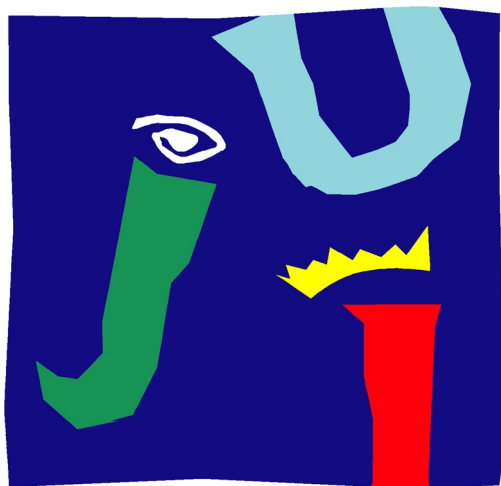


Proposal for the introduction of gender issues and gender perspective in the second language classroom

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ABSTRACT

The present paper constitutes the final dissertation of the Teacher Training Master's Degree from Universitat Jaume I, shaped as a short article. Our main objectives were (1) to provide the theoretical framework needed in order to adopt a gender perspective and to include gender issues in the foreign language classroom and (2) to present a sample of a didactic proposal elaborated following that theoretical framework. Moreover, we had the chance to implement that proposal in a group of students aged between 17 and 18 years old, in which we were able to register really good results. We think that designing activities in which the participation of the students was a priority contributed to raise their motivation in the classroom and, therefore, towards both language learning and gender issues.

KEYWORDS: EFL teaching, gender perspective, critical pedagogy, task-based language teaching, secondary education.

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1. Introduction

Recent studies and reports show that gender discrimination is still a current issue in the European Union. Several institutions suggest that considering new educational perspectives to approach the situation of women would help to put an end to the persistent inequality. The present paper came out as an idea to confront gender issues in secondary school, and therefore to modestly contribute to the incorporation of gender perspective in education.

But further than that, we have considered gender discrimination as an underlying problem of our society, that is, a structural issue that is present among the entire social stratum. In this way, we have tried to design a proposal that allowed students to question their preconceived ideas. Therefore, one of our aims has been to make them actively participate on the definition of the problem and on the reflection upon the roles that we must take in order to fight against it. This meant that we had to reject traditional educational paradigms and search for more participative ones, where the teacher was not the only source of information, but a guide towards knowledge.

The fact of integrating this proposal in the subject of second language was a consequence of believing that this topic should be a transversal part of the curriculum both in primary and secondary education. The reality shows us that it is only present in some specific workshops and briefly seen in Ethics, along with other types of discrimination. We wanted to extend gender perspective to other areas of the curriculum such as the linguistic one.

The present paper is structured in two main parts. In the first sections we have included an overview of the state of the art that includes the current gender issues that affect our society and the kind of theoretical approaches that have been taken into account to design our proposal, both from a pedagogic and from a linguistic perspective. The second part of the work includes a didactic proposal for the English as a foreign language classroom that has been elaborated following the theoretical framework that constitutes the first part of the paper.

2. Women issues: achievements and challenges in the 21st century

After centuries of inequality and discrimination, it cannot be denied that the 20th century has been a hit regarding the achievement of rights for women, being a major one the consecution of the right to vote thanks to the suffragist movement. Only 100 years ago women were denied most of the existent civil rights. The feminine figure was represented by submissive behaviours and was relegated to the private sphere. Fortunately, nowadays women are present in all scopes of society and our voice is actually being heard. The existence of several institutions devoted to observe the current status of women and to demand new policies in order to reduce the different kinds of sexist discrimination that still exist, tells us that the society is definitely

facing one of its most long-lasting problems. It is a step forward, indeed. Nevertheless, there is still a long way to go.

Indeed, we are still facing a wide range of forms of violence towards women. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) claimed in 2014 that gender equality was still, and will be during the forthcoming years, a global priority. But before moving forward, let's see what we should understand as Gender Equality. According to UNESCO, it refers to:

[...] the equal rights, responsibilities and opportunities of women and men and girls and boys. It means that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is a human rights principle, a precondition for sustainable, people-centered development, and it is a goal in and of itself. (UNESCO, 2014:3)

As it has just been stated, we still cannot talk about equal opportunities for men and women. It is well known that in many parts of the world we can find extreme cases of inequality such as restricted access to education or grotesque violence towards women. Although this is not normally the case for Europe and the rest of the Western society, since, as we have mentioned before, women have reached several achievements, we have not yet arrived to the goal stated by the United Nations. The European Women's Lobby (EWL), which is the largest association of women in the European Union, warns about the rise of ultra-conservative groups and the increase of financial cuts which are not only threatening all the rights achieved for women in the past decades, but also holding up new accomplishments. We must, therefore, be ready to deal with these menaces.

In 2015, the EWL published a report where the current situation of women in Europe was described, along with some measures to be implemented in order to radically end up with this discriminatory situation. The fact that they adopt a *radical* position in order to end up with the situations of discrimination towards women means that they are not just focusing on helping women whose opportunities are less likely to provide them decent life conditions. The main aim of the EWL is, therefore, to identify the origins of the discrimination in order to eradicate them. Some of the principal dimensions of gender inequality according to the EWL (2015) are the following¹:

- Poverty: women have less purchasing power than men due to their different working opportunities. As a result of the perpetuation of gender roles, women are still commonly in charge of unpaid housework and family caring. Obviously this affects to their availability to find best-remunerated jobs, affecting their economical status.

¹ We have only described four of them since we consider that they are ones that best match with the contents that

- Education: it has been a long time since women achieved a significant representation in the educational sector. Nevertheless, it has to be highlighted that the domains where they are overrepresented are the less remunerated ones. Moreover, the presence of different types of violence against women in the educational context is still a serious problem. Education is one of the key fields in the fight for equal rights, since it is an opportunity to eradicate gender roles and stereotypes from the earliest stages of schooling. Nonetheless, ultra-conservative groups are preventing the implementation of these measures.
- Violence: no society can be considered thoroughly democratic as long as violence towards a social group is not eradicated. Violence has been proved to prevent the accomplishment of appropriate levels of participation and citizenship. In 2014, the EU Fundamental Rights Agency registered extremely preoccupying levels of physical or sexual violence, stalking, harassment and rape among European women.
- Media: unfortunately, the most popular means of communication in the globalised world is also the largest promoter of gender stereotypes that lead to objectification and hypersexualization of women. Some of the consequences of this are the implicit promotion of sexual harassment and the source of self-image acceptance problems among women. Furthermore, women are rarely presented in leadership positions.
- Health: we still account for cases of lack of freedom of choice for women over their own bodies. Moreover, episodes of violence can lead to mental health issues.

Several organisations state the necessity of new feminist legislation together with other kinds of action in order to adequately approach all the dimensions mentioned above. Hence, education becomes a key point in the fight towards gender discrimination:

The Education Program aims to address persisting gender disparities and to promote gender equality throughout the education system: in participation in education (access), within education (contents, teaching and learning context and practices, delivery modes, and assessments) and through education (learning outcomes, life and work opportunities). (UNESCO, 2014:8)

In order to achieve gender equality, UNESCO suggests adopting a perspective based on gender in any programme or activity proposed. We should, then, regard what the UNESCO itself has to say about gender perspective:

[It] is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in

all political, economic and societal spheres, so that women and men benefit equally, and that inequality is not perpetuated. The ultimate goal is to achieve gender equality. (ECOSOC,1997; in UNESCO, 2014:4)

On the whole, the achievement of civil rights by women has progressed a lot during the 20th century, but there are still a lot of improvements to make. We need to keep walking through the right path, paying attention to the most critical dimensions where discrimination is taking place. In this sense, education must be considered one of the strongest bastions in the fight towards gender discrimination. Therefore, we need to seek for new perspectives in the incorporation of this reality to into schools.

3. Approaching discrimination in secondary education

Education has traditionally been the means of perpetuating the rule of an hegemonic culture over the rest, from generation to generation. That is, to preserve the status quo. In order to achieve this, the acquisition of knowledge has taken place usually under strictly controlled situations. Traditional approaches to education consisted on the unidirectional transmission of knowledge from the teacher, having an active dominant role, to the students, having a passive submissive role.

In a world where several kinds of discrimination still take place day after day, affecting a large proportion of its inhabitants, perpetuating an hegemonic system should not be the way to fight against situations of injustice. If we want to become a society the values of which are settled on the principles of human rights, we need to change the way knowledge is transmitted to the upcoming generations.

Critical pedagogy would seem, therefore, an appropriate answer for this, since it rejects the hegemonic statement, as it is the cause of situations of inequality, and seeks for alternatives in the transmission of knowledge (Ayuste et al., 1994). Thus, critical pedagogy contemplates education as: «a social structure that has to analyse all the social needs in order to accomplish its function of preparing students for live» (Ayuste et al., 1994:19), by «facilitating processes and not controlling them» (1994:19). Critical pedagogy has as an ultimate objective, which is to «facilitate equality as a form of fight against social inequality» (1994:20).

Therefore, one of the main changes in this perspective would be the way students would access knowledge. As it has been stated at the beginning of this section, the teacher would traditionally have a major role in that transmission, considering the student a mere spectator, an absorber of information. Critical pedagogy claims that in order to raise citizens in a context of inequality awareness, the teacher has to remain as a facilitator of the active discovering of knowledge performed by the student (see figure 1).

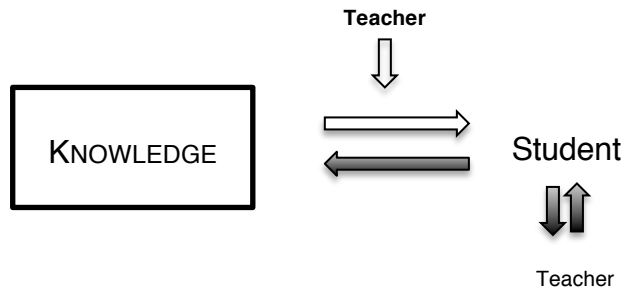


Figure 1

In figure 1, we can observe how education is understood in the traditional approaches (white arrows) and the proposal of critical pedagogy (black arrows).

Indeed, critical pedagogy bases its procedures in a communicative perspective. In the process of acquiring knowledge, the student learns to reflect upon his or her own ideas and prejudices in order to modify them when it is needed. Finally, the student would be free of the preconceived ideas that are part of a conditioning originated by the hegemonic powers: family, state, culture, religion, etc. (Ayuste et al., 1994:38).

After giving a characterisation of the critical pedagogy, it is necessary to explain briefly how to put it into practice. According to this paradigm, teachers need to create or introduce in the classroom situations that allow an intersubjective discussion, an interaction among equals, where students begin a constructive dialogue on how to transform their own society, while the teacher supervises and moderates the interventions. As we have said previously, the student is developing a much more active role in the learning process. Everybody has to participate in the discussion in order to reach an agreement as a group that allows the elaboration of a final debate (Ayuste et al., 1994:39).

In sum, critical pedagogy would constitute the most appropriate method for a more democratic education, and therefore an ideal context of learning to question discriminatory hegemonic systems. Now, we will state how to treat gender issues following this paradigm.

3.1 Introducing a non-androcentric perspective in education through critical pedagogy

As we have seen in the first section of this paper, our society is built on androcentric beliefs, setting women aside from powerful positions, which origins several kinds of discrimination and violence towards them. This reinforces gender stereotypes, and at the same time makes it more and more difficult to revert the situation. Hence, in order to incorporate gender

perspective through a critical approach of pedagogy we must question these stereotypes so that students can understand the basis of discrimination.

Moreover, we should try our best to incorporate these contents in curricular subjects, and not let them be only part of independent workshops, as it is usually the case. UNESCO has suggested including gender equality contents in subjects belonging to any branch of knowledge. In our case, which is the teaching of a second language, it offers a wide range of possibilities that will be considered in the next section.

When trying to fight gender discrimination through education, it is also important to define our hidden curriculum:

The term hidden curriculum has been used for the design of the process of transmission of implicit norms, values and beliefs that underlie in the cultural forms used by the school but that are located [...] in the social relations established at schools and in the classroom. (Subirats & Brullet, 1988; in, Alario & García, 1993:24)

In this case, we should focus on highlighting women as models for society. Several experts have warned about the preoccupying low presence of women in textbooks and other school materials (López-Navajas, 2014). The incorporation of women to our materials should be one of the dimensions to cover in a non-androcentric education.

To sum up, it is necessary to design our educational curriculums, also the hidden one, including those items that raise the students' awareness about the origins of gender discrimination. That is, we must consider some part of our social reality as potential contents for the lessons. At this point, it is important to consider what kind of language learning approach will be the most suitable for putting this into practice.

4. Integrating real-life contents in the language classroom

During the 20th century, foreign language learning became a priority of our globalised society, which helped raising a discussion around what kind of approaches would be better for a successful acquisition. In the past 30 years, communicative approaches have gained attention since they mainly consist on functional contents, that is, knowledge that allows the learner to develop skills for the everyday life in a second language. In order to achieve this, teachers and researchers have developed the so-called task based language teaching, in which learning a language basically consists on learning how to manage in real-life situations.

One of the bases of this communicative approach is the concept of task. Richards, Platt and Weber (1986:in Nunan, 1989/1996:6) define it as:

[...] an activity or action that is carried out as a result of processing or understanding a language (that is, as an answer). For instance, drawing a map while listening to a recording, listening to some

instructions and executing an order would be considered tasks. Tasks can imply, or not, language production. [...] It is usually thought that the use of different kinds of tasks in language teaching makes it more communicative.

Hence, the main reason for using tasks is to prepare our students to act correctly in everyday life. Nevertheless, in the process of learning a language, sometimes it is necessary to leave apart real-life situations to focus on the psycholinguistic fundamentals as well. In this sense, we could say that tasks can be of two types: real-life based or based on psycholinguistic theories. (Nunan, 1989/1996:41) While the examples cited by Richards, Platt and Weber would correspond to real-life based tasks, an example for a task based on language acquisition theories would be reading or listening to a text and then answering questions about the information included in it. As we have said, this would not represent a real-life situation, but it indeed helps in language learning.

When designing tasks, it is necessary to establish three main dimensions beforehand: its objectives, the materials to be used and the hidden curriculum.

Nunan (1989/1996:49) defines the objectives as the answer that would be given by a teacher when asked about why an activity was introduced in the classroom. Some authors like Clark (1987; in Nunan, 1989/1996:50) propose the categorisation of the objectives into four different classes: communicative (e.g. exchanging ideas), sociocultural (e.g. understanding habits of the speakers of the target language), learning to learn (e.g. establishing one's own objectives in learning a language and being able to achieve them) and awareness-raising (e.g. being aware of the nature of language, both in a cultural and a functional sense). Nevertheless, this categorisation might be flexible, as we will see in our own proposal.

The materials that we choose will be the basis of our task's development. The wide range of materials that can be chosen includes any piece of audio-visual information that we can imagine. The question here is whether to use adapted materials or authentic ones. Some authors consider that adapted materials are not as effective as authentic ones in order to prepare learners to face real-life situations (Nunan, 1989/1996:55). Brosnan (1984:in Nunan, 1989/1996:59) described the advantages of using authentic materials:

- Language is authentic; therefore there is no risk of losing information due to simplification.
- Students can work with short texts that contain complete and significant messages.
- Students can use non-textual complementary information that helps them understanding the texts (images, colours, format, symbols, etc.).
- Using authentic materials helps identifying the real-life usefulness of the skills acquired in the classroom.

Regarding the hidden curriculum, which in the case of second language learning would involve the roles of the teacher and the students and the relationship established among them during the course of the proposal, what task-based language learning suggest is the following:

- Student: as it is common in the communicative approach, the student acquires an active role in the classroom, negotiating meanings and contributing to the development of the class while learning (Nunan, 1989/1996:82).
- Teacher: interaction and communication with students, solution of problems (e.g. linguistic doubts), moderator of the discourse that arises in the classroom (Nunan, 1989/1996:90).

In short, a task-based approach would be one of the most suitable choices when we are seeking to adopt a functional perspective in language teaching. It allows us to transform real-life situations into opportunities for language learning.

5. Our proposal

Following the theoretical framework established in the previous sections, we have designed a proposal to be implemented in the subject of English Language, for students aged 16 or over with an upper-intermediate² level of English.

Our main aim was to let the students approach gender inequalities from a critical perspective, allowing them to express their own opinions and letting them construct their own discourse. We wanted them to develop their capacity to question their own preconceived ideas.

Regarding the materials chosen for the proposal, we established two requisites to be accomplished: first, they had to be authentic. Due to their level of English, there was no need to adapt them to a simpler version of the language. This was very motivating for them since they gained consciousness about their own possibilities and achievements in the foreign language, raising their ambition in the academic field. Our second requisite was to select materials in which women appeared both as successful human beings and also as a subject of discrimination. This helped in two ways: on the one hand, we were recognising women's capacities to reach as many achievements as men, and on the other hand, we were raising the students' awareness on the serious problem of gender inequality.

The typology and order of the activities was established in order to make the student ready to take part of a serious final discussion. First, it was important to let them express their previous knowledge and give their opinions about what was being said by their classmates. Then, they were confronted to a real discrimination case (although funny, it was indeed a case of

² B2, according to the Common European Framework of Reference for Languages.

discrimination towards women) to make them use their previous ideas within a real situation. After that, they had to face some other cases of discrimination from TV commercials. Finally, they had to read about a case of extreme violence towards a woman and the reaction that it provoked among society, and then they had to discuss about it. Finally, we combined both real-life based tasks (discussions) and tasks based on language acquisition theories (reading comprehension).

In the following pages we will state the objectives of our final proposal, our hidden curriculum, contents and timing. We have also included a detailed explanation of the development of each activity. These would correspond to the materials needed for the teacher in order to implement our proposal in a classroom. The materials to be handled to the students are included as annexes.

Objectives

- Linguistic:
 - To be able to express their opinions about topical issues in English.
 - To be capable of discussing with others on a specific topic in English.
 - To be able to read and understand authentic press articles in English.
 - To be capable of reflecting in a written text the ideas from a discussion in English.
 - To be able to watch and understand clips from a genuine talk show in English.
- Cultural:
 - To know about one of the most influential media personalities in the USA: Ellen DeGeneres.
- Personal Growth:
 - To raise awareness on gender issues in the Western Society.
 - To reflect upon the impact of new ways of protesting using Internet.
 - To gain consciousness on their role as citizens in the social fight for civil rights.

Hidden Curriculum

1. Gender equality as a global priority in the ending of which we must get involved.
2. Materials elaborated taking into consideration a gender perspective.
3. The students as articulators of the discourses that rise in the classroom.
4. The teacher as a moderator of the interactions among students.

Contents and Timing

Activity	Content	Methodology	Location	Duration	Session
1	Students reflect upon their previous knowledge on equality and the discussion moves towards gender equality.	Brainstorming. The class as a whole.	Classroom	10 min.	1 st
2	Students read a text about a relevant personality in the USA in order to contextualise the video that is to be played afterwards.	Reading comprehension. The class as a whole.	Classroom	15 min.	1 st
3	Students watch a short clip taken from an American talk show and comment on its content constituting a short discussion on gender issues.	Visualizing a video. Discussion. The class as a whole.	Classroom	10 min.	1 st
4	Students watch a series of TV advertisements where men and women assume certain roles. After each commercial, they must discuss on gender issues.	Visualizing a video. Discussion. The class as a whole.	Classroom	15 min.	1 st
5	Students read an article taken from a blog that belongs to the BBC. They have to fill the blanks with words that can be found in a box and then answer two questions about the key	Reading comprehension. Individual work	Classroom	20 min.	2 nd

	points in the text.				
6	Students have to discuss in short groups one of the two topics proposed by the teacher and produce a final conclusion after reaching an agreement among all the members of the group.	Group discussion. Cooperative work – in groups.	Classroom	30 min.	2 nd

Activities

1. WHAT IS EQUALITY?

OBJECTIVES	<p>To drive to introspection with the student's own previous knowledge on equality in general and on gender equality in particular: concepts, historical facts, personal experiences, etc.</p> <p>To generate consciousness on the achievements in gender equality and on where equality has not been yet reached.</p>
MATERIALS	<p>Human resources: teacher.</p> <p>Materials: blackboard.</p>
LOCATION	Ordinary classroom, normal disposition of the tables.
DEVELOPMENT	<p>The teacher starts the lesson by saying "today we are going to talk about equality" and writes the word <i>Equality</i> on the board. Then she asks students to express their ideas regarding that concept. In case the students were reluctant to produce any kind of discourse or go off topic, the teacher could ask some questions in order to (re)conduct the discussion towards the topic of the proposal: gender equality. These questions could be: <i>What is equality for you? What is the aim of equality? Who participates in reaching equality? In what way? What kind of achievements in equality can you name? When did those achievements arrive? Where did they arrive? Do you think there are still cases of inequality in the Western society? Which ones? What would you do to put an end</i></p>

	<p><i>on them?</i></p> <p>As their ideas keep coming up, the teacher could write the most relevant or interesting ones on the board in order to make a short summary of the discussion at the end of the activity.</p>
ASSESSMENT	Active participation, positive attitude, language correctness.

2. LET'S MEET ELLEN

OBJECTIVES	<p>To read and comprehend an authentic article from an American entertainment webpage (<i>biography.com</i>).</p> <p>To contextualise the video that will be played subsequently, which is an excerpt from <i>The Ellen Show</i> by Ellen DeGeneres.</p> <p>To raise awareness on some women that have unexpectedly reached a series of remarkable achievements, usually thought to be only for males.</p> <p>To familiarise students with vocabulary from the show business.</p> <p>To develop compensation strategies.</p>
MATERIALS	<p>Human resources: teacher.</p> <p>Materials: worksheet.</p>
LOCATION	Ordinary classroom, normal disposition of the tables.
DEVELOPMENT	<p>The teacher handles a worksheet that contains a biographical article about Ellen DeGeneres. She asks students to read aloud a paragraph, one by one. After each paragraph, the teacher asks if the students now the words in bold and also makes questions about their own experience regarding that word. For example, with the word <i>sitcom</i>, the teacher could ask <i>Does anyone know what the word sitcom means? Can you name any famous American sitcoms?</i></p> <p>It is important to tell the students to give <u>definitions</u> to</p>

	those new words, and not a translation into Spanish (compensation strategies).
ASSESSMENT	Active participation, positive attitude, language correctness.

3. PENS FOR LADIES

OBJECTIVES	<p>To watch and understand a clip taken from an American talk-show.</p> <p>To show students a case of soft violence towards women.</p> <p>To encourage critical thinking.</p>
MATERIALS	<p>Human resources: teacher.</p> <p>Materials: computer, projector, screen, a video (Bic Pens for Women, <i>youtube.com</i>).</p>
LOCATION	Ordinary classroom, normal disposition of the tables.
DEVELOPMENT	<p>The teacher plays the video Bic Pens for Women, taken from <i>The Ellen Show</i>, in which the host, Ellen DeGeneres, mocks the new product by <i>Bic Pens</i>: the <i>Bic for Her</i>, a pen for ladies.</p> <p>After the video, the teacher asks a general question for the students: <i>What is the video about? Would you buy the product that appears in the video? Do you think it has a point?</i> The students will express their opinion, and then the teacher can start a sort of debate on the real basis of products that are designed/sold for men or for women: <i>What do you think about products for men and for women? Let's think of some of them: is the gender distinction really necessary?</i></p>
ASSESSMENT	Active participation, positive attitude, language correctness.

4. MEN, WOMEN AND ADVERTISING

OBJECTIVES	To discuss on sexism in advertising.
MATERIALS	Human resources: teacher. Materials: computer, projector, screen, TV advertisements (Bounty, the clean picker upper; Cillit Bang; Puntomatic; Heineken).
LOCATION	Ordinary classroom, normal disposition of the tables.
DEVELOPMENT	The teacher plays some advertisements and asks the students whether they consider them sexist or not. They must take into account what is the product being advertised, to whom is the product addressed and what are the roles taken by the people in the advert, and if those roles are conditioned by gender.
ASSESSMENT	Active participation, positive attitude, language correctness.

5. MEN IN MINISKIRTS

OBJECTIVES	To read and comprehend an authentic article from genuine British blog (BBC trending). To raise awareness on the role played by <u>men</u> in the battle against violence towards women.
MATERIALS	Human resources: teacher. Materials: computer, projector, screen, photos, worksheet.
LOCATION	Ordinary classroom, normal disposition of the tables.
DEVELOPMENT	The teacher shows the students a series of photos with men wearing skirts and showing a sign with a message, and asks them what they find peculiar in the images and

	<p>what they think might be going on.</p> <p>Then, the teacher will handle a worksheet that includes an article taken from BBC.com in which some words are missing. They have to read the text and fill the gaps. They can find the missing words in a box in that same worksheet. After that, they have to answer two questions about the contents of the article. This is to make sure that they have understood the key-points in the reading: the kind of crime that led men to protest and the means they used to spread their outrage.</p> <p>The correction of these exercises is carried out by volunteers by reading their answers aloud.</p>
ASSESSMENT	Active participation, positive attitude, language correctness.

6. FINAL DISCUSSION

OBJECTIVES	<p>To produce critical discourses using all the information that has been commented in the previous activities.</p> <p>To be able to reflect coherently the opinions shown in the discussion in a short paragraph (about 10 lines).</p>
MATERIALS	<p>Human resources: teacher (supervisor of discussion, moderator if necessary).</p> <p>Materials: worksheet.</p>
LOCATION	Ordinary classroom. There could be a change if the disposition of the tables if necessary in order to make groups more operative.
DEVELOPMENT	<p>Students join in groups of 3-4 and choose one of the topics at the end of the worksheet to discuss on it. They have to discuss on those topics and reach an agreement in order to produce a final paragraph expressing their view as a group.</p> <p>They handle their short composition to the teacher, who</p>

	corrects it afterwards in order to give them feedback.
ASSESSMENT	Active participation, positive attitude, language correctness, text coherence.

6. Conclusions

This proposal was implemented in a group of 18 students aged 17. During the two lessons that it took to finish with it, they showed a very positive attitude and adopted a participative role in the development of the activities, which was the expected in order to implement this proposal successfully. The first activities were extremely helpful in order to enrich the final discussion. At the end, they seemed much more conscious about the problem and the roles they might take in order to contribute to the end of gender discrimination. We think that the key was, indeed, to let them fill the lesson with their own knowledge and reflections.

The positive results of this implementation make us think that it is possible to open new paths in the design of new contents for the language classroom that include the gender perspective. As we have said, education must be a part of the solution of the problem of discrimination towards women. We hope that the brief theoretical framework described in this paper contributes to this.

Nevertheless, the incorporation of gender perspective into the secondary school curriculum in a more transversal way would also imply the need of training teachers in this area. In the same line, it would require to make some modifications in the degrees of teacher training in order to include gender perspective.

Finally, the implementation of this kind of proposals provides a very interesting source of discourse around gender issues coming from teenagers. This could be used as a complement for the current research on social equality, which is, along with education, a necessary contribution to end with discrimination.

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Annexes

Annex I: Reading comprehension worksheet (session 1)

Ellen DeGeneres was born in Metairie, Louisiana, in 1958. During her long career, the following achievements can be pointed out:

As a stand-up comedian

- Ellen DeGeneres spent many years in local stand up clubs refining her act until she submitted her routine to Showtime and won the title Funniest Person in Louisiana, ultimately leading the way to the national title.
- DeGeneres was invited onto *The Tonight Show* and earned the distinction of being the only female comic to be invited by Johnny Carson to sit on the famed "couch" during her first visit.

As an actress

- DeGeneres finally found success as an actress with her own prime-time sitcom—the self-titled television series, *Ellen*.
- DeGeneres' character became the first lead in sitcom history to openly acknowledge her homosexuality on air, for which she won strong criticism.
- Despite a supportive audience, an Emmy Award for the coming-out episode, and the show's groundbreaking place in television history, *Ellen* was canceled in 1998.
- DeGeneres lent her voice to the animated box office smash, *Finding Nemo*.

As a television host

- Ellen DeGeneres became a big hit with daytime viewers with her self-titled talk show, *Ellen*. Since its inception, the show has won an Emmy, nearly a dozen Daytime Emmy Awards, and numerous People's Choice Awards.
- A unique combination of kind and funny, Ellen DeGeneres has been a popular choice for award show host in recent years. She has hosted the Primetime Emmy Awards twice, and the Academy Awards for the first time in 2007.
- While hosting the Academy Awards in 2014, Ellen DeGeneres took a selfie including well known actors and actresses that became the most retweeted tweet in history (see picture below).



As an activist

- Ellen DeGeneres is a devoted activist for gender equality, civil rights and animal rights.

Source: biography.com

Annex II: Videos (session 1)

- Bic Pens for Women: <https://www.youtube.com/watch?v=eCyw3priWhc>
- Bounty, the clean picker upper: <https://www.youtube.com/watch?v=be6eeVnKew8>
- Cillit Bang: <https://www.youtube.com/watch?v=MDspvPZ-cpQ>
- Puntomatic: https://www.youtube.com/watch?v=5_nMD5w7laM
- Heineken: <https://www.youtube.com/watch?v=S1ZZreXEqSY>

Annex III: Photos of men protesting in miniskirts (session 2)



Annex IV: Reading comprehension and discussion worksheet (session 2)

Men in miniskirts campaign for women's rights

How did men in miniskirts become a protest meme on social media?

Turkish men aren't known for wearing skirts. But it's expected they will turn out in large numbers in Istanbul later to protest about violence against women in Turkey.

They're joining others _____ by the murder of 20-year-old Ozgecan Aslan who was abducted on 11 February and killed for apparently trying to _____ a bus driver from raping her.

It's thought she tried to fend off her attacker with pepper spray but was _____ and then hit on the head with a metal bar. Her body was discovered in a _____ several days later.

As BBC Trending has been reporting all week, Aslan's murder has led to a huge outpouring of anger, not only on the streets but also online. More than 6 million people have tweeted her name and thousands have used social media to share their own stories of sexual abuse. Most of those seemed to be women. But it was in _____ Azerbaijan, where most people understand Turkish, that men's reaction first seemed to trend.

Azeri men in miniskirts are filling up the Twitter & Facebook timelines of people in Azerbaijan using the hashtag #ozgecanicinminietekgiy which roughly translates as "wear a miniskirt for Ozgecan".

The Twitter hashtag started on Wednesday. To date, about 1,500 people have used it, with roughly equal take up by men and women online (51% and 49% respectively.) Their _____ cry on Facebook states: "if a miniskirt is responsible for everything, if [wearing] a miniskirt means immorality and chastity, if a woman who wears a miniskirt is sending an invitation about what will happen to her, then we are also sending an invitation!"

However not everyone is convinced the campaign is either necessary or a good idea. "What's to get? What inept action!" said one Azeri tweeter, Javidan Aghayev. He told BBC Trending he thought the campaign was "Düşük," which means stupid in Azeri slang. "Instead of supporting women in a real, practical way, wearing a skirt or a _____ is not going to have any positive effect," he says. "In conservative civilizations like Turkey and Azerbaijan, this campaign is not going to help. Maybe in Europe, but not here."

But other men felt the Aslan case was so horrific that it provoked deep reflection. "Very big incidents must take place in order for people to understand that something is wrong in Turkey," says Cenkal Karakaya, a male tweeter in Turkey. "We can't see how deadly decayed buildings are until there is an earthquake. We can't see the need to create safe working conditions for a mine until tragedies like Soma happen. We become aware only after things happen to us".

If the point of this miniskirt campaign was to raise _____ and secure media coverage, then arguably it has worked. Most of the accounts tweeting images of the men in mini skirts were well-known news outlets such as Hurriyet.

The debate over the Aslan case has also been _____ by Azerbaijan's officials, who held a parliamentary debate about _____ and domestic violence earlier this week, led by MP Elmira Akhundova.

Blog by Sitale Peek (BBC trending)

1. Complete the text using the words in the box.

Wig	Rape
Neighbouring	Outraged
Stabbed	Awareness
Taken up	Riverbed
Rallying	Prevent

2. Answer the following questions:

- What was the cause of the protest?

- What was the procedure of the protest?

3. Now join in groups and discuss one of the following topics:

- a. Do you think men should be involved in activism for gender equality? Why/why not?
- b. Do you think that these kinds of Internet campaigns work? Why/Why not?

Write a short paragraph including the conclusions of the discussion.
