know the story and unknown vocabulary, and the second time to have a broader understanding of it. **Appendix 2**



**At school:** The short story can be previously downloaded and displayed using a TV or a computer so students can watch and read while listening to the story.

25 min

Next, understanding that the main character considers herself a woman in terms of her identity, students may have questions, so the teacher will be answering these. Then, students will answer some questions in terms of how they position themselves about a situation like the one presented in the video in the Colombian context. **Appendix 3**

**At school:** The worksheet can be printed and given to students in class; otherwise, they can write down the questions and answer in their notebooks. Students may gather in groups to discuss ideas and answer the questions.



Once they finish, students should share their answers voluntarily with their partners and teacher.

10 min

To finish the class, the teacher shall organize students in small groups depending on the platform she/he's using to discuss the following question for over 5 minutes. Then they will return to the main group and the teacher will ask one student from each group to share their answers.

**Would you be Jamie's friend? Why or why not?**



**At school:** The students should gather in groups and discuss the question, then they will share their answer with their partners.

For homework, students will write down a short message to Jamie showing their support, their empathy or giving her advice in her decision. The teacher should show a short example of how to send a message to someone.

**Appendix 1:** Images from short story




**Appendix 2:** Short story: “A princess of great daring by Tobi Hill-Meyer”



**Appendix 3:** Questions from the short story

**Princess of great daring** By Tobi Hill-Meyer Girl of the box thinking

After reading, listening and watching the story "A princess of great daring" answer these questions:

<p>Why doesn't Jamie want to be saved by a prince?</p> 	<p>If you were playing with them, what character would you choose?</p> 
<p>If Jamie lived in Colombia, what would people say to her?</p> 	<p>Write a short paragraph about what you think happened when Jamie told everyone she was a girl.</p> 

## LESSON PLAN 2: DOING WHAT I LIKE

Lesson plan 2 -  
Cycle 2

Session: 1

Time: 90 min

Grade: 10th

Content:

Sex-roles stereotypes,  
sex stereotypes

### Multimodal texts with social content

- Illustrations about a woman and man's man
- Podcast
- Short description of a person's interests

### Other materials

- Worksheet
- Jamboard (or board)
- Padlet
- TV or computer if any

### Objectives

- To analyze stereotypes found in different hobbies or interests.
- To reflect about sex-roles stereotypes in hobbies or interests.

### Time

10 min

### Procedures

To begin the class, voluntarily, students will share the message they wrote to Jamie with the class.

20 min

Two illustrations of a man and a woman will be presented to students. **Appendix 1** After observing the images and with the teacher's help, students should identify every element that appears on every mind and its meaning. The teacher will list the elements on each mind by doing a division man/woman on a document. However, we suggest the following website <https://coggle.it/> so the teacher can share the screen and list the elements with the student's help. This is an example of how it would look:



Afterwards, the teacher will ask the students the following questions for a further analysis of the illustrations:

- Why do you think there is a baby in the woman's mind and a woman's legs in the man's mind?
- Why do you think there is a dress and a hat only in terms of clothing in the woman's mind?
- Why do you think there is alcohol and cigarettes in the man's mind but not in the woman's mind?
- What are the differences of the animals in every mind? Do these differences represent something else about women and men?
- Why is there only a sport in the man's mind and not in the woman's mind?
- Do you think the interests and hobbies of people correspond to those in every mind?

The teacher should now ask students to choose one element of every mind and establish a difference between those like the ones done in the previous questions, then randomly they can share these differences with the class.

**At school:** The teacher can share the illustrations on a TV or computer if available or can print the illustrations and give it to students. Instead of using the website, the teacher should divide the board into man/woman and do the same exercise.



25 min

Now, students will think about the things they like, their own interests and hobbies, the teacher will give students a worksheet **Appendix 2** in which they will search images about these interests, likes and hobbies and will paste them on the 1st page of the sheet. Then, on the 2nd page they will write down short sentences describing those interests. An example will be given to students so they can see how to talk about the things they like. Students should read it and check for unknown vocabulary with the teacher's help. **Appendix 3**



**At school:** The worksheet should be printed and given to students, instead of searching the images, they should draw their interest and hobbies and describe them. If they can't have the worksheet, they can draw and describe their interests in their notebooks. The example (**Appendix 3**) can be printed and given to students or the teacher can write down the text on the board.

Once they finish, voluntarily, students will share their own drawing and what they wrote in the descriptions.

10 min

Now, students will listen to a podcast (along with its transcription) that talks about how people's hobbies and interests can sometimes lead to stereotyping and even bullying or discrimination. **Appendix 4**  
They will listen the first time to understand what the podcast is about, and the second time they will pay attention to the situations exposed there as those will be helpful for the next activity.

**At school:** The teacher can use a recorder/TV/computer to play the downloaded podcast and print the transcript for students to follow along with the audio.



25 min

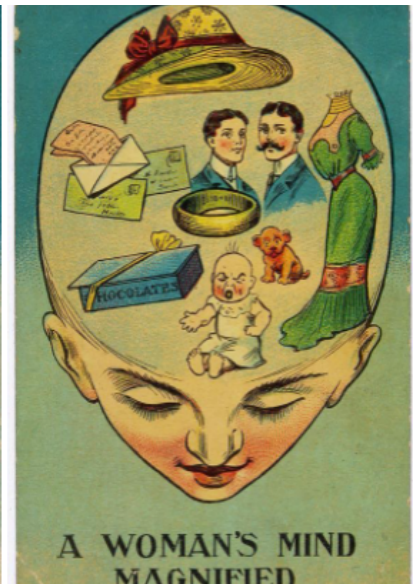
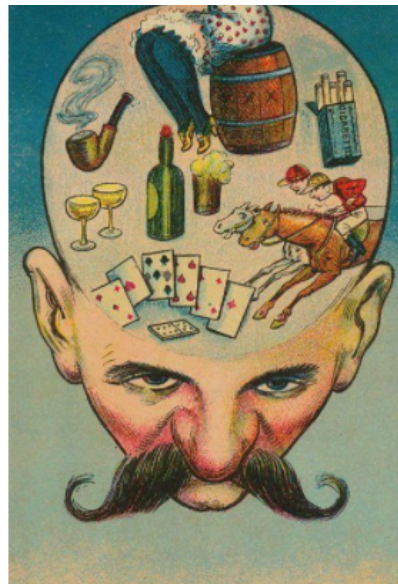
Finally, the teacher shall create groups (using teams, meet, etc.) for students to get together and organize a short role play based on all the elements from the multimodal texts seen in this session. They shall propose a situation related to people's likes and interests and some stereotypes behind those. The teacher should help them with questions they may have in the process. Once they finish and present their role play, their partners and teacher shall discuss what the role play was about, what was the situation they presented and how the stereotypes were evidenced.



**At school:** Students can organize their groups in the classroom and the teacher shall walk through the groups providing assistance if they need it.

As homework, students should bring a picture of themselves for the next session.

**Appendix 1:**  
Illustrations



**A WOMAN'S MIND  
MAGNIFIED**

**Appendix 2:** Drawing their  
hobbies and interests



**Appendix 3:** Example of  
how to talk about hobbies,  
likes and interests

*Knowing people like you and me*

**Jenny**

My name is Jenny. I really fancy animals, my favorite animal is the snake, the Black mamba is the fastest snake and is my favorite one. I adore watching animal documentaries because I learn about the different snakes.

One of my favorite hobbies is playing videogames, I'm really good at playing FIFA and I always beat my dad when we play together. But also, I enjoy playing soccer with my friends, I prefer to play as a goalkeeper.

I'm also passionate about anime, me and my dad watch anime together, actually I love drawing characters from different cartoons and anime series. I enjoy listening to the music from the anime shows and that is why I'm keen on Japanese culture, I want to visit Japan one day.

**Out of the box thinking**

## SESSION 2

Lesson plan 2 -  
Cycle 2

Session: 2

Time: 90 min

Grade: 10th

Content:

Sex-roles stereotypes,  
sex stereotypes

### Multimodal texts with social content

- Images with tools in professions
- Video
- Genially presentation (or flashcards)

### Other materials

- Jamboard (or board)
- TV/Computer if any
- Image with description

### Objectives

- To talk about their dream job despite some assigned roles for each profession.
- To reflect about sex-roles stereotypes on jobs and occupations.

### Time

15 min

### Procedures

To start the class, students will be divided into groups of four (4) (on teams or the platform they are using). They will be assigned different images of tools used in certain professions and their names. The teacher will share a board where students can find the group they are assigned to. Each group will be in charge of searching for an image of the person who performs that profession and put it on the collaborative board

#### Appendix 1.

**At school:** Students will do this activity on the board with the printed images **Appendix 2**. Instead of searching for the person that belongs to that profession, they will draw this person on the board next to the professions.



10 min

Once they finish, students will be asked to brainstorm adjectives to describe the people that carry out these professions. This activity will be done with the whole classroom on a shared board. **Appendix 1**  
As a suggestion, the teacher may search for additional adjectives to describe people and professions to share with students.

**At school:** Students will brainstorm on the board.

35 min

Then, the teacher will explain to students about gender neutral job titles using a Genially presentation Appendix 3 showing different people in certain jobs and professions. While explaining, the teacher may ask students which adjectives they would use with these professions and occupations according to the activities the person does. The presentation includes an exercise in which students watch a video and observe how stereotyped certain professions are. Teacher will ask them to answer the following questions after watching:

**Watch this video and count how many of these jobs are performed by women and men in the video.**

**Why professions such as teacher or nurse are assigned only to women?**

**At school:** The teacher will explain to students about gender neutral job titles using some flashcards about people in certain jobs and professions. **Appendix 4** The video can be downloaded and played directly from a USB on a computer or TV.



30 min

Finally, students will be asked to think about the following questions and answer in their notebook.

- **Did any of these professions or jobs caught your attention?**
- **Would you like to do any of these occupations or any other?**
- **What do you dream about becoming in the future?**

Then, they will be asked to create a description of what they want to be in the future and why they would like to perform a certain profession.


Students will attach this description next to the picture they were asked to bring as homework. To guide the students through this activity they will be able to see an image **Appendix 5** with a description that contains all the elements mentioned before. Once they finish they will upload their task to padlet. The teacher will remind students to pick one of their classmates' posts to write a comment or feedback **Appendix 6**.



**At school:** Students can do this activity on their notebooks and then share with their partners for correction and feedback.

**Appendix 1:** Jamboard professions. pg 1-10

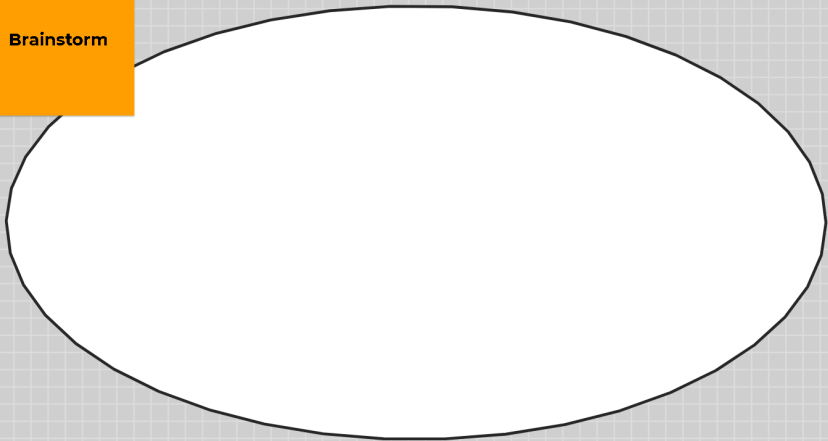
**Doctor**




Your image here

**Appendix 1:** Brainstorm pg 11

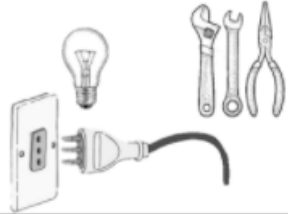
**Brainstorm**




**Appendix 2:** Professions



**Bricklayer**



**Electrician**



**Doctor**

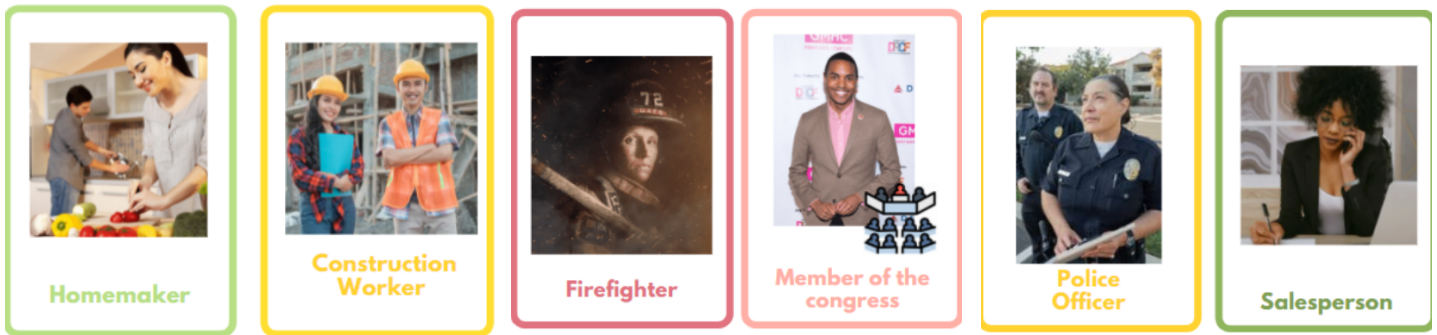


**Janitor**

**Appendix 3:** Job Titles presentation



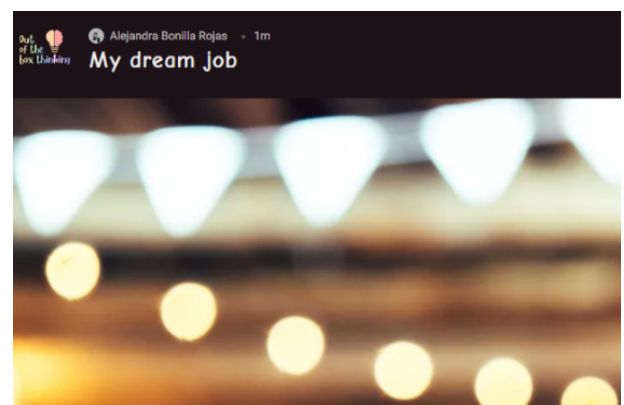
**Appendix 4:** Job Title Flashcards



**Appendix 5:** Image with description: Hi, my name is Alex!



**Appendix 6:** Padlet My dream job



## CHAPTER V: Conclusions and Implications

Executing a pedagogical and didactic proposal such as this one entails certain factors that should be considered in order for it to be successful. Hence, in this chapter, the implications are addressed in terms of language, the institution where the proposal might be applied, the teacher(s) implementing it and the students involved. Furthermore, the limitations and suggestions for further research on this topic will be mentioned.

### **Implications**

To start with, the first implication is in regards to language and how it should be approached in the EFL classroom. First, English should be understood as a means to learn about different topics related to the students' reality instead of using it merely for operational exercises that lack a connection with their context. Apart from that, the teacher should go beyond grammatical, lexical, and pragmatic knowledge of the language and foster production since language becomes the vehicle to transform reality. This being said, English can be employed to address relevant topics for students that are not restricted to the regular classroom topics only. Consequently, the importance of strengthening students' productive competences through meaningful texts with social content.

Subsequently, the second implication has to do with the institution where this proposal may be applied and some important aspects for its development. First, the setting should be an

appropriate one for students to feel comfortable expressing their opinions as they are given a voice to develop such a sensitive topic. In fact, it is important for institutions to change their mindset and add gender as a cross-curricular topic as it has been stated by different entities. Therefore, institutions should be willing to provide teachers with adequate training about gender matters before holding classes with students as different questions may arise, especially when it is a topic that has been barely discussed in EFL classrooms. Hence, an educational environment where inclusive settings are implemented and acknowledged, will allow learners to have an effective learning process. Also, developing a pedagogical and didactic proposal such as this one, implies that the school facilitates the different printed as well as the technological resources that are necessary for some of the proposed activities for both in-person or remote learning. These resources include the printed material which can be found on the website, access to TV or computers and projectors for the students at school. And even though the resources to work at home or remotely are available for both students and the teacher, it would be preferred that students have an internet connection to look for additional information on the topic if necessary. Likewise, for those students at home, the institution should facilitate institutional or public access to platforms such as Teams, Meet, etc. so the teacher and students can hold meetings and develop their sessions altogether or in small groups according to the activity.

Afterwards, the next implication is for the teacher(s) implementing the proposal either at school or remotely with students. Teachers should encourage students to participate and share their thoughts, understanding that they have an active role, and the teacher is not the only one who has the knowledge, but rather becomes a guide and another peer to share insights with. Moreover, when learning and teaching about gender related topics, teachers need to be objective

and broad-minded as the classroom is a safe environment where multiple perspectives are going to be found, and this will ease interaction and participation. The teacher should be prepared to face student's different reactions and points of view, always with respect to their opinion so they can do the same with their classmates. Moreover, they should consider those as opportunities to encourage learners to always question what they have learned about the stereotypes that exist in society, but respectfully as it is a matter of understanding the differences and questioning, rather than imposing their opinions against others. On the other hand, the teacher should consider the process rather than the result in terms of the student's productive competences. Students might not know much about the vocabulary or about the topic itself, but through the multimodal materials based on gender topics they should be able to make some progress.

Lastly, the final implication involves tenth graders participating in this proposal. Students will be asked to take an active role during the sessions since they are constantly conveying ideas and opinions. As a result, they should be open to discussions and be respectful to their peers. It is also relevant that students have a collaborative attitude since they are expected to work in groups and provide feedback to each other. In addition, learners should be willing to participate in the foreign language considering that it allows them to strengthen their productive competences. Moreover, they should be encouraged to ask questions and reflect about stereotypes in and outside the classroom and on account of that, position themselves critically.

### **Limitations**

On the other hand, when implementing this proposal, the following constraints need to be deemed as they might become a barrier for its fulfillment. Firstly, the COVID-19 pandemic has

altered many contexts such as the educational one in which this paper is situated. This entails on one hand not being allowed to develop the proposed activities in a real context instead of leaving them simply as a pedagogical and didactic proposal. And also, the impossibility of observing the students' reactions regarding the topic and the activities as well as analyzing the findings and making any necessary improvements.

Secondly, most activities within the instructional design require the use of technology and network access. When students are working remotely they will need an internet connection to join the group meetings as well as cell phones or computers to interact with their teachers and peers; and if these are not provided, the outcome of the activities might not be positive. Besides, for those studying at school, if there is no equipment in the classroom to watch videos, to listen to audios and podcasts, or to print the necessary worksheets for the lesson the results might be negative, entailing a setback on the students' learning process.

Thirdly, due to the nature of the lessons in which learners are expected to be active, participative, and critical, the language level is fundamental to develop the class. Although the activities have not been designed for an advanced level and sessions include strategies to approach unknown vocabulary and expressions from the topic, the students' English level may difficult the tasks' development if it is not the adequate one. If students do not understand the vocabulary it might be more difficult to comprehend the topic and as a result, to be critical about it.

Lastly, owing to the complexity of the topic, students may require more time than the one established for each session to complete the activities. Every session takes ninety minutes to be completed, and since the sessions will be limited, they might not be able to expand on parts of the topic that might cause confusion among students. Additionally, as this may be a brand new topic for them, most likely all kinds of questions will emerge resulting in more time per session. Such timing has not been contemplated within the lessons as it is something that would emerge only when implementing the proposal in a real context and cannot be predicted with an exact amount of time.

### **Suggestions for further research**

Due to the fact that this is a didactic and innovation proposal that focuses on strengthening tenth graders' productive competences through multimodal texts with social content, here are some considerable suggestions for further research. The first suggestion is to take this proposal to an action research or a case study project scenario. One reason to do so would be to have the experience of observing and perceiving the student's insights about these topics in the EFL classroom since it is not the regular kind of subjects that are taught in English classes. Another reason would be to really evaluate the findings and outcomes in terms of both the strengthening of productive competences and the level of reflection reached when teaching English through this sort of topic. This could shed more light on the impact that the production of a language would have on students when paired with social contents, for instance, those related to gender stereotypes.

Then, the next suggestion is to do some previous research as far as the English level students have before implementing the proposal. Hence, to conduct a diagnostic test would be suitable to adapt some of the activities and material developed to the learners level, knowing that one of the possible limitations is that the topic may require a certain English knowledge which they probably do not have. With that being said, it would be interesting for future research to work on a proposal like this one with other populations, and according to their different language levels, see how deep the discussions can be when questioning and perceiving stereotypes.

And finally, knowing that language learning is something that students struggle with because of its complexity, another suggestion would be to explore the development of other main skills through these topics. For this, additional activities with a focus on listening and reading would be beneficial to boost students' receptive skills or even; activities that allow learners to work on all four main language skills at the same time as to compare their scope in relation to working with productive competences only.

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## **Annexes**

Annex 1: Cycle three

## LESSON PLAN 1: ON THE SPOTLIGHT

**Lesson plan 1 -  
Cycle 3**

**Session: 1**

Time: 90 min

Grade: 10th

**Content:**

Stereotypes about gender  
and gender expressions

### Multimodal texts with social content

- TED talk

### Other materials

- Presentation about signposts

### Objectives

- To learn how to give a short oral presentation and identify important parts of it.

### Time

20 min

### Procedures

To start this class students will brainstorm some tips for a good presentation, students can also look on the internet for tips and write them down on the shared board. Each student should write at least three (3) tips. **Appendix 1.** Once they finish writing their tips, students will be encouraged to share their answers with their classmates. The teacher can also give tips in case there are some missing.

**At school:** Students can write their tips on the board.



35 min

Then, students will watch a short TED talk. This talk will be played twice **Appendix 2** (the subtitles can be turned on to help students). The first time students will watch it and take some notes of the things this person likes. Also, they should write down in their notebooks a list of gender stereotypes this person mentions. Once the activity is finished students will share their notes and thoughts with their classmates. The second time students will watch the video and answer the following questions.

1. How does this person introduce the presentation?
2. What did this person discuss during the talk?
3. Did this person present images?
4. How does this person conclude the talk?

These questions can be written on the shared board the teacher uses or on the chat of the meeting and students can also write their answers in their notebooks. Once the activity is finished students will share their answers with their classmates.

**At school:** Students can do the same exercise of writing the list of stereotypes and the answers to the questions on their notebooks and share them with their partners. The video can be downloaded and played directly from a USB on a computer or TV if there's no internet to play the video on YouTube.



25 min

Next, the teacher will discuss with students how to use signposts in an oral presentation. Here students will learn: what signposts are, how and when to use them. During each slide students will be asked to repeat some signposts. Students should be reminded that they can modify the signposts to feel comfortable while giving presentations. At the end of the presentation all questions will be addressed. **Appendix 3**



**At school:** If there's a TV or computer available with internet, the teacher may share the presentation for the explanation. Otherwise, the teacher shall print a handout **Appendix 4** that has the same examples from the presentation and give it to students. The teacher can write down the examples from the handout on the board when explaining.

10 min

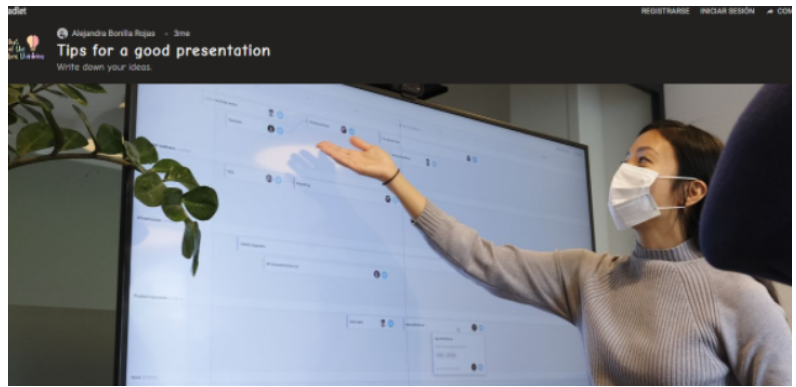
To finish the class students will be given homework. In groups of 3 they will be in charge of looking different information about one person. If possible, students will be asked to bring a picture of that person.

**People who broke stereotypes:** Miriam O'Brien, Zendaya Myrtle Simpson, Sam Smith, Ann Bancroft, Troye Sivan, Gerlinde Kaltenbrunner, Jaden Smith, Harry Styles, Ruby Rose, Billy Porter, David Bowie.

**At school:** Students will be organized in groups as well and will be given the same homework, additionally they should bring cardboard from different colors, markers, tape and glue for the next class.



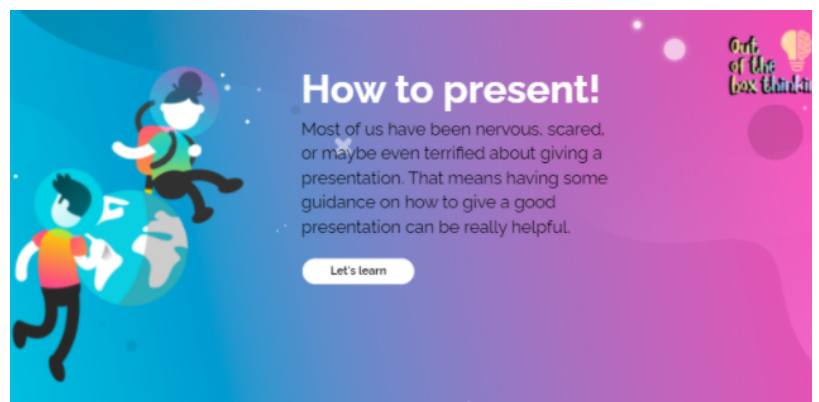
## Appendix 1: Tips for a good presentation



## Appendix 2: Ted Talk



## Appendix 3: Genially: How to present



## Appendix 4: Handout: how to present

### How to present!



Most of us have been nervous, scared, or maybe even terrified about giving a presentation. That means having some guidance on how to give a good presentation can be really helpful.

#### What are Signposts?

"Signposts are words or phrases that guide the listener during a presentation. They let the listener know what has happened so far, and what is going to happen next"

#### How and when to use signpost?

Use signpost for the introduction, middle, and conclusion of a presentation. Let's take a look!

## SESSION 2

Lesson plan 1 -  
Cycle 3

Session: 2

Time: 90 min

Grade: 10th

**Content:**

Stereotypes about gender  
and gender expressions

### Multimodal texts with social content

- Reading

### Other materials

- Cardboard from different colors
- Markers, tape/glue
- Example of visuals
- TV/Computer if any

### Objectives

- To learn how some people have questioned and overcome gender stereotypes.
- To give a brief oral presentation about people who broke stereotypes.

### Time

25 min

### Procedures

First, the teacher shall organize students in small groups of (6) people on the platform she/he is using for remote sessions so students can do a reading exercise with additional information about the people they investigated. They will read and outline unknown words and look for their meaning. Also, they should underline the parts where they mention how these people broke stereotypes and how they did it. **Appendix 1**  
Once they read together, they should share with the rest of the class and the teacher the information they consider relevant for each story.

**At school:** Students should make groups of three and do the same exercise with the reading that the teacher will print and hand out.



30 min

After that, students will gather in their original groups of 3 from the last session in order to prepare a short presentation about the person they investigated. (The teacher can create the groups on the platform she/he is using and should go over every group answering questions and helping students in case they have doubts). Since each member of the group investigated something different, they should gather that information plus what they got from the previous reading.

- Students should create one simple visual as support in powerpoint or canva with the picture of the person they are talking about. (1 page)
- The presentation should be no more than 6 minutes long.
- Students should mention: who the person is, what the person does, why the person broke stereotypes and how the person did it.



**At school:** Students should gather in groups in the classroom and they can use resources such as cardboards and markers to create their visuals for the presentation. They can stick the picture they brought into their cardboard or share the picture in their cell phone. The example can be printed and shown to students or shared through a TV or computer if any.

35 min

Then, each group should present what they did together with the class, sharing the screen when necessary to show as well the visuals they have. Since time won't be enough, half of the groups will have their presentation on this session and the other half will do it on the next session.

For homework, students will be asked to look for images from people using different clothes, hair colors and haircuts, doing different things/jobs/occupations and with different members of their family.

**At school:** Students should present as well what they did to the class, they may use the board as a resource if they don't have cardboard to write information about the person. For homework, students will be asked to bring newspaper and magazine cutouts with the images asked or they can look for those online and bring them to class.



## Appendix 1: Reading about people who broke stereotypes

### These Four Women Defied Expectations and Explored the World

Out of the Box Thinking



**Miriam O'Brien:**  
Manless Climber

O'Brien was pioneering what they thought of as a novel new sport: climbing mountains without men. In August 1934, her story was published in National Geographic magazine, titled "Manless Alpine Climbing: The First Woman to Scale the Grépon, the Matterhorn, and Other Famous Peaks Without Masculine Support: Relates Her Adventures." Raised by a mountaineering mother, O'Brien spent her summers conquering the peaks of New Hampshire and, later, Europe in an era when female climbers were rare. She soon realized that following someone up a mountain wasn't entirely satisfying.

"The one who goes up first on the rope has even more fun, as he solves the immediate problems of technique, tactics and strategy as they occur," she wrote in her autobiography, Give Me the Hills. "I saw no reason, why women, ipso facto, should be incapable of leading a good climb... I decided to try some climbs not only guideless, but manless."

After one month and 375 miles of slugging across the frozen tundra of Greenland, Myrtle Simpson felt, as she later wrote, "some small pride to be a woman standing where no woman had stood before." On that day in June 1965, the radiologist-turned-explorer had become the first woman to cross the ice cap.

Simpson's husband, Hugh, was a pathologist studying whether the human body adapted to extreme and extended stress over time (he later concluded it did not). But in the article she wrote for National Geographic, Simpson was quick to point out that they would have attempted the feat of crossing Greenland by foot regardless—for the adventure alone. Editors from National Geographic point out that, as far as they know, Mrs. Simpson was the first woman ever to trek across Greenland.



**Myrtle Simpson:**  
Skiing Trailblazer

## SESSION 3

### Lesson plan 1 - Cycle 3

Session: 3

Time: 90 min

Grade: 10th

### Content:

Raising awareness about gender stereotypes

### Multimodal texts with social content

- Their visuals from the campaign

### Other materials

- Cardboard from different colors
- Markers, tape/glue
- Newspaper and magazine cutouts with images from people using different clothes, hair colors and haircuts, doing different things/jobs occupations and with different members of their family

### Objectives

- To learn how to raise awareness about a topic through a short campaign.

### Time

35 min

### Procedures

To start, students will finish their respective presentations, sharing the screen when necessary to show as well the visuals they have.



**At school:** Students should present as well what they did to the class, they may use the board as a resource if they don't have cardboard to write information about the person.

25 min

Afterwards, students should be organized in groups in the platform they are holding their lessons in order to think about a campaign called: **Out of the box thinking: You're free to be different** with ideas to raise awareness and foster equity among their partners, based on all the topics that have been covered during the lessons. To help students with ideas, the teacher shall write down in the chat the different topics and examples covered so students can select some of them to raise awareness:

- Identity and expression: clothes, haircuts and hair color, name.
- Sex role stereotypes: roles, occupations and jobs, friends and family, hobbies, likes and interests.

Then, they should organize a shared document in canva, powerpoint, drive, etc. In which they write some statements and/or ideas to raise awareness and place the images they had to look for homework. This is an example students can observe as a guide to create their visuals for the campaign.

### Appendix 1.

**At school:** Students will gather in groups in the classroom and discuss their ideas. Then the teacher will write down the same topics on the board. Next, students will use the cardboard along with the materials and write down their statements and/or ideas to raise awareness and stick the images they brought on the cardboard.



30 min

At the end, students should all come together in their session and voluntarily they will share the visuals they created and explain the chosen statements and why they chose them.

Once they have done that, both the teacher and students can draw some conclusions in general about the campaign, give feedback to each other if necessary, and share their ideas and impressions about what they have learned during these sessions, understanding that there are people who feel different about themselves and should be acknowledged and treated with respect just like any other person. Also, that they should value themselves and their partners with all the things that make them different and unique. Students can post their visuals on a padlet so it will be available for them all the time.



**At school:** Students should do the same exercise sharing their ideas and impressions with the teacher concerning the campaign and the things learned during the lessons. They can stick their visuals in a visible area in the school so more people can learn about what they have done.

**Appendix 1:** Example of visuals for the campaign

