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Non-sexist Education: Raising awareness of unbiased use of the English language

**Trabajo de Titulación para optar al
Grado de Licenciado en Educación y al Título de Profesor de Inglés**

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Viña del Mar, Diciembre – 2016

Introduction

Culture is often seen as a combination of several aspects of human life and establishes conventions in different areas of life in communities around the world. It guides and determines the way in which people live and perceive reality. As Moran (2001) suggests, it is a dynamic body of knowledge that constantly evolves over time at the same rate as society does. Members of these communities are constantly re-shaping their culture through interaction and the use (and evolution) of language.

In addition, effective communication is an essential ability every person should master in order to foster healthy lifestyles and relationships. That is why this ability becomes the ultimate goal of most language learning processes. It is extremely important to define effective communication as something not only about language and delivery, but also about emotional, social and even psychological features and skills such as empathy, tolerance, and assertiveness, which are needed at the moment of the interaction. Particularly, it is crucial for people to bear in mind the purpose and the impact of their discourse. As Desmond Tutu, a South African archbishop awarded with the Nobel Peace Prize, once told Moyer (1999), "Language is very powerful. Language does not just describe reality. Language creates the reality it describes." This opinion is widely shared by various writers, philosophers, and some theorists, such as Kenneth Burke, who has come to develop complementing arguments. As explained by Coles (2016), Burke recognizes the power of language over our reality in terms of shifts in our perspective. He argues that the perception of our reality is mediated by our attention, which is at the same time mediated by language. Thus, any change in the use of language would eventually mean a shift in the way people and communities perceive and interact with their reality and peers.

In this sense, people could use language with different intentions, and it is the language teachers' duty to make sure their students use it wisely. This task usually involves the explicit instruction for learners to notice the connotations language may carry with it. Especially in a second or foreign language, it is necessary to let learners know what words, in what contexts language may be offensive, or when language is used for perpetuating a disadvantaged state of groups or individuals. Nevertheless, it is also imperative to provide them with the tools to reflect and express themselves in ways that they promote tolerance and respect.

Moreover, in today's society, diversity and inclusion have become trending topics around the globe, especially in social studies and education. These studies focus, mainly, on granting and protecting the rights of minority groups who have been marginalized throughout human history. To accomplish this, several campaigns, studies, and approaches to inclusive education have been developed.

Exorcism of Language

Coles (2016) presents a language-based approach useful for the explicit revision of discussion about harassment, discrimination, and stereotypes, focusing on the idea of language exorcism, in other words, of taking the words' and concepts' power away. One of the central points in Coles' investigation is Burke's (1996) theory of terministic screens and rescreening. Burke's suggests that language imitates photography filters. Even if a person takes several pictures of the same object using different filters, they will all be different from one another. The same happens with language and our reality. The way humans describe reality will cause a shift in the perception of reality.

Throughout history, minorities have had to deal and fight against discrimination and the use of derogatory language. Although many strategies have been explored to reverse discourses, and to render language ambivalent "exorcising" language, it can never be completely purified. As a response to this, two main approaches to unbiased language can be proposed. First, the replacement of concepts and expressions perpetuating discrimination and harassment for completely new terms; and second, the reclamation and modification of the meaning and "act" of concepts; that is, the impact that words have in life and on the different contexts.

Stereotypes

Stereotyping should be consider as one of the negative impacts of derogatory language. Whether it occurs due to the human strive for classifying and labelling things around them, or either the need of some social groups to feel superior to others, we have to understand stereotypes as a generalization and/or an over simplification of ideas in relation to some groups of people, usually based on prejudices and personal beliefs. As defined by the American Psychological Association (Gerrig & Zimbardo, 2002), stereotypes are

"Generalizations about a group of people in which the same characteristics are assigned to all members of a group." These can influence the stereotyped groups' performance in skill-based tasks and learning processes. As shown by Rydell et al. (2010), a study by the Indiana University Department of Psychological and Brain Sciences, stereotypes affect not only people's performance, but also prevent perceptual learning. They argue that the damage done by stereotypes, especially in early stages of learning processes, can be cumulative. The study's results showed that when people were exposed to or reminded of negative stereotypes they may feel threatened by them (e.g. "women and mathematics"), and tend to focus their efforts on overcoming and disproving it. In addition, Rydell et al. (2010) argue that "If creating such an environment (one that reduces the impact of stereotype threat) is not done, the learning deficits that result could well be cumulative, causing problems that continually worsen as development proceeds." This clearly presents a possible improvement area for educators and psychologists to design and implement ways to reduce the threat and the impact of stereotypes in the classrooms and at schools.

Gender Identity

One of the aspects of people's lives that is often subject to the influence of stereotypes and social/moral norms is gender identity. This refers to the way individuals perceive and express their innermost concept of self as male, or female, or both, or neither (Gender Spectrum 2016). Gender identity can (but not necessarily) match individuals' biological or assigned sex (at birth). However, they need to be differentiated and understood as constituent elements of the self.

Inclusion

Inclusion is often seen as an umbrella term that may cover different aspects of life in society, and have different approaches because of it. Social inclusion, for instance, is frequently seen as a broad term encompassing the integration of all communities or groups of people who have been somehow excluded from society because of characteristics that have been considered disadvantages (e.g. race, ethnicity, gender, religion, place of residence, age, etc.). In education, is usually used to refer to the incorporation of students with special needs, ensuring their right to education and equal opportunities. Nevertheless, the essence of

inclusion embraces a wide range of values and attitudes that translate into desired behavior that could be taught to fit different contexts, promoting equality and access to opportunities.

The graduation project herein proposed is a 3-unit workshop aimed at raising awareness of the unbiased use of the English language. In order to achieve this, students will be presented with various topics at different stages so they will be able, firstly, to identify sexist, discriminatory and derogatory language; secondly, they will interpret it to infer its implications and connotations, understanding the reasons behind their use and origin. Together with this, at a third stage students are expected to identify and learn some of the arguments in favor of linguistic reclamation and the idea of rescreening. Finally, by the end of the workshop, they will learn and identify inclusive language, this will make it possible for them to distinguish one from the other, inclusive non-sexist language as opposed to derogatory language, as well as putting everything they have learned into practice.

Because of its nature, the workshop is organized according a content-based syllabus. It focuses on learning experiences where students don't pay attention to form and structure in the use of the target language, instead, they study the content as common and distinct areas of foreign cultures as compared and contrasted to their own. Specifically, this refers to the way in which language is used in English when referring and interacting with minorities and diversity in general. As Jalizadeh and Tahmasebi (2014) explain "With content-based instruction, learners are helped to acquire language through the study of a series of relevant topics, each topic exploited in systematic ways and from different angles." In this way, students are greatly exposed to the target language, focusing the instruction on semantic elements. This allows learners to discover and practice language patterns while receiving meaningful input to promote production in advanced stages of the learning process.

This workshop, due to factors such as the complexity and relevance of the topic, the level of proficiency required, and the potential positive impact it may have on students, it has been planned for 10th graders. According to the Chilean Ministry of Education, at this school level students are capable of gathering information from different sources, classify and interpret it in order to promote learning of new content and provide the basis for critical thinking. Although difficult to define, as suggested by Atkinson (1997), critical thinking will be consider as a social practice which fits perfectly with pedagogical approaches. At the same

time, he also argues that for pedagogical purposes, teaching critical thinking could be narrowed down to teaching complex behaviors such as making connections between ideas or concepts, labelling and classifying information, and using language as a creative and heuristic (problem-solving) device.

In terms of topics and content, the Ministry's directives includes current events, technology and globalization, making it easy to establish a connection between some of these topics and diversity and inclusion. Language-wise, the proposal focuses on the comprehension of authentic texts of low or medium complexity with narrations and descriptions, and on the production of similar texts (descriptive and narrative), using vocabulary related to the unit and expressing their interests, opinions and thoughts, with connectors and punctuation marks to show coherence and show the sequence of information or arguments when asked for their opinion.

We need to keep in mind that in this project, the concepts of diversity and minority groups refer to every community who have been discriminated and deprived of their basic rights, for example, the Lesbian, Gay, Bisexual, and Transgender communities (LGBT); ethnic groups such as African American, Native communities of different countries; and people with special needs. However, the topics and content studied in this workshop guarantees the potential to be applied in a wide variety of contexts.

At the same time, it is important to point out that during puberty, young people undergo many physical and psychological changes due to sexual maturation. Simultaneously, students at that developmental stage start a process of adopting roles of the identity they construct sexually, socially, and even academically (Grotevant, 1988). This transition is usually accompanied by insecurities and individual exploration if there is no proper education. Unfortunately, in Chilean contexts, these processes are altered by peer harassment and discrimination because of misinformation. This is not only true as far as sexual orientation and gender identity are concerned, but also when special needs and racial differences are highlighted even though it should not hamper effective communication.

In response to all of this, non-sexist and inclusive education proposes an approach that brings discrimination and gender stereotypes up for discussion, to make changes towards equal and healthier relationships.

Students' Needs

For this graduation project and the needs analysis, a questionnaire of 35 questions was applied (see Appendix 1). These questions were divided into three categories in relation to different topics: English lessons, learning styles, and inclusive non-sexist education. The questionnaire was applied to 10th graders at a semi-private school. There were 34 students in the class, 19 male and 15 female, between the ages of 15 and 16 years old. They were ensured confidentiality, so that no personal information would be shared.

The questionnaire was applied by the teacher in training with the supervision of the mentor teacher and was written in Spanish due to the disparity of English proficiency among students, as a way to provide them all with the opportunity to share their thoughts and experiences. The results show that the majority of the class consider English as an important subject and a useful tool. According to their own opinion, they prefer working collaboratively by participating in group discussions, in the creation of dialogues, the production of texts and scripts for oral presentations.

In relation to the topic of the workshop, there are some figures that need to be tackled. For example, the great majority of the class claims to have a clear idea of what gender identity and inclusion are; however, there is also a contradiction in question number 21 (see Appendix 2). They were asked if their teachers or school authorities had ever provided them with information about gender equality. Their answers were divided because 58% of them stated that they had not received any information while a 42% assured that the school authorities, in fact, somehow provided them with it. This might occur due to the informality of the access to this kind of information. Moreover, alarming issues emerge from questions related to their own experiences with discrimination and violence because of gender inequality. Students' answers showed that, although a small part of the class, around 26% of them had witnessed some sort of gender-based violence in the school. In addition, when asked about discrimination inside the school 44% of the class said they have had witnessed some kind of discrimination, and around 26% said they had been discriminated. It is also important to point out that a majority of female students assert having been discriminated.

Only these results were chosen to be presented in this section because they provide the necessary information to set the context and to spot the issue in the classroom. However, the

rest of the results were considered and used to design the lessons in terms of content, level of complexity, and the kind of activities planned.

Based on the things mentioned before, it may be said that there might be some issues the school staff should be concerned about. In fact, one of the main needs of students is to feel comfortable and safe to have a suitable disposition in the process of learning.

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Course Syllabus

Type of course:	Elective workshop
Duration:	14 sessions
Audience:	10th graders
Class hours:	90 minutes per session
Teacher:	Diego Campos Saldivia
Contact information:	diego.campos.saldivia@gmail.com

Rationale

High school students are in the period of reconstruction of their lives, where self-esteem and identity play a predominant role. That is why it is important that they feel comfortable and protected by the institutions around them (e.g. family, schools, etc.), who are given the responsibility of guiding them through these processes. In response to a context where students are clearly being exposed to the use of derogatory language, perpetuating discrimination and differences especially due to gender differences, it is necessary to provide them with the tools for them to both be aware of this situation and make a difference.

In order to achieve this, the project "Raising Awareness of Unbiased Use of the English Language" proposes a 3-unit workshop for 10th graders, with 4-5 lessons in each unit. The workshop is organized around a content-based syllabus, where much emphasis will be placed on the topic as the object of study. By the end of the workshop students will be able to analyze discourse, thus making it possible for them to judge the appropriateness of language in relation to sexism, discrimination and inclusion used in different contexts

Course Organization

In this workshop, students will study, reflect, and take action against sexism and discrimination in their school community. In the first unit "Does language evolve?" students will have the opportunity to get familiarized with the reality of inequality and discrimination, working with real events and testimonies, and having the chance to talk and share their own experiences. This unit aims at making the issue visible for students to analyze it in further lessons. The second unit, "Together we stand!" presents tools and ways in which students

may be able to approach the issue and gradually become part of the change. Finally, the third unit of this workshop "Re-writing our reality" is expected to provide them with solid arguments for them to justify their ideas and possible actions to deal with the problem in different contexts.

Assessment

At the end of every unit there is a lesson devoted to assess students' progress. Every instance of assessment presents a different task to be fulfilled by students, and their corresponding assessment criteria to be shared with the students in different rubrics (see Appendixes 3, 4, and 5).

The workshop is organized as shown in the following grid.

Non-sexist Education: Raising awareness of unbiased use of the English language.	
General Objective: At the end of this workshop students will be able to distinguish inclusive language as opposed to sexist language in English to establish rapport between them and their community.	
Time: 14 sessions of 90 min each.	
Unit 1: Does language evolve? **Objectives:** To identify derogatory and discriminatory language. To associate derogatory language with its evolving connotations and meanings.	
Lessons	Topic-related content
N° 1 Objective: To identify most popular derogatory expressions of discrimination against gender or sexual orientation.	Discrimination and derogatory language
N° 2 Objective: To identify what are the concepts that have changed their meanings over time	Exorcism of language: Terministic rescreening and reclamation

N° 3 Objective: To associate historical events with the current meaning and use of formerly derogatory concepts.	
N° 4 <u>Task:</u> Students, in groups of 4, create an informative poster advising readers to carefully choose words, explaining the kind of words a person should avoid because of their negative connotation, words that have changed in meaning over time, and/or in-group use of specific terms. The final product will be presented and explained in front of the class, and later, pasted on the walls of the classroom. They have to explain 3-5 concepts to explain and create the poster. This task will be assessed according to a criteria established by rubric n°1 (see Appendix 3).	

Unit 2: Together we stand!	
Objective: To explain the benefits of using inclusive and non-sexist language.	
Lesson	Topic-related content
N° 1 Objective: To contrast derogatory language to inclusive, non-sexist language.	Gender neutral and non-sexist language
N° 2 Objective: To exemplify the use of inclusive language in different contexts.	
N° 3 Objective: To infer the benefits of inclusive language use in society.	Inclusion and integration
N° 4 Objective: To explain the benefits of inclusive language use in the school.	
N° 5 <u>Task:</u> In groups of 4, students create a flyer with information of how to express and use inclusive and non-sexist language to promote equality and respect. Also, students add information about the benefits of inclusion in schools. After the task is assessed, students hand in copies of the flyers to their school community. This task will be assessed according to a criteria established in rubric n°2 (see Appendix 4).	

Unit 3: Re-writing our reality. Objectives: To judge the appropriateness of language used in different contexts.	
Lesson	Topic Related content
N° 1 Objective: To explain the development of gender and sexual identity.	Gender Identity and Sexuality
N° 2 Objective: To infer the impact of language on the development of gender and sexual identity.	
N° 3 Objective: To analyze gender and sexual identity stereotypes.	Stereotypes and limitations
N° 4 Objective: To judge the appropriateness of language used in different contexts.	
N° 5 Task: In groups, students make a video including all the information studied in the workshop about the development of gender and sexual identity, and the impact language has on it. They should consider the benefits of unbiased language in different contexts. The aim of the video is to make discrimination and sexism visible and show ways in which people can cope with it. Once their videos are finished, students will have to upload them to an online website to make it public and try to reach members of different communities. This task will be assessed according to a criteria established in rubric n°2 (see Appendix 5)	Assessment example: https://www.youtube.com/watch?v=M5C WWcJD8aw

Sample Activities

Unit 1: Does language evolve?

Lesson n°2- Objective: To identify most popular derogatory expressions of discrimination against gender or sexual orientation, and their contexts.

Activity n°1: Warm-up

1) Looking at the board, take a moment to read and see how many words of the chart you recognize. Discuss the following questions with a partner:

a) Are these words you usually hear or read in the media?

b) Do they have negative or positive meanings?

Butch – Twat - Closeted – Dyke - Fag(got) – Gay – Stud – Feminazi - Bitch – Slut – Dick – Cunt – Pussy

2) Think of two categories in which these words can be classified and group them.

Activity n° 2:

1) The following are copies of authentic testimonies of people that have suffered some kind of discrimination in different contexts. Read the testimonies and identify what are the words and/or actions used by the aggressors. For each testimony answer the following questions:

a) What is the context of each situation?

b) What may be the thoughts behind the aggressor's attitude?

c) What do you think that people could do to avoid these situations?

Reading Activity – Unit 1

Lesson n°2

The following texts are testimonies* of real people who have been victims of discrimination and aggressions. Read them carefully; pay attention to the words used and the stories they tell. Share your thoughts with a partner and then answer the questions.

Alana
28th September 2016
I've been asked by co-workers what I did sexually last weekend. When I refused to answer they said I was "frigid." A manager told me I was taking too much time off for "just a little cramping." Another manager told me I must be lying because "all women lie" to him.

Suzanna
28th September 2016
On my way home in the dark pushing a heavily laden shopping trolley in my street. I slowed down by two cars, one was trying to park the other to get past. The one trying to get past was swearing telling the other to hurry up. I eyeballed him, when he got past he drove slowly past me and called me an ugly f** Bitch several times, very aggressively. Straightforwardly unpleasant and a bit scary.

Robert
28th September 2016
Yesterday I overhead a mother saying that she hoped her 3-month-old daughter wouldn't develop an interest in tractors or engineering as she didn't want her to grow up to be a "butch lesbian." She wanted her to do something feminine like being a teacher. It's 2016 folks!

Olivia
28th September 2016
A few days ago I was at school in one of my lessons. I think it's worth mentioning that this lesson is computer science and there's a full class of 30 students, only 2 of us identify as female. I sit next to my friend Felix (he's ftm**) in this lesson and we were just talking and I went to stretch; as I was stretching I noticed one of the boys looking directly at my chest; I stopped stretching and just looked at him and said "what?" He was smirking and said "you know what" and I told him that I didn't and then he told me to "stop stretching-oh wait actually no don't" and some of the other boys were smirking as well. And then it clicked they were sexualizing me stretching. It made me so angry, and the teacher did nothing

Benjamin
26th September 2016
I am 13 and I am being bullied almost every day at school and called a faggot. Just because I am not "manly" enough. Even the girls are making fun of me. Yesterday at school a guy pushed me on the floor and yelled faggot and everyone laughed at me. I feel scared to tell my parents because I know that they will be ashamed of me as usual. I'll always be that faggot in their eye.

*The testimonies were retrieved from www.everydaysexism.com
**Ftm: Female to male transgerder.

Activity n° 3: Ticket to leave

1) On a separated piece of paper, write a list of the different contexts analyzed during this lessons.

2) Next to each of them, write down the most common concepts used to discriminate people, and briefly explain why you think this should be avoided or stopped.

3) Hand your ticket in to the teacher before you leave, so we can check everybody's progress and keep discussing this in future classes.
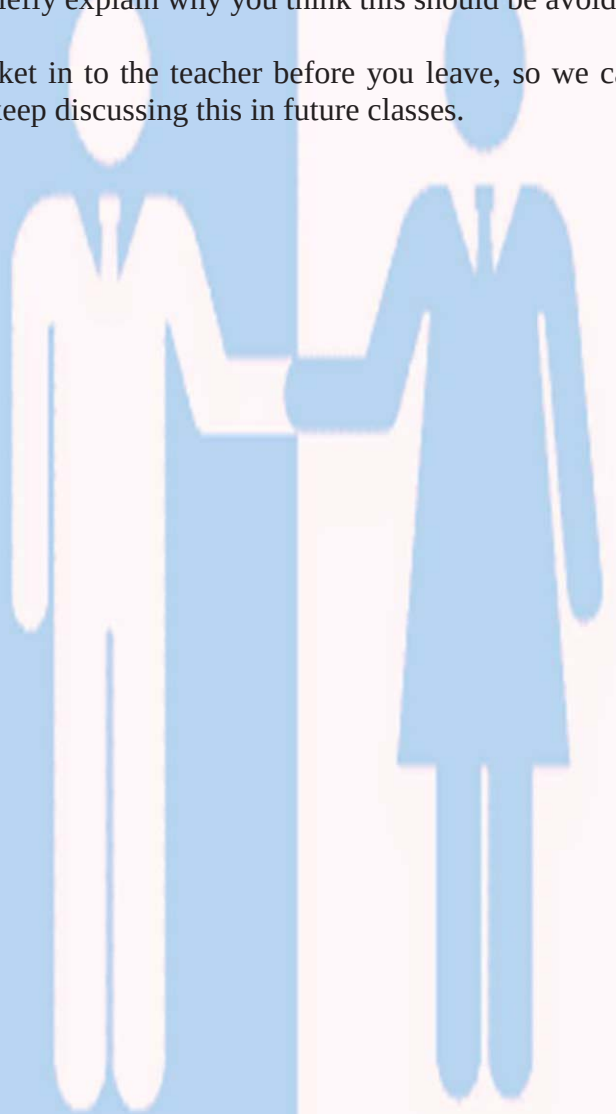
Unit 3: Re-writing our reality

Lesson n°2 - Objective: Impact of language on the development of gender and sexual identity.

Activity n° 1: Warm-up

Listen to the song "I am?" created by a group of students of Laura Jeffrey Academy about gender and sexual identity. The first time you listen, fill in the gaps in the lyric of the song. For the second time you listen, pay attention to the message they want to transmit. Share your thoughts with a partner and then with the whole class. Did you like the song? Is it important to talk about the topics mentioned in the video?
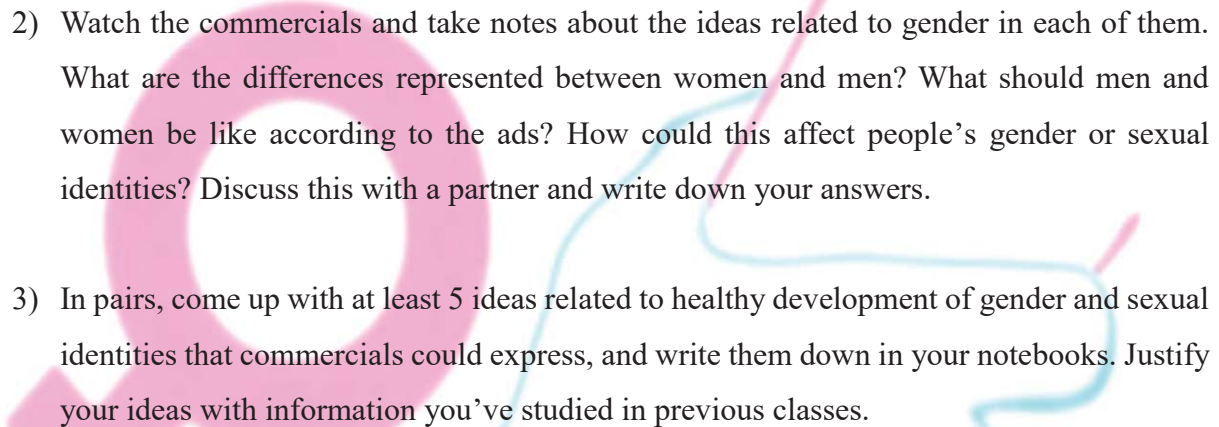
Video retrieved from: https://www.youtube.com/watch?v=BG6fTqdg0LU

Activity 2:

1) You are going to watch a compilation of different commercials in English speaking countries. Before you watch the video, answer the following questions. Share your thoughts with a partner.

1. How could language influence the development of our identity?
2. Do social conceptions influence our self-image?
3. How are those conceptions transmitted?

Video retrieved from: https://www.you tube.com/watch?v=wMSf-qFmheA

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2) Watch the commercials and take notes about the ideas related to gender in each of them. What are the differences represented between women and men? What should men and women be like according to the ads? How could this affect people's gender or sexual identities? Discuss this with a partner and write down your answers.

3) In pairs, come up with at least 5 ideas related to healthy development of gender and sexual identities that commercials could express, and write them down in your notebooks. Justify your ideas with information you've studied in previous classes.

Activity n°3: Reflection

1) In a separated piece of paper, write down your answer to the following questions:

    a) Have pair or group discussions been useful to your learning process in the classroom?

    b) Have you been able to relate topics studied in class to your life outside the classroom?

    c) What strategies have you used during the workshop to promote your own learning?

    d) Have you been able to contribute to your classmates learning?

Song's Lyrics – I am?
by
Laura Jeffrey Academy Students

<u>Everybody:</u>

Some of you are ignorant and under educated

The information that you're taught it's really outdated

But don't worry it's all the system's fault.

<u>Person 1:</u>

There are multiple orientations

And no it's not an abomination

Sexual or romantic they're all legitimate

There's such a thing as romantic attraction

Not to be confused with sexual attraction

And sometimes these things don't line up.

<u>Person 2:</u>

Transgender is more than woman to a man

The issue that we're dealing with is getting out of hand

Accept this could save many lives.

Don't listen to what you hear

There are people that are gender queer

Because there's more than two genders

<u>Person 3:</u>

Please don't assume anybody's pronoun

Gender neutral they/them that's how!

Please, don't guess who I am.

Skirts or shorts, that's just me

The way I dress is not my identity

Let me speak for myself.

Tutururu…

Unit 3: Re-writing our reality

Lesson n°3 - Objective: To analyze stereotypes related to gender and sexual identity.

Activity n°1: Warm-up

1) Write the word "Stereotypes" in the center of a blank page in your notebook. Write around this word every concept you can think of when relating it to the different topics studied in this workshop (Feminism, Equality, Discrimination, Inclusion, etc.). Briefly, share your thoughts with a classmate and then with the rest of the class.

Activity n°2: Reading exercise:

1) Read the text called "Stereotypes" (page 24) and highlight the lines that express the same similar ideas to the ones discussed earlier.

2) What new ideas did you find in the text?

3) Determine if the following sentences are true (T) or false (F). Circle the right answer. Justify the ones you think are false.

   a) *Stereotypes are verifiable.* T / F

   Justify:

   _____

   b) *Stereotypes have no use.* T / F

   Justify:

   _____

   c) *Stereotypes may lead to xenophobic or racist behavior.* T / F

   Justify:

   _____

   d) *Stereotypes don't imply consequences for stereotyped people.* T / F

   Justify:

   _____

Activity 3:

1) You will watch a few short clips of famous animations. What are the stereotypes mentioned? In pairs, list and compare the stereotypes for women and for men, and discuss "are those stereotypes somehow reflected in people's behavior?

2) With your partner, think of a movie or a TV series you both have seen and liked. Now, think of the characters. Do they represent any kind of stereotype?

   a) List the characteristics of the stereotype they represent.
   b) Have those stereotypes influenced society? Have they influenced you somehow?
   c) Write down your answers to share them with another couple in order to compare and contrast your answers.
   d) While discussing talk about the process itself as well as the content of your answers. Was it difficult to analyze the TV series or movie you chose? Was it difficult to determine their possible influence?

Video retrieved from: https://www.youtube.com/watch?v=vqzrY1aRwZ4

Reading Activity (text)

Stereotypes

A stereotype is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas.

The existence of stereotypes may be explained by the need of groups of people to view themselves as "more normal" than or superior to other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance and prevent people of stereotyped groups from entering or succeeding in various activities or fields. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotypes may also be used for making general erroneous judgments about people. Some stereotyping people may feel comfortable when they prevent themselves from emotional identification with the stereotyped group, which leads to xenophobic or racist behavior. Finally, another serious consequence of stereotypes is the feeling of inferiority that the stereotyped people may have and which may impair their performance.

Text retrieved and adapted from: http://www.myenglishpages.com/site_php_files/reading_culture.php

Appendix n°1

Cuestionario

Nombre:

Edad:

En el siguiente cuestionario encontrarás una serie de enunciados. Cada enunciado representa una posible situación personal o de la clase de inglés en general. Marca con una X el recuadro de la opción que represente mejor tu percepción, estado o sentimiento en relación a cada enunciado. Las opciones son:

1: No se aplica a mi contexto.

2: No me identifica o la situación ocurre muy pocas veces.

3: Me identifica parcialmente o la situación ocurre sólo a veces.

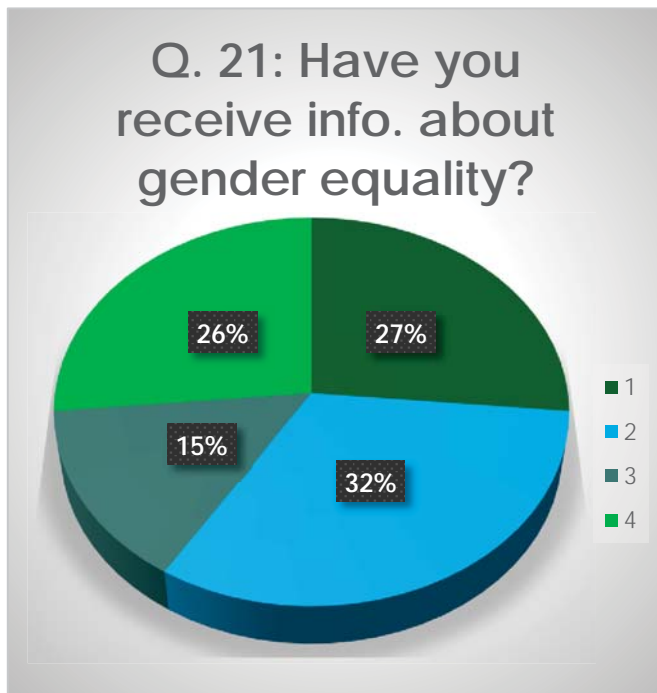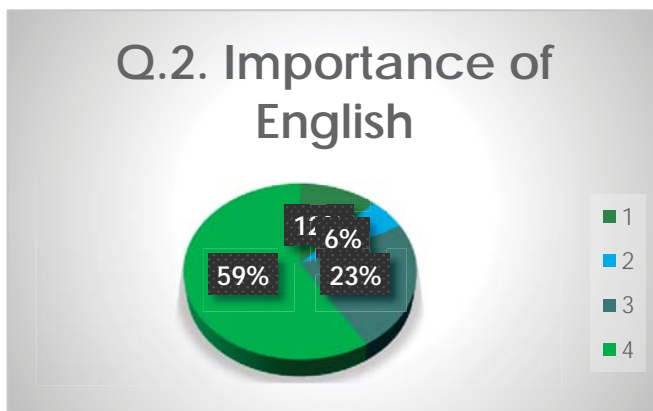4: Me identifica completamente o la situación ocurre con harta frecuencia.

Enunciados	1	2	3	4
1. En general presto atención a las clases de inglés.				
2. Considero que aprender inglés es importante.				
3. Me gusta leer libros o textos de Internet en inglés fuera de clases.				
4. Participo en clases e intento hablar en inglés.				
5. Me gusta mirar series y/o películas en inglés.				
6. Puedo entender videos o películas en inglés sin subtítulos.				
7. Puedo practicar inglés fuera de la escuela.				
8. No puedo practicar inglés fuera de la escuela, pero me gustaría.				
9. Participo en clases de inglés, pero respondo en español.				
10. Me gusta escuchar música en inglés.				
11. Me avergüenza participar cuando tengo que hablar en inglés.				
12. Prefiero trabajar individualmente en las actividades en clases.				
13. Me gusta trabajar en grupo en la clase de inglés.				
14. Muchas veces siento que no entiendo las clases de inglés porque el contenido es muy difícil.				
15. A veces siento que me distraigo mucho en clases de inglés.				

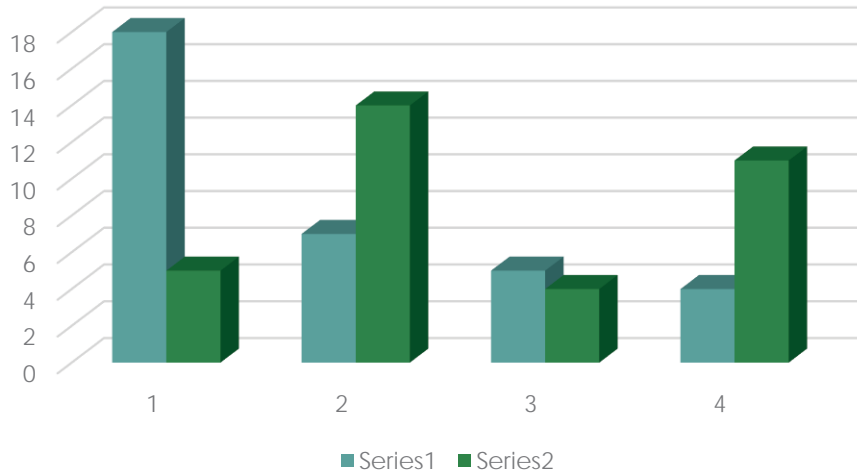|				
16. Prefiero las actividades donde puedo responder por escrito.				
17. Me gustan más las actividades en las que converso con mis compañeros en inglés.				
18. Me resultan más fáciles las actividades de comprensión auditiva que las de lectura.				
19. Me es más fácil poner atención cuando se usan videos o canciones en las clases.				
20. Me interesa la inclusión e igualdad entre los miembros de mi comunidad educativa.				
21. He recibido información por parte de mi colegio sobre igualdad de género.				
22. Tengo una idea clara de lo que significa que la educación sea inclusiva.				
23. Tengo una idea clara de lo que es la identidad de género.				
24. He presenciado violencia de género, física y/o verbal contra miembros de la comunidad educativa.				
25. Me incomoda hablar sobre la identidad de género.				
26. Estoy en contra de la desigualdad entre miembros de la comunidad a causa de diferencias de identidad de género.				
27. Me incomoda hablar sobre diferencias en las capacidades cognitivas.				
28. He sufrido algún tipo de discriminación.				
29. Estoy en contra de la desigualdad entre miembros de la comunidad a causa de diferencias en sus capacidades y habilidades.				
30. Tengo una idea clara de lo que implica el feminismo.				
31. Estoy en contra de la desigualdad entre miembros de la comunidad a causa de su orientación sexual.				
32. He presenciado algún tipo de discriminación.				
33. Estoy en contra de la desigualdad entre miembros de la comunidad por su nacionalidad u origen racial.				
34. Me interesa saber de qué se trata la educación no sexista.				
35. Me incomoda hablar sobre orientación sexual.				

Analysis of information gathered

The following graphics represent some the results of the student's answers of the students to the questionnaire. The concepts associated with each number are as follows:

1: No se aplica a mi contexto.
2: No me identifica o la situación ocurre muy pocas veces.
3: Me identifica parcialmente o la situación ocurre sólo a veces.
4: Me identifica completamente o la situación ocurre con harta frecuencia.

Q.2. Importance of English

12% 6%
59% 23%

1
2
3
4

Q. 11: Affraid to participate?

15% 26%
21%
38%

1
2
3
4

Q. 21: Have you receive info. about gender equality?

26% 27%
15%
32%

1
2
3
4

Q. 24: Have you witnessed gender-based violence?

6%
21% 38%
35%

1
2
3
4

Q. 28 Discrimination suffered (series1) vs Q.32 Discrimination witnessed (series2)

Q. 34: Are you interested in non-sexist education?
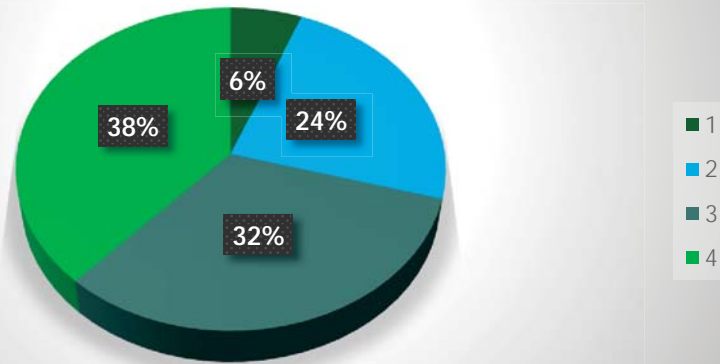
Appendix n°3

Rubric n° 1: Unit 1: Does language evolve? - First assessment: Poster Presentation.

Criteria	Needs improvement (1)	Regular (2)	Excellent (3)
Collaboration on the written work	There was no collaborative work. Only a few members worked during classes.	There was some collaborative work. Most of the members worked on the task.	There was an efficient collaborative work. Everybody participated.
Language use	The students did not use appropriate language and the vocabulary of the unit was misused.	The students, most of the time, used appropriate language and the vocabulary of the unit. There were only minor errors.	The students correctly used appropriate language and a wide range of vocabulary of the unit.
Structure of written content	The layout of the content in the poster makes it difficult to navigate through. It is not clearly explained and it has many errors.	Although there are some errors, the layout of the content allows readers to understand the message. It has a few errors.	The layout of the content in the poster makes it easy to navigate through. It is clearly explained with very little errors.
Delivery (Content in oral presentation)	The explanation of the content is not clear. There are too many mistakes, making it very difficult to follow, and the students don't use the poster as visual support.	The explanation of the content is not very clear, but it's still understandable. Only a few mistakes are noticeable and the students use the poster as visual support in a few moments of the presentation.	The explanation of the content is clear and the students use the poster as visual support.
Participation in the oral presentation	Only a minority of the students of the group participate in the oral presentation.	Most of the students of the group participate in the oral presentation, but not everyone.	Every student of the group participates in the oral presentation.

Appendix n°4

Rubric n°2: Unit n°2: United we stand! – Second Assessment: Informative Flyer.

Criteria	Needs improvement (1)	Regular (2)	Excellent (3)
Language Use	The students did not use appropriate language and the vocabulary of the unit was misused.	The students, most of the time, used appropriate language and the vocabulary of the unit. There were only minor errors.	The students correctly used appropriate language and a wide range of vocabulary of the unit.
Content	The layout of the content makes it difficult to navigate through. It is not clearly explained and it has many errors.	Although there are some errors, the layout of the content allows readers to understand the message. It has a few errors.	The layout of the content in the flyer makes it easy to navigate through. It is clearly explained with very little (or no) errors.
Coherence	The students' used sequencing markers in a wrong way (or didn't use them at all), so it makes it very hard to go through the text.	The students' used sequencing markers with some difficulty, but it is possible to go through the text and understand it.	The students' used sequencing markers that help the reader easily follow the ideas in the text.
Visual Support	The students used inappropriate visual support or didn't use any..	The students used visual support but it doesn't necessarily helps making the point clear.	The students used appropriate visual support that helps making the ideas clear.

Appendix n°5

Rubric n°3: Unit n°3: Re-writing our reality – Third Assessment: Video to raise awareness.

Components	3-Sophisticated	2-Competent	1-Not yet Competent
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Use of Communication Aids	Communication aids enhance presentation. • The font on the visuals is readable. • Information is represented and organized to maximize audience comprehension.	Communication aids contribute to the quality of the presentation. • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids.	Communication aids are poorly prepared or used inappropriately. • Font size is too small to read. • Too much information is included.
Depth of Content	Speakers provide accurate and complete explanations of key concepts and theories, drawing on relevant literature.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.

Use of Language	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.,)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA