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TRABAJO DE FIN DE MÁSTER

Gender mainstreaming in EFL teaching:  
Promoting coeducation through Angela Carter's  
rewritten fairy tales

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## ABSTRACT

This final dissertation aims to explore the introduction of value teaching in the EFL classroom so as to promote values based on respect and gender equality. To achieve this, it provides a teaching proposal based on gender mainstreaming, a strategy created to be implemented in the education system of the European Union countries so as to promote gender equality. The promotion of values has to employ materials which foster this purpose, and literature has been proved to be especially suitable for this. Thus, the proposal created to promote value teaching in the EFL classroom is based on two Angela Carter's rewritten fairy tales, which challenge traditional roles and stereotypes. The activities and lessons planned deal with different gender issues the students will have to learn and discuss so that they carry out the final task: rewriting a traditional fairy tale in a way in which gender equality is promoted.

**KEY WORDS:** English as a Foreign Language, Gender mainstreaming, Angela Carter, Value teaching, Gender equality

## RESUMEN

Este Trabajo de Fin de Máster tiene como objetivo explorar la introducción de la enseñanza en valores en el aula de inglés como lengua extranjera para promover el respeto y la igualdad de género. Para ello, se ha diseñado una propuesta basada en la transversalidad de género (en inglés, *gender mainstreaming*), una estrategia creada para promover la igualdad de género en los sistemas educativos de los países de la Unión Europea. Es fundamental que esta propuesta utilice materiales que fomenten la enseñanza en valores y, para ello, la literatura puede ser especialmente beneficiosa. Así pues, esta propuesta se basa en dos cuentos reescritos de Angela Carter que cuestionan los estereotipos y los roles tradicionales de género. Las actividades y sesiones planteadas abordan diferentes aspectos relacionados con el género que los estudiantes deberán aprender y desarrollar para llevar a cabo la tarea final: reescribir un cuento de hadas tradicional con el fin de promover la igualdad de género.

**KEY WORDS:** Inglés como lengua extranjera, Transversalidad de género, Angela Carter, Enseñanza en valores, Igualdad de género.

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## **I. INTRODUCTION**

It has always been an issue of great debate to decide which aspects, ideas and contents should be addressed and taught by the education system. Nowadays, special emphasis is placed on curricular contents, that is, those contents directly linked with the subject as such and which have been established by national and regional education laws. This emphasis, however, presents a series of drawbacks and challenges, such as the abandonment of value teaching in favor of curricular learning.

Nevertheless, this aspect can be especially relevant nowadays, when society seems to display a deficiency of ethical values such as respect, empathy and equality. Due to this, social groups or minorities such as women or racialized communities suffer many times the structural inequality that is still prevalent nowadays. Therefore, value teaching should be introduced, developed and promoted by the education system to teach students about these inequalities so that one day they can face and fight against them in an effective manner.

The English as a Foreign Language (EFL) classroom can be a very suitable scenario in which teaching values can be introduced, as it consists on a subject that fosters discussion and sharing opinions, thoughts and ideals due to its communicative nature. Language teaching can therefore constitute a communicative means through which students can learn not only the linguistic skills but also different values, concepts and ideas, as these lessons can foster dialogue and discussions. To do so, approaches such as gender mainstreaming, a strategy through which gender equality is especially promoted in the education system, could be employed. Notwithstanding, it is important to bear in mind that gender mainstreaming requires different materials and tools to be introduced. Among these, literature can be of special use and relevance, as it is a medium through which society is not only portrayed but also many times criticized.

Due to all these issues, it can be extremely beneficial to create a series of activities and lessons that can constitute an innovative didactic proposal fostering these aspects. Firstly, a didactic proposal with these characteristics can teach the students values, an aspect that has been many times overlooked in favor of the curricular contents. Secondly, a didactic proposal which employs literature as a learning material can promote both the development of reading aspects and the introduction of literature in the EFL classroom so as to increase the students' knowledge on the culture of English-speaking countries. Lastly, this proposal can definitely improve not only the students' academic performance but also the students' personal skills and

values, as they have the opportunity to learn ethical and moral values that can contribute to their development as both students and people.

Therefore, this dissertation pursues the following main objectives:

- To create a didactic proposal which promotes gender equality through the strategy of gender mainstreaming in the EFL classroom.
- To create activities based on Angela Carter's short stories which foster the development of the EFL students' critical thinking and awareness on gender roles and stereotypes.

As a secondary objective, this dissertation also intends the following:

- To explore how literature can be introduced as a learning tool in the EFL classroom so as to teach values.
- To design a teaching proposal that fosters the development and employment of the students' creative writing skills in the EFL classroom.

In order to achieve these aims, the present paper will be divided into three main parts: the first part will consist on a theoretical framework so as to completely comprehend the issue of value education and the way in which this can be achieved. This theoretical framework explores the strategy of gender mainstreaming and the use of literature in EFL teaching as a way of promoting gender equality. The second part is the presentation of the didactic proposal based on two Angela Carter's rewritten fairy tales and created to promote value teaching and gender equality. This section presents includes a justification of the materials selected and the contents included in the proposal, its main aims, its legal framework, the way in which the sessions have been distributed, the assessment, and a detailed description of each session with its activities. Lastly, a conclusion will be provided, within which the possible weak points or strengths of this proposal will be debated, together with the benefits it might provide if it is successfully implemented in the EFL classroom.

## **II. THEORETICAL FRAMEWORK**

### **1. Value Education**

It is essential that individuals are taught from a very young age how to behave in society. This education involves diverse aspects, within which values should be included. Teaching values to children and teenagers should be thus a key aspect in today's society. Nevertheless, how this education should be carried out is still an issue of great debate, as experts state different opinions: some scholars affirm that values should be taught and delivered by the parents or the primary care-takers of children, while others argue that the education on values should be carried out, either partially or completely, by the education system.

#### **1.1. The Education System as a Value Transmitter**

Especially over the last decades, the education system has been under great debate and change due to several reasons. Among these, experts have been particularly arguing upon whether the school should teach students only the required curricular or academic contents or, if on the contrary, the education system should also promote the education on values and attitudes.

It is still a relatively widespread idea among both teachers and the public opinion that education should be value-free, arguing that the transmission of values would be not only complex due to the diverse cultures of nowadays' globalized world, but also inappropriate, as school should only teach the curricular content established by the pertinent authorities. This is also supported by the idea that families and more precisely, parents, should be the ones teaching values to children. Nevertheless, scholars such as Carbone (1991) consider that the fact that teachers impart values in one way or another is not only usual but also "unavoidable" (290). Moreover, Carbone adds that "those who argue that schools should be value-free have simply failed to grasp what education is really all about" (p. 290).

And, although the debate still continues nowadays, many experts have reached this same conclusion: that the education system can be considered to be one of the most relevant means through which social values can be transmitted to students through the development of their critical and social thinking. As Halsted and Taylor (1995) summarize it, "schools and individual teachers within schools are a major influence, alongside the family, the media and the peer group, on the developing values of children and young people, and thus of society at large" (p. 3). Not only that, they also point out that "schools reflect and embody the values of society; indeed, they owe their existence to the fact that society values education and seeks to exert

influence on the pattern of its own future development through education” (p. 3). In other words, social values are established through the education system.

Thus, all learning processes should be regarded as more than just the acquisition of curricular contents. In fact, learning should be regarded as a process through which learners are able to learn not only the curricular contents as such but also those abilities, morals and values that allow them to become the best possible individuals. And this can be achieved through the education system, and more precisely, through its schools and professional educators.

This objective has been supported by trends such as character education. As Pala (2011) defines it, character education is a movement which intends to create schools that foster “ethical, responsible and caring young people by modelling and teaching good character through emphasis on universal values that we all share” (p. 23). Among these universal values shared by the whole society, Pala mentions “caring, honesty, fairness, responsibility and respect for self and others” (p. 23). It can be affirmed then that respect, empathy, and equality among others, are some of the values the educative system and thus society must consider necessary.

It can be stated then that moral or value-based teaching is a necessary aspect on today’s education, as “pupils should be prepared for entering society in ways that enable them to critically reflect on it, and to have some control over the direction the changes should take” (Matthews, 2007, p. 14). And, through their education in values, this could be achieved.

## **1.2. Teaching Gender Equality: Gender Mainstreaming and Coeducation**

As it can be stated from what has been exposed so far, the education system should foster the transmission of values to children and young adults. And, as it has been pointed out, one of the values schools should promote and support is equality. However, the dichotomy equality-inequality can affect different social groups or aspects, and therefore equality can address issues such as gender, race, social class or sexual orientation, among others. Nevertheless, this proposal focuses on gender equality. This is so due to the fact that this issue is one of the most important aspects nowadays due to the inherent inequality established between men and women in today’s society, and which is present and relevant within several spheres of people’s daily lives, such as their careers, relationships, or education.

Teaching and promoting gender equality in particular can be achieved through the implementation of strategies such as gender mainstreaming. The concept of gender

mainstreaming has been delimited by institutions such as the European Institute for Gender Equality (EIGE, 2016), which defines it as follows:

Gender mainstreaming is a strategy towards realizing gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality between women and men, and combating discrimination. (p. 5)

It is thus recognizable that gender mainstreaming is applied in public policy, since, as the EIGE points out, the implementation of this gender perspective should be carried out by “the public institutions” (p. 5) in general. Among these, the education systems of those countries which belong to the European Union are included.

This aspect, that is, the importance of gender mainstreaming in education has been pointed out by several organizations such as the UNESCO (2015), which attempts to summarize the reasons why gender mainstreaming plays such an important role within education:

Mainstreaming gender equality in system-wide teacher education institutions is crucial for two main reasons. Firstly, gender equality is a priority on the international development agenda, and secondly, teachers are central to the education system for the key roles they play in the transmission of values, knowledge, and the development of human potential and skills. For these reasons, among others, UNESCO took the decision to prioritize gender equality in its programs, and considers that gender shall remain a central issue in the global post-2015 education agenda. The education of girls and women is not only essential for improving their own living conditions, but it also yields multiplier effects with regard to personal, social and economic development more generally. (p. 3)

As it can be appreciated, including gender mainstreaming in the education systems around the world is likely to have a remarkable and considerable positive impact on the education of children and young people. Among these positive consequences, one of the most important ones is the fact that children and young students will be educated so as to understand the patriarchal society they live in, as well as the importance gender equality has in overcoming the patriarchal aspects within nowadays' society.

Thus, gender mainstreaming is a strategy to promote gender equality, which is recognized by the Commission of the European Communities (2006) as “a fundamental right, a common value of the EU, and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion” (p. 2).

This strategy can be indeed linked with the idea of coeducation, a concept that has been promoted in the Spanish education system during the last decades. Although in English-



speaking countries the term “coeducation” is usually used to refer to the education of students of the two sexes together, in the Spanish context it also implies the promotion of gender equality (Subirats, 2002; Alario and Anguita, 1999). While gender mainstreaming can be applied to different disciplines, areas and purposes, the objectives of coeducation are specifically connected with education. Leiva (2004) defines coeducation and its objectives as follows:

Entendemos por coeducación el desarrollo integral de todo el alumnado, tanto de las chicas como de los chicos, prestando especial atención al conocimiento del otro sexo y al enriquecimiento mutuo de ambos. Los objetivos de la coeducación se centran en corregir los estereotipos sexistas, proponer un currículum equilibrado que elimine los sesgos sexistas y desarrollar todas las capacidades individuales con independencia del género. (p. 39)

Other scholars such as Subirats (2002) have also pointed out this need of eliminating those aspects that contribute to the inequality between the genders through coeducation by stating the following:

Confío en que la escuela del futuro sea plenamente coeducativa, es decir, que haya integrado los saberes necesarios para los antiguos roles masculinos y femeninos y transmita a toda la población, niñas y niños, un conjunto de capacidades indispensables con independencia del sexo, y que les han de permitir a ellas y a ellos la autonomía tanto en los aspectos económicos como en los personales y domésticos. (p. 24)

As it can be observed, one of the main objectives in the agenda of coeducation is to educate young children in gender equality by teaching them how to identify first and then challenge and reject traditional gender roles, among other aspects. And, while coeducation is an important aspect in all levels of education, Leiva (2004) points out the importance of coeducation especially in secondary education, as she affirms that “the importance of coeducation is vital in the teenage stage, as it is in this stage when the personality and the social and moral development of individuals develops and takes form in a solid manner” (p. 40). It is fundamental then to educate students during the secondary obligatory school in an environment free of gender roles and sexist behaviors, in which no models of men or women exist (Leiva, 2004, p. 40).

By uniting gender mainstreaming and coeducation in the EFL classroom so as to teach values to students, the concept of coeducation as understood by Spanish scholars and educators is linked with a more international, wide perspective of gender equality. This grants the students with both two different combinable strategies so as to face inequality while at the same time

with a two-sided solution for this problem that they can use so as to become aware of this issue and to learn how to behave respecting and promoting gender equality.

Gender mainstreaming and coeducation should be therefore applied in the education system; this could be carried out in several ways, such as through the implementation of value-based workshops or activities in the schools. Notwithstanding, these strategies in isolation might not be enough, as their presence in the students' lives would be unusual and infrequent. Apart from the changes in the curriculum that a gender-mainstreaming policy may foster, especially in relation of the so-called "hidden curriculum"<sup>1</sup> and other aspects of the structural dimension of gender inequality in education, teachers themselves can introduce different tools or materials in the students' lessons which can serve as the base of value teaching. Among these, literature can be a material especially relevant in the learning process of a foreign language.

## **2. Literature in the English as a Foreign Language classroom**

Gender mainstreaming could be applied in foreign language education through the use of literature in the classroom, since literature can potentially promote discussion, critical thinking, and the reflection on values and contemporary issues that may be present in the literary texts. Therefore, literature could serve as a particularly helpful tool so as to teach values to students. This, however, is still debated among experts, as it can be appreciated from what will be exposed below, together with an overview of the different approaches that can be employed to deal with literature in the EFL classroom and a proposal to deal with text selection so that the chosen literary texts fit into the corresponding context.

### **2.1. Including Literature in the EFL Classroom: Advantages and Disadvantages**

As scholars such as Paran (2008) have pointed out, the relationship between language learning and literature is still debated nowadays. While many authors support the introduction of literature in the process of teaching a second language, some others consider this to be unnecessary and even inappropriate. Among the latter, Edmondson claims that literature "has nothing special to offer" to the process of L2 learning (quoted in Paran, 2008, p. 468). However, Edmondson fails to recognize that learning a second language is a process in which learners acquire more elements besides language structures. As Paran points out, Edmondson's

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<sup>1</sup> According to Berger (1963), the hidden curriculum "refers to messages communicated by the organization and operation of schooling apart from the official or public statements of school mission and subject area curriculum guidelines... The messages of hidden curriculum usually deal with attitudes, values, belief and behavior" (p. 16).

perception of language learning “is concerned with acquiring competence in the L2 and nothing more” (p. 468). This can be considered an “isolationist position, whereby language learning is concerned with acquiring competence in the L2 and nothing more” (p. 468).

Edmondson’s view on language teaching is closely related to the “utilitarian” approach that Shanahan (1997) identifies in language teaching in the United States, as he considers that the process of teaching a foreign language is nowadays solely “career oriented” (p. 165), that is, this process is only regarded as a means through which people can acquire another extra competence for their careers and nothing more.

This is closely related to the present-day capitalist understanding of education, through which all learning processes are carried out with the objective of being useful in a particular way to the system in general and to the working market in particular. Teaching English as a foreign language is especially vulnerable under this consideration, since English “has established its position as the global lingua franca beyond any doubt” (Mauranen and Ranta, 2009, p. 1). Thus, learning English could be considered as a process in which learners acquire the language so as to be useful to the system, either as a tool through which they can escalate in the working system or as a commercial tool. An example of this has been described by McVeigh (2004), who reports the presence of this issue in Japanese society as follows:

Acquiring English skills is vital to climbing up Japan’s education–examination ladder toward better employment, especially given the current environment in which rapid technological change, global communication, and international transactions are the order of the day. (p. 217)

Under this consideration, languages in general but English in particular can be considered as global tools instead of global languages through which students achieve a working or career-oriented goal rather than acquire a language in all its dimensions, including its culture or values.

If this utilitarian understanding of language teaching is taken into account, it could be stated that literature would be of little use if the process of language teaching is considered as a mere acquisition of grammatical, lexical, or syntactical structures with the goal of merely fulfilling a career-oriented requirement, since several other types of materials could serve this purpose.

However, Paran disagrees with this view through which language acquisition is regarded as a mere transaction and counter-argues that “[Edmondson’s] view of language learning as focusing on language only, presenting what [can be called] an isolationist position, whereby language learning is concerned with acquiring competence in the L2 and nothing

more” is “the main fallacy of Edmondson’s position” (p. 468). Paran considers that this view leaves completely aside the role of the learners, as it regards them as “language learning machines” (p. 469). If this view was realistic, and the role of the learner in the process of teaching a second language was as insignificant or even inexistent as Edmondson considers it to be, maybe literature would have nothing to offer to this process. However, learning a language requires learners to be the main focus of the learning process through which they acquire not only grammatical, lexical or syntactical structures but also cultural knowledge and values, among other aspects.

The advantages of using literature in the foreign language classroom have been highlighted by several experts such as Shanahan (1997), who points out that language professionals have the goal of both expanding and enriching the students’ lives and the society in which they live. This has been reflected by Koutsompou (2015) as well, who summarizes this idea as follows:

[A] literary text has multiple interpretations, these generate different opinions among the learners and this leads to real, motivated interaction with the text, with the fellow students and with the teacher. Interaction is one of the bases of the communicative approach which defends that it is by interacting, by communicating, that the language is learned. (p. 75)

It can be appreciated with this that literary texts can be interpreted into several different manners in the classroom, which stimulate debate, critical thinking, and personal growth, especially if the selected literary work promotes these aspects by including them into the text as well.

Collie and Slater (1987) support this same position, and argue that literature provides “valuable and authentic reading material, persuades learners to develop personal involvement and helps them to understand foreign culture as well as the niceties of language” (quoted in Ahmad, 2012, n/p). Other scholars have also pointed out this same benefit: that literature provides both teachers and learners with authentic materials. This is the case of Khatib and Seyyedrezaei (2017), who have highlighted the fact that “literature can provide the most authentic materials for language teaching and learning” (p. 178). This is so due to the fact that literature in the foreign language has not been created with the sole purpose of it being used in a second language teaching context; instead, it has been created by a native speaker in an authentic, and generally non-adapted context. Therefore, the use of literature would help them to overcome the restrictions of the classroom input, as it might consist on a more restrained

material, since it has been consciously prepared to be exclusively included in foreign language lessons.

Nevertheless, it should be noticed that including literature in foreign language instruction may be also useful to influence and foster reading comprehension, which is essential in foreign language learning and, more generally, in education. This influence is present in several different aspects. First of all, so as to read a text one has to understand, that is, decode, the meaning of a message, and not only to understand words in isolation. This is an ability that has to be practiced and acquired through reading when learning a second language, as the challenges learners will have to face are numerous times related to decoding meanings.

Moreover, reading consists not only on decoding words but also in comprehending all words combined, that is, a complete text. This is achieved through the use of the ability of reading comprehension, which has been determined to be a crucial skill for students of all areas and disciplines. This has been proved by researchers such as Bohlman and Pretorius (2002, p. 15) who conducted a study with students of Mathematics and proved that there is a directly proportional relation between reading comprehension and good academic performance in all subjects. The study carried out proved that the better the comprehension skills of a student are, the better their performance in their academic life is.

Withal, while comprehension skills affect indeed academic performance (Bahruthman, 2012, p. 205) they are also extremely important for individuals to develop themselves. This is so due to the fact that “comprehension is critical as it fosters analysis, critique, evaluation and synthesis of information from various sources” (Bahruthman 2012, p. 205). Therefore, comprehension does not only affect positively academic performance, but personal growth as well, as it allows and promotes the development of critical thinking.

Having into consideration all these aspects above-mentioned, it can be affirmed then that literature constitutes an extraordinarily suitable material so as to introduce value teaching, among which gender mainstreaming could be included, within the EFL classroom.

## **2.2.How to Introduce Literature in the Classroom**

The benefits of using literature in the EFL classroom are clear, as it serves as an authentic material through which students can acquire diverse values and morals together with linguistic structures, while at the same time they practice their reading comprehension, which constitutes one of the four main skills of language learning.

However, it can be introduced in different ways depending on the educational objectives or the student group and its particular characteristics, among other factors. Lazar (1993) proposes three different approaches through which literature can be introduced in the process of learning a second language. The first of these approaches is the language-based approach, which Lazar summarizes as the approach that focuses on the study of the language of the selected texts (p. 27). The attention is drawn to the grammatical, lexical, and discursal elements of the text. Thus, the focus is on language as such, since the use of literature “includes techniques and procedures which are concerned more directly with the study of the literary text itself” (p. 27).

The second approach Lazar proposes is literature as content. Literature is itself the “content of the course, which concentrates on areas such as the history and characteristics of literary movements” such as “the social, political and historical background to a text” or “literary genres and rhetorical devices” (p. 35) among others. The literature used in this approach belongs to the literary canon or tradition, and, consequently, this is probably the most traditionally-used approach, as it has been generally used in the education system, and more particularly, although not exclusively, in the literature classroom.

The third and last approach consists on the use of literature for personal enrichment. The literary materials used with this approach are chosen on the basis of whether the selected texts may arouse some interest in the students as well as whether they may contribute to their personal involvement and growth (p. 24). Literature is thus an extremely helpful tool so as to encourage students to “draw on their own personal experiences, feelings and opinions” and it “helps students to become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition” (24) by making them become aware of the values or ideas a literary text intends to reflect upon.

This last approach is the closest to the concept of value-teaching or value education, since it uses literary texts so as to teach students diverse values, morals and ideas from a critical perspective and based on authentic materials such as those literature can provide. Therefore, the approach of using literature for personal enrichment can be employed in the EFL classroom so as to work with transversal elements such as gender equality.

However, the approaches through which literature can be employed as a learning material are not the only aspect to take into account. The methodologies through which literature can be implemented into the EFL classroom are another issue that should be regarded.

Traditionally, when literature was introduced in the foreign language teaching process, the methodology followed was the grammar-translation method, through which students worked with literary texts with the purpose of translating and thus understanding them. Nevertheless, this method does not allow students to employ their communicative competence. This has been pointed out by experts such as Chang (2011), who has reduced to two the main reasons why this approach is not adequate nowadays. First of all, the grammar-translation approach is too “teacher-centered”, and, as a consequence, students do not employ the English language as much as they should, delaying their development of the English communicative competence (13). And, secondly, the learning techniques used with the grammar-translation approach are mainly memorization and rote learning, which “cannot help to arouse students’ interest, build their self-confidence or improve their communicative strategies in English (Chang 2011, 13). Due to this, the use of this approach started to decline in the 1940s.

Other approaches gained popularity after this, such as the direct method, through which students were meant to be exposed to only the target language, which in this case is English, or the audio-lingual method, through which students were exposed to different patterns, although mainly oral, of language, that they had to acquire and reproduce. It is noticeable, however, that these two methods were basically oral-based. However, another method, which fosters the employment of the four communicative skills, gained extreme popularity: the communicative language approach, which has been considered to be one of the most appropriate ones to be employed in the EFL classroom and which can actually foster the use of literature in their methods. Influential since the late 1970s (Littlewood 1981, x), this approach promotes the use of English in real-life communicative contexts in which learners are required to send across their messages by using the second language they are acquiring.

The communicative approach considers language from a wider perspective. Therefore, it views language “not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs” (Littlewood 1981, p. x). In other words, the focus is not only in language forms but more importantly in what people do with them, that is, what they desire to communicate.

As Sadoughvanini and Shamsudin (2013) summarize it, the communicative language approach was developed “to provide language learners with the ability to use the target language in real life conditions” (31). In other words, this approach was established so as to enable second language learners to satisfy the needs they may present to deal with a particular communicative

context in an efficient manner. Moreover, the process of learning grammar is achieved through “students’ participation or co-operative completion of teaching tasks between or among students and teachers” (Chang 2011, 14). This way, grammar can be acquired by second language learners in a natural, spontaneous manner. And not only that, this approach puts the focus on the learner, which makes the learning process more effective.

The fact that the focus is on the communicative skills and the communication of students makes the message that is intended to be transmitted an important aspect of the learning process. This makes literature particularly relevant within this approach. The importance of literature lays not only on its use of the language, which is also noticeable, but more importantly, in the message it tries to convey. Thus, this approach is regarded to foster and promote the use of literature in an environment of language acquisition and development.

Therefore, literature and moral or value teaching are clearly closely related. The application of literature not only in education in general but more specifically in teaching English as a second language can be one of the means through which learners become aware of the social, political or historical events that may determine the background to a particular literary piece. Moreover, literature exemplifies how a member of a certain society might behave in a particular situation (Lazar 1993, p. 16). This way, literature can help students not only to learn about certain social behaviors but also to identify and judge them accordingly to their values.

Considering the holistic approach to education explained above together with the uses of literature in foreign language learning, it can be affirmed that literature can and should be used in the L2 classroom to teach students several other aspects rather than just the language-oriented ones. In other words, literature can be used in diverse ways in the classroom so as to teach morals and values to L2 learners through a communicative perspective.

### **2.3. Text Selection**

Including literature as a useful and authentic material in the EFL classroom can be achieved through different strategies. There is also a wide variety of texts and literary genres to be employed when introducing literature in the EFL classroom. It is thus necessary to make a selection of the type of literature one desires to include within the course.



Short stories, or short fiction, are usually considered the most suitable genres to be introduced in a second language teaching process. The genre itself is extremely appropriate for this purpose due to several reasons. Among these, the fact that short stories present characters who “act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones” (Hişmanoğlu 2005, p. 61) makes this genre particularly suitable for its introduction in both the education system in general and in the foreign language classroom in particular, since the students might find these stories relatable and filled with different aspects of society while at the same time they get in contact with a reading material in the language they are learning.

Another important aspect that makes short stories ideal for the EFL classroom is this genre’s length. As the name suggests, short stories tend to be, indeed, short. This makes the reading process more appealing for students, and especially for those who have not developed any reading habits. Moreover, their length makes it more feasible for the students to complete the reading. Related to this characteristic, it is important to mention that short stories are thus a type of material that maintains the students’ attention and interest, since usually, long literary pieces may demotivate students.

Traditional fairy tales is one of the subgenres that can be classified as short fiction. One of the main advantages traditional fairy tales present is that generally, people of all ages and origins are, to some extent, familiar with them. Not only that, the majority of people from the Western culture share or are familiar with certain fairy tales as such. This makes this type of composition a very appealing one so as to be introduced in the process of learning English as a foreign language, as it gives the advantage of making students feel close to the material they are working with.

Nevertheless, traditional fairy tales display additional characteristics that make them suitable for their introduction in the EFL classroom. As scholars such as Ahmad (2012) have also noticed, “fairy tales, folk tales, fables and short stories have always been used as a vehicle for developing understanding of centuries old wisdom of mankind, for entertaining and instructing the people because of their distinctive pattern and narrative elements” (n/p). With this, it can be appreciated how traditional fairy tales or short stories have usually instructed individuals on how society as a whole should behave.

Another important aspect to bear in mind referred to fairy tales is that “[they] have their roots in archaic society and archaic thought” (Nikolajeva 2003, 138). Thus, it is expectable that

traditional fairytales will portray the archaic models in which they are based. Therefore, it is likely that traditional fairy tales will represent and reproduce diverse patriarchal aspects such as the traditional gender roles. Other scholars have also pointed out this issue, stating that “children's fairy tales, which emphasize such things as women's passivity and beauty, are indeed gendered scripts and serve to legitimize and support the dominant gender system” (Baker-Sperry 2003, 711). However, at the same time, they can be used to reflect, reassess and deconstruct these traditional beliefs.

As it can be seen from what has been explained so far, short stories in general, but fairy tales in particular, are particularly suitable for the EFL classroom due to their length, their familiarity, and the topics dealt within them. This might even provoke such a positive reaction on young students that they might start developing reading habits that they might have not acquired yet. Due to these characteristics, traditional fairytales can be considered an excellent piece of literature from which the issues of the traditional gender roles and sexuality could be examined from a gender-equality perspective so as to educate foreign language students on values of respect, equality and responsibility, among others.

### **III. DIDACTIC PROPOSAL**

#### **1. Selected Materials and Justification: Angela Carter's rewritten fairy tales**

Since the purpose of the didactic proposal is to teach values to students of English as a Foreign Language and, more particularly, making these students aware of the gender roles that may be prevalent in spheres such as sexuality, marriage or working career so as to teach them about gender equality and how it can be promoted, the selected short stories must tackle these issues.

These previously mentioned aspects have been dealt with in the literature of recent years through the so-called postmodernist literature which arose around the late 1950s and early 1960s, and became a dominant movement from the 1970s and up to this day. (Bertens, 1995). Postmodernism deals with these issues due to the fact that one of its main objectives is to identify and criticize all social constructs that might be prevalent in today's society, within which the traditional gender roles, among others, can be indeed included.

For this proposal, two of Angela Carter's short stories have been selected. Carter is a British author who is considered one of the main voices of the postmodernist British literature, through which she deals with several different contemporary issues. Within them, both the aspects of the traditional gender roles and how they affect sexuality, marriage or interpersonal relationships are extremely frequently discussed in her works. Moreover, it is interesting to bear in mind that Carter introduces these aspects in rewritten traditional fairy tales, as postmodern narrative many times "reworks nineteenth century tales, stories, novels" and several other literary texts and genres (Moraru 2001, xi) as this movement considers it impossible to create new texts and narratives, since originality cannot be achieved anymore. Thus, diverse literary texts and genres are rewritten.

Carter's rewritten tales are extremely well-known traditional fairy tales, such as Little Red Riding Hood or Bluebeard, which have been recast according to the beliefs and characteristic of the postmodernist literary movement. This means that, if correctly implemented in the EFL classroom, the students will feel interested and engaged by the stories, as they will probably be familiar with the plots of the original fairy tales. Additionally, the changes introduced by Carter may also arouse the curiosity and therefore the interest of students. Moreover, Carter usually introduces different aspects from the original plot so as to criticize aspects such as gender inequality and the traditional gender roles linked to it that still prevail in today's society,

together with how they affect different areas of people's lives such as their relationships, their careers, or their sexuality, among many others.

Another relevant characteristic of these rewritten fairy tales is that they portray noticeable and even sometimes explicit sexual scenes and passages. The introduction of short stories that display this type of scenes or episodes in the EFL classroom can be an extremely useful tool so as to both normalize this daily aspect for teenagers in the classroom and in the education system and to contribute to the sex education needed for young adults so that they learn about sexuality in a healthy and controlled environment. Carter's tales are especially relevant in terms of sex education, and they can serve as a tool or material to help with the sex education of teenagers and young adults, as, accordingly to her feminist agenda which promotes gender equality and the abolishment of the traditional gender roles, her rewritten fairy tales display this aspect in a subversive manner so as to continue with her critic towards the patriarchy.

All these aspects related to the content of these literary texts, combined with the characteristics of short stories, make these texts extremely suitable to be introduced in the EFL classroom. Among the particular characteristics of short stories that support the suitability of these texts, it is particularly relevant the length of the stories, which is long enough for students to deal with aspects that go beyond the curricular contents, but short enough to be included in the EFL classroom in a realistic manner, since students will feel more motivated if the texts are not too long and they will be able to carry out the reading. However, and as it has been pointed out, the most important aspect considered in the selection process is the themes of the texts: Carter's main objective when writing these texts was to include the traditional gender roles and their inversion so as to call into question these stereotypes that hinder the equality between women and men nowadays. Thus, the value of gender equality can be promoted and implemented in the EFL classroom through the introduction of Angela Carter's rewritten fairy tales.

It is also important to be familiar with the plots of the two selected stories so as to be able to completely understand this proposal and the activities designed around the plot of the stories. "The Company of Wolves" is a recasted version of "Little Red Riding Hood". Nonetheless, Carter manages to invert the traditional gender roles in one of the main characters: the female protagonist. Thus, this recasted version of Little Red Riding Hood's character defies the traditional gender roles by being a strong, independent young woman. When the wolf (who has been transformed by Carter into a young, attractive wolf-man who does indeed follow the

notions of traditional masculinity) tries to devour the female protagonist when she arrives at her grandmother's house, she decides to seduce him so as to save herself. Thus, they share a sexual intercourse by which she takes control of the situation and tames the wolf.

"The Tiger's Bride", on the other hand, is an adaptation of the traditional fairy tale *Beauty and the Beast*. However, the plot differs in many aspects from the original one. The female protagonist's father loses her at a cards game against the Beast, which takes the form of a tiger in this case. Due to this, and despite her rejection and her assertive personality, she is forced to live with the Beast, as if she was one of his properties. Nevertheless, he demonstrates to be a patient, considerate and caring man who, despite asking her to see her naked, never exerts his power over her to achieve this in an unconsented manner. Meanwhile, she also demonstrates to be a strong woman who recognizes the inequality she suffers due to her sex, and bravely refuses to live the life designed for women. As it can be appreciated, in this case Carter inverts the traditional gender roles not only in the female but also in the male protagonist. After the female protagonist realizes how she has been passed from hand to hand due to her role as a woman in society, and how the beast has been denied many other rights due not only because of his aspect but also because of his personality, as it defies the traditional roles as much as she does, she begins to accept him and his nature. In the end, they share a sexual intercourse through which she becomes a tigress herself.

Considering this, Carter's rewritten fairy tales are extremely suitable texts so as to be introduced within the EFL classroom with the objective of teaching values, morals, and critical thinking to students while at the same time learning and acquiring different linguistic, grammatical or syntactical aspects of an L2 through the use of literature written in English. Additionally, a very short text from Carter's *Book of Fairy Tales* has been included in some of the activities of this proposal to complement this proposal's purpose, which is fostering and promoting the value of gender equality

## **2. Main Aims of the Didactic Proposal**

As it can be inferred from what has been exposed so far, the main objective of this proposal is to challenge the prevalent gender inequality in today's society by making EFL students aware of aspects such as traditional gender roles by including Carter's tales in the EFL classroom while making use of the strategy of gender mainstreaming. By carrying this out, the value of gender equality can be taught in this context.

This way, primarily, this proposal is mainly intended to:

- Increase the students' awareness and interest on different contemporary social issues, namely gender equality, by introducing value teaching of up-to-date issues in the EFL classroom.
- Introduce literature as an authentic material so as to teach values and promote critical thinking in the EFL classroom.

This proposal presents other secondary objectives:

- Introduce the teaching of creative writing skills in the EFL classroom.
- Expose EFL students to pieces of literature from anglophone cultures and countries – in this case, the work of Angela Carter.
- Normalize issues related to sexuality so as to improve the students' sexual education.

This proposal has been thus created so as to meet and fulfill the previously mentioned objectives. Therefore, the activities planned for the sessions that compose this proposal will foster the achievement of said objectives.

### **3. Methodology**

As it has been previously mentioned, one of the methods that fosters the introduction of literature while at the same time promotes the use of language in a real-life communicative context is the communicative language approach. This method is nowadays considered to be one of the most valuable and advantageous ones to be introduced in language teaching. Therefore, this didactic proposal follows the communicative language approach. The activities proposed will promote the use of English in real-life communicative contexts in which the students have to be able to communicate effectively with each other so that the activities can be successfully completed.

It should also be pointed out that the approach followed to deal with the literary texts selected as the materials, bearing in mind the purpose of this proposal which consists on teaching the value of gender equality to students, is the literature for personal enrichment approach proposed by Lazar (1993), through which literature is selected according to the students' potential interests to foster the development of their critical thinking and values. It should be borne in mind, however, that the fact that this approach is the most used within this

proposal does not mean that it is the only approach employed. Although most of the activities carried out in the sessions will be directed towards the use of the literature for personal enrichment approach, some other activities will deal with the language-based approach, as the foreign language classroom demands, or even, although more unlikely, the literature as content approach.

It can also be stated that another methodology this didactic proposal follows is the task-based approach. Since students will be asked to develop and present a final task after the completion of all the proposed sessions, the proposal fosters the task-based learning. The fact that students have to complete a task and work collaboratively during this process means that an interaction between group members is required and, thus, students can develop a sense of group responsibility and conflict resolution. The fact that students have to communicate with each other implies that the activities usually require for students to work with each other. Thus, group work and pair work are promoted in this proposal. Collaborative learning is therefore one of the key aspects of this proposal, as it is required so as to achieve successful tasks. Moreover, it can be affirmed that task-based proposals foster the development of autonomous learning strategies such as time planning and research and selection of different information among others.

Lastly, it should be mentioned that this proposal fosters the employment of ICTs, since the use of new technology and digital services can be considered as a tool to achieve educational enrichment. Besides, contemporary society requires that individuals manage and be familiar with several different ICT tools. Consequently, this proposal promotes the employment of ICTs to the extent to which the education centers can achieve this.

#### **4. Context and Curricular Justification**

Regarding the level of the students to which this proposal has been planned, it should be bore in mind that it is intended to be introduced in the first year of Bachillerato. This is so due to the selected texts and the language performance required to carry out the activities present in this proposal, and due to the objectives it intends to achieve.

The teaching load has been established to be three hours per week on the subject of English as a Foreign Language for this particular level, that is, 1º of Baccaulaureate. However, this proposal will be implemented in one session per week. This way, the compulsory readings

established for each trimester, which will be related in the second term to the value of gender equality and coeducation, will be progressively read throughout each trimester.

The objective of this proposal has been settled accordingly to the curriculum established for this particular level, as the assessment criteria established for written texts in the Boletín Oficial de Castilla y León (BOCYL), issued on May 8, 2015, is the following:

Conocer con el suficiente detalle, y saber aplicar adecuadamente a la comprensión del texto, los aspectos sociolingüísticos derivados de situaciones cotidianas y menos habituales en el ámbito personal, público, académico y ocupacional/laboral, sobre, entre otros, la estructura socioeconómica, las relaciones interpersonales, de jerarquía y entre grupos, convenciones sociales (actitudes, valores, tabúes), y los aspectos generales que permitan comprender, en su caso, el trasfondo sociocultural del texto. (p. 32790)

Therefore, it is necessary for students of 1º of Baccalaureate to understand the attitudes and values reflected on texts written in English. By making use of Angela Carter's rewritten fairy tales and employing them as a reading material under analysis, students can develop their knowledge on these aspects. This can also serve them as a preparation for next course's contents and assessment criteria, as the curriculum established for 2º of Baccalaureate includes this same aspect but in a more advanced manner, as it expressly mentions the following into its established criteria assessment:

Conocer con la profundidad debida y aplicar eficazmente a la comprensión del texto los conocimientos sociolingüísticos relativos a la estructuración social, a las relaciones interpersonales en diversos contextos (desde informal hasta institucional) y las convenciones sociales (incluyendo creencias y estereotipos) predominantes en las culturas en que se utiliza la lengua meta [...]. (p. 32801)

Nevertheless, the proposal has been constructed, of course, around the legal basis established for this particular level, that is, the first year of Bachillerato. This, the activities suggested in this proposal follow this course's requirements. The most important excerpt from the Boletín Oficial de Castilla y León (BOCYL, 2015) that has been taken into account consists on the following:

Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto escrito. (p. 32792)



As it can be noticed, attitudes, values and customs are present in this course's curriculum. This proposal has been therefore planned around this concept, as it tries to promote value teaching in the EFL classroom, within which gender equality is actually included, since it conforms a part of the customs, values and attitudes of both anglophone countries and Spanish speaking ones.

Thus, this proposal can be used as a tool through which students can become more prepared towards their next and last course of Bachillerato. Notwithstanding, it is also important to understand that this proposal has been created to promote and develop a series of competences that are presented in the Boletín Oficial del Estado (BOE) established by the Real Decreto 105/2014 of the Ley para la Reforma de la Calidad Educativa (LOMCE), which regulates which competences, contents, and assessment criteria among other aspects have to be present in the Spanish education system. And, although this proposal does not include all these said competences, it intends to put into practice and employ as many as possible, particularly those that can be related to the education of values.

The main competence this proposal intends to promote in the EFL classroom is, in the first place, the linguistic competence, since this proposal has been created to be implemented in the English as a Foreign Language classroom. However, this is not the only competence that will be developed through this proposal, as the digital competence or the learning to learn competence are both present as well. This is so due to the fact that the activities have been created so that students have to employ in many cases different ICT tools to carry them out, while they work autonomously. This also implies that, in a sense, students have to employ as well their entrepreneurial thinking competence, as students have to carry out a final task in groups through which they innovate and rewrite a traditional fairy tale while they demonstrate the knowledge they have acquired on gender issues. However, the two most important competences developed through this proposal are the social and civic competence and their competence on cultural consciousness and expression. This is so due to the fact that the main objective of this proposal is to increase the students' interest and knowledge on social issues such as gender equality, and which are present in their culture as well as in the culture of the countries in which English is spoken.

Having all these mentioned aspects into consideration, it can be stated that this proposal serves the purpose of not only fulfilling the curriculum established for the course to which it has been planned, that is, the curriculum established for 1º of Baccalaureate, but also as a

preparation for the next course's contents and assessment criteria, so that students can perform more proficiently in the future due to their previous practice. Moreover, having into consideration the nature of this proposal it should also be borne in mind that it intends to promote the development of the diverse and previously mentioned competences that can help students learn not only in terms of curricular content but also in terms of personal development.

## **5. Legal Framework**

As this proposal is intended for a second language, it is essential first to consider the international standards set by *The Common European Framework of Reference of Languages* (CEFR), which propose a progression and development based on the acquisition and practice of competences and describe those aspects that students should acquire and be able to employ in the foreign language, defined in the four communicative skills: oral comprehension, oral production, written comprehension and written production.

Moreover, having into consideration that this proposal has been planned accordingly to the education system of Spain, it should be mentioned that the proposal has been built around the Ley Orgánica 2/2006, issued in May 3, and in the Royal Decree 1125/2014, issued on December 26, *which establishes the basis of the Compulsory Secondary Education and Baccalaureate curricula*, and the recently issued Ley Orgánica de Educación 3/2020, *December 29*, which modifies the Ley Orgánica 2/2006, issued on May 3.

Although this proposal can be implemented in different regions, it can be considered to be planned for Castilla y León particularly, and due to these contextual features, the foundation of this proposal can be found as well in the order EDU/363/2015, issued on May 4, *which establishes the educational curriculum and regulates the deployment, assessment and development of the Bachillerato Education in Castilla y León*.

## **6. Distribution and Temporalization**

This proposal is part of an annual plan. Gender equality and its promotion through the use of gender mainstreaming and coeducation is only one of the three values in which students of this course will be educated during the academic year. Learning about gender equality through the use of different Angela Carter's texts will be scheduled to take place during the second trimester. Thus, teaching gender equality in the EFL classroom will coincide with the

International Women’s Day, that is, the 8<sup>th</sup> of March. This proposal deals with one of the three values that will be explored in the academic year, as it conforms the second part o a one-year-program of teaching values in the EFL classroom. The first part consists on teaching racial equality to students, which will take place during the first trimester of the course, so that these sessions concur with the Black History Month, which is celebrated each year in October. Lastly, during the third and last trimester of the year, students will be taught on bullying and the value of rejecting it and preventing it. This will coincide with the Day Against Bullying, which takes place in Spain the 2<sup>nd</sup> of May.

1 <sup>st</sup> trimester	Racial issues
2 <sup>nd</sup> trimester	Gender equality
3 <sup>rd</sup> trimester	Bullying and school harassment

Figure 1: Temporalization of the teaching values program. Yearly overview.

Regarding the sessions of this proposal and their distribution, it should be pointed out first that each week of the semester will present one session only, that is, one session will be completed per week. The proposal presents 7 sessions: the first session serves as an introduction to Angela Carter and the criticism to the traditional gender roles she generally introduces in her literary works, and more particularly in her rewritten tales. The second and third session will deal with Carter’s “The Company of Wolves”. Session 2 includes a set of pre-reading activities, and session 3 deals with post-reading activities. Sessions 4 and 5 follow this same pattern, as session 4 deals with “The Tiger’s Bride” pre-reading activities and session 5 deals with the post-reading activities of that story. Afterwards, session 6 has been planned so as to host a creative writing workshop with the purpose of helping and guiding students to practice for their final task, which consists on rewriting a traditional fairy tale. In session 7, students will work on their final task. In groups, they will rewrite a traditional fairy tale according to the guidelines established for the task and basing their fairy tale on the knowledge they have acquired in the previous sessions. If they do not have time to complete it, students will have to finish their fairy tale at home. Lastly, session 8 will deal with the students’ presentation of their rewritten traditional fairy tale, together with an assessing and voting exercise. With this, this trimester’s proposal would be finished.

## 7. Development of the Proposal

As it can be appreciated from what has been exposed regarding the proposal's distribution and temporalization, each of the two selected fairy tales, which are "The Tiger's Bride" and "The Company of Wolves" has been treated in two sessions: the first one consists on the pre-reading session, and the second one being the post-reading. The decision to divide the treatment of each rewritten fairy tale into pre-reading and post-reading has been made due to several reasons. Firstly, pre-reading tasks can serve as facilitators of the reading process, as they can prepare readers to understand the plot and the meaning of a text. Additionally, this type of tasks can also encourage students to read the assigned text, as pre-reading activities can arouse the students' interest in the story and thus their motivation to read. Moreover, pre-reading activities help to stimulate the students' previous knowledge, which has a positive effect in the reading process. Thus, pre-reading sessions were included before students read the text at home. On the other hand, post-reading sessions focus more particularly in the text as such and its content; therefore, students have to relate the knowledge they have acquired from reading the short stories with the activities proposed. It can also be inferred from this proposal and its distribution that students must read the texts at home. However, if they encounter any difficulty, students can comment it to the teacher at any given time, so that their reading process is smooth and motivating.

The sessions with their activities will be exposed below.

### Session 1: Introduction to Angela Carter

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher's questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

<b>Activity 2</b>	
<b>Title</b>	<i>Sermerssuaq: a Very Strong Woman</i>
<b>Type</b>	Introduction
<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Group work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Angela Carter's <i>Sermerssuaq</i> Text (See Annexes: materials)</li> <li>- Digital screen, PC and projector</li> <li>- Dating profile example (see Annexes)</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>- To get familiarized with Angela Carter's literary texts, topics, and style, while students practice their reading and discussion skills.</li> <li>- To expose students to texts in which the sexist attitudes that support the traditional gender roles have been avoided and make them aware of how this can be reflected in their daily-lives.</li> </ul>
<b>Description</b>	<p>The students will individually read this text in 2 minutes. Then, the teacher asks students to reflect on the story and the way in which the characters have been portrayed. If students seem to present difficulties when participating in the discussion, the teacher can ask students specific questions such as the following so as to elicit the students' responses.</p> <ul style="list-style-type: none"> <li>- Who is the main character? Is it a man or a woman?</li> <li>- Has he or she been portrayed as it is usual in fairy tales?</li> <li>- Is there any element that has particularly called your attention?</li> <li>- Does this text correspond to what you usually encounter in this type of text?</li> <li>- Are women usually portrayed in the way in which Carter does it in this text?</li> </ul> <p>The students have to discuss these questions in groups, and the teacher walks around listening and monitoring. If students do not seem to be very participative, the teacher can choose one or two students to answer aloud one of the previously mentioned questions. The objective is to make students understand Angela Carter's texts and to get familiarized with the topics she usually introduces, such as the traditional gender roles and their inversion, or elements related to sexuality.</p> <p>After the discussion, the teacher asks each group to create a dating profile for <i>Sermerssuaq</i>. The teacher will display a profile example, and students will have to create their own by stating what she is looking for, her interests, her favorite song, etc. Afterwards, each group will show their dating profile to the rest of the class so as to appreciate each other's ideas and thoughts about this character and their perceptions of a strong woman.</p>

Activity 3	
<b>Title</b>	Getting to Know Gender Roles
<b>Type</b>	Introduction
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Traditional Gender Roles YouTube Video: <a href="https://www.youtube.com/watch?v=Ulh0DnFUGsk&amp;ab_channel=AMAZEOrg">https://www.youtube.com/watch?v=Ulh0DnFUGsk&amp;ab_channel=AMAZEOrg</a> (also included in Annexes)</li> </ul>
<b>Objective</b>	To understand what traditional gender roles are and learn to identify them in their daily lives.
<b>Description</b>	The teacher reproduces the Traditional Gender Roles YouTube video. If the teacher considers it to be necessary due to the needs of students, the video can be reproduced a second time, so as to ensure students have understood the video and its content. Then, the teacher asks students to work in pairs and write down one situation per person in which they have experienced, either through a personal experience or by someone they know, the pressure of behaving, dressing, expressing themselves, etc. following the traditional gender roles. With this activity, students can relate the contents of the lesson with their own experiences, which can lead to an increase in their motivation. After they have shared their experience with their classmate, the teacher encourages students to do the same with the rest of the class, to discuss the different instances in which they have experienced this.

Activity 4	
<b>Title</b>	Identifying Spheres and their Gender Roles
<b>Type</b>	Development
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Group work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Padlet link (see Annexes)</li> <li>- Tablets or smartphones</li> </ul>
<b>Objective</b>	To understand there are different areas in which traditional gender roles are present and to learn to identify these areas and their corresponding gender roles.
<b>Description</b>	The teacher asks students to work in groups again. Then, the teacher starts the activity by asking students whether they consider there are different types of spheres of life in which gender roles are present. If the students seem to present difficulties when thinking about how gender roles affect different areas of life, the teacher can guide them with questions like “are there any gender roles established especially for marriage or for romantic or sexual relationships?”. The teacher can specify an example, such as the following: “Women are expected to be gentle and understanding with their male partners in their romantic

	<p>relationships”. Then, the teacher randomly assigns one sphere of the following to each group:</p> <ul style="list-style-type: none"> <li>- Sexuality</li> <li>- Career</li> <li>- Parenting</li> <li>- Emotions</li> <li>- Interpersonal relationships</li> </ul> <p>The students have to identify at least two traditional gender roles established for women and two for men in the sphere they have been assigned. For example, the group that has been assigned the sphere “sexuality” should provide an example of a gender role established for men such as “men are usually expected to be active and assertive”, and two others for women, such as the following example: “women are usually regarded as the passive object of desire”. After reaching their final responses, students have to use the center’s digital devices such as tablets and introduce the gender roles they have selected into the Padlet provided by the teacher. Afterwards, the groups will expose to the rest of the class why they chose those gender roles, and the teacher may ask them questions such as “have you ever experienced these gender roles?” to encourage students to actively participate in the discussion. With this exercise, students will be able to understand the relevance gender roles have in all spheres of life while they participate in a discussion in a communicative context. Additionally, by making use of the platform Padlet, students will be able to see their partners’ work and responses simultaneously, which favors the discussion.</p>
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<b>Activity 5</b>	
<b>Title</b>	What Can We Say About Angela Carter?
<b>Type</b>	Warm-Up
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Individual work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Access to Mentimeter (see Annexes)</li> <li>- QR code to access the platform (see Annexes)</li> <li>- Tablets or smartphones</li> </ul>
<b>Objective</b>	To understand and recognize Angela Carter and the overall content of her rewritten tales by being able to select different topics, notions or concepts as her main ideas.
<b>Description</b>	Having into consideration the previous text (Sermerssuaq) and the video and discussion about the traditional gender roles and their influence in different spheres, students have to individually think about four aspects that they consider to be key and central in Angela Carter’s literary texts. The teacher will provide students with the QR code (and also the link, in case students present any difficulty while scanning the QR code) to a Mentimeter cloud word activity. Students have to write down the four main concepts, ideas, topics, or characteristics that they

	<p>think Angela Carter deals with in her texts, basing their choice on everything that they have seen in the session.</p> <p>This opens a very brief discussion about Angela Carter and the topics, motifs, and features that she may include in her writings. The teacher can encourage students to participate and share with the rest of the class what their response was and why they think the way they do, that is, justify their answers. Moreover, the fact that this activity finishes the introductory session can make students feel more interested in learning about Angela Carter and therefore in reading the rewritten fairy tales.</p>
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## Session 2: Pre-reading “The Company of Wolves”

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher’s questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as “How are you all doing?” or “How was your last week’s exam?” so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
<b>Title</b>	Adjective Hunt
<b>Type</b>	Warm-up
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Individual work + pair work
<b>Material(s)</b>	Worksheet with the selected paragraph in which the adjectives have been replaced by blank gaps (see Annexes)
<b>Objective</b>	To recognize and understand the importance and variety of adjectives in narrative texts.
<b>Description</b>	The students will be given the worksheet with the paragraph so as to be completed with the adjective or adjectives they think may fit in the gaps judging by the context. This will make students be creative and



	original (while at the same time capable of basing their choices on their possible previous knowledge and critical thinking) when trying to complete the provided text. Students can be as creative as they want to. Once they have finished completing the gaps, the students will work in pairs so as to compare their responses. Each student will choose one of his/her partner's response as the best one and each one will have to briefly explain to the rest of the classroom why they chose such item. For example, one student can choose one of their classmate's adjective because they found the example funny. By making students argue why they chose said sentences, the students are employing their communicative skills in a real-life context in which they have to both understand and be understood.
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<b>Activity 3</b>	
<b>Title</b>	Making Predictions
<b>Type</b>	Development
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- The previously mentioned paragraph but in its original and complete version (see Annexes)</li> </ul>
<b>Objective</b>	To speculate and infer the possible plot(s) of the story they will have to read as well as some relevant events that might happen in the text.
<b>Description</b>	<p>The students are given two minutes to read the paragraph displayed in the digital screen as it was originally written. It is important that the teacher makes clear that the students do not have to correct their versions; they only have to read through the original excerpt so as to compare their results and understand the original meaning. Students have to infer, after reading the paragraph, information about the plot and the characters. Some questions that might be used by the teacher so as to prompt the predictions may be:</p> <ul style="list-style-type: none"> <li>- What is the young girl's purpose?</li> <li>- How is the atmosphere in the setting?</li> <li>- Think about the title. Can it be related in any way with the plot of the story?</li> <li>- Does it have any resemblance with any other story?</li> <li>- What do you think will happen next?</li> </ul> <p>The main aim of this activity is to put students in a closer contact with the story they will be reading for next week by giving them the opportunity to anticipate their thoughts to the reading task, and by thus increasing their interest and motivation to read the story so as to discover if their guessing and predictions were correct or not.</p>

<b>Activity 4</b>	
<b>Title</b>	Describing Women and Men
<b>Type</b>	Development
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- 50 Shades of Grey Trailer (YouTube Video) <a href="https://www.youtube.com/watch?v=SfZWFDs0LxA">https://www.youtube.com/watch?v=SfZWFDs0LxA</a></li> <li>- Worksheet with silhouettes to be completed</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>- To be able to identify the traditional gender roles in a real-life, cultural context and understand how these stereotypes can be reflected and influence all spheres, including sexuality.</li> <li>- To understand how traditional gender roles are included in several different compositions such as cinematographic content, to which they are extremely exposed every day.</li> </ul>
<b>Description</b>	<p>The teacher reproduces the trailer of the movie 50 Shades of Grey, with which students will probably be familiar. If the teacher considers it necessary by observing the students and their reactions, the video will be reproduced a second time so as to make sure students have understood it. Then, the teacher will ask students to work in pairs. Students have to fill the man's silhouette with the adjectives that would describe the character of Christian Grey (the male protagonist), and the woman's silhouette with adjectives that would fit a description of Anastasia Steele (the female protagonist). The purpose is that students describe the male character as "intimidating", "dominant", "self-confident", "important businessman", or similar descriptions, and the female character as "insecure", "docile", and even "passive", as they are portrayed in the video. Afterwards, each pair will share their responses with the whole class. The teacher can ask different pairs to explain why they chose the items they included in one of the silhouettes to make students participate and discuss. The teacher can also hint on the fact that these portrayals, which are reflected in their roles during sex as well, can actually be related to the short story they will have to read for the next session. With this activity, students can become aware of the portrayal of men and women and how they relate to the traditional gender roles. Moreover, this can serve as a motivating activity due to the fact that it introduces in the classroom a cultural item to which they are probably familiar so that students feel interested in reading the short story, which may be related to this video in different ways.</p>

<b>Activity 5</b>	
<b>Title</b>	Correlating Concepts
<b>Type</b>	Application
<b>Timing</b>	15 minutes

<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Selected perfume advertisements (see Annexes)</li> <li>- Selected excerpt from <i>The Company of Wolves</i> (see Annexes)</li> </ul>
<b>Objective</b>	To relate the knowledge students have acquired about how gender roles and sexuality correlate with both a real-life content (the advertisements) and the short story they have to read.
<b>Description</b>	<p>The teacher displays in the digital screen the first advertisement (see Annexes). Then, the teacher asks students to try and compare the image with the next advertisement. The teacher proceeds to reproduce the second advertisement, which is a video. Then, the teacher stimulates participation by asking questions such as the following:</p> <ul style="list-style-type: none"> <li>- Is there any similitude between the two adverts? How about any differences?</li> <li>- How are both men and women compared in the two advertisements?</li> </ul> <p>After some discussion, the teacher displays in the screen the selected excerpt from the short story they have to read for the next session. After students have read it, the teacher encourages students to discuss about how the adverts can be related to the content of the selected excerpt. If students seem reluctant to participate, the teacher can guide the discussion by asking questions such as the following:</p> <ul style="list-style-type: none"> <li>- Who is the narrator? Does the narrator relate to any of the people who appeared in the advertisements?</li> <li>- How are men portrayed in each of the compositions displayed?</li> <li>- How about women?</li> </ul> <p>The objective is that students comprehend that the female protagonist of the story is more similar to the woman in the second advertisement, due to her thoughts and behavior.</p> <p>This serves as a motivating activity so students read the short story, as showing them the unfinished excerpt might motivate and interest them to learn more about the plot of the story. Moreover, the fact that this activity promotes the correlation between the contents of the sessions with videos, movies, concepts or ideas of the students' daily lives makes this activity particularly relevant for students.</p>

### Session 3: “The Company of Wolves”

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class

<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher's questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

<b>Activity 2</b>	
<b>Title</b>	The company of Wolves vs. Little Red Riding Hood
<b>Type</b>	Introduction
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Individual work + Group work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Worksheet (see Annexes)</li> </ul>
<b>Objective</b>	To discern the possible similarities and differences between the original fairy tale and Angela Carter's version so as to appreciate her introduction of the issues of gender roles and sexuality.
<b>Description</b>	The teacher displays the Venn diagram template in the screen first so that students are familiarized with this type of graphic. Then, the teacher asks students about the original Little Red Riding Hood fairy tale, and whether they are familiar with it. It is possible that all of them are; however, some students might not be familiar with this story. If the latter happens, the teacher asks a student who is familiar with the story to give a brief summary to the rest of the class, so as to refresh previous knowledge. Then, the teacher explains that each student has to complete a Venn Diagram (see Annexes) in which they include each story's differences and the similarities they share. Therefore, the students work first individually to complete the diagram and then in groups so as to share their response and compare the resulting diagram while discussing their thoughts and ideas. After each student has completed it, the teacher will ask students to work in groups in a discussion about their responses, in which each student will show to the rest of the group their completed diagram while they explain it. With this activity, students can reflect individually about what they have read and its characteristics so as to afterwards discuss the text and its features in group. Moreover, students will have to reflect on the final scene in which the two characters share a sexual intercourse, which contributes to the normalization of this issue so as to deal with it in the sessions and in real life.

Activity 3	
<b>Title</b>	Diary Entry
<b>Type</b>	Development
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Access to Padlet (see Annexes)</li> <li>- Tablets or smartphones</li> </ul>
<b>Objective</b>	<p>To reflect on a characters' possible feelings taking into account their personality, their behavior and their actions.</p> <p>To reproduce a character's personality through their thoughts and feelings.</p>
<b>Description</b>	<p>The teacher asks students to join a partner to work in pairs. Then, the students are told they have to create a diary entry of one of the main characters, as if they were writing it after the ending of the short story. The teacher assigns randomly each pair one of the main characters so that some pairs write a diary entry of the female protagonist and other pairs will write one of the male character. Then, they will write their entries in Padlet, so that all students can have access to their classmates' entries. The teacher will ask different pairs to read their entry aloud so as to prompt discussion and compare their ideas about how the characters could feel with their classmates'. This activity helps students empathize with the characters while they practice their writing, their pronunciation, and their communicative skills with their partners. Additionally, it helps students empathize with other people's experiences and also to reproduce character thoughts accordingly to the characters' established personality.</p>

Activity 4	
<b>Title</b>	Continuous Disagreement
<b>Type</b>	Development
<b>Timing</b>	1 minute per statement (8 statements) + 2 minutes in total to pick an unknown statement (10 minutes in total)
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	Digital screen, PC and projector. (If having digital devices is not feasible due to lack of resources, this activity can also be carried out with a jar containing pieces of paper with the different statements chosen by the teacher.)
<b>Objective</b>	To develop the student's critical thinking by making them disagree with their partner's statement in an improvised communicative context.

<b>Description</b>	<p>The students will work in pairs, and they will take turns to either pick an unknown statement from the jar or pick it by making use of the selected online random choice tools provided by the teacher (the statements will be provided by the teacher as well). Some instances of these statements are:</p> <ul style="list-style-type: none"> <li>- The female protagonist (Little Red Riding Hood) did the right thing by having a sexual intercourse with the Wolf so as to save herself.</li> <li>- The Wolf is not a bad individual.</li> <li>- Little Red Riding Hood deserved her destiny and what happened in the end.</li> <li>- The Wolf's character perpetuates the traditional gender roles</li> <li>- Little Red Riding Hood is exerting her right to do what she desires freely with her life and her body.</li> <li>- Little Red Riding Hood's character defies the traditional gender roles</li> <li>- The Wolf might have wanted to share a sexual intercourse with the female protagonist from the very beginning</li> </ul> <p>The student who gets a random statement has to defend it, while the other student from the pair will have to disagree with his/her partner. This exchange will last 1 minute. By making the selection of ideas a random action, the students might have to defend ideas they do not agree with themselves, which promotes the development of their critical thinking. Additionally, the fact that they have to disagree with each other for one minute by providing different reasoning which support their ideas makes the communication realistic. Moreover, the fact that they did not know the statements beforehand implies that they have to improvise their arguments. The students take turns to receive a statement that they have to defend against their partner until the activity finishes</p>
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<b>Activity 5</b>	
<b>Title</b>	Double Standards
<b>Type</b>	Application
<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Group work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Double Standards picture (see Annexes)</li> </ul>
<b>Objective</b>	To be able to understand, identify, and challenge the double standards established for men and women in society.

<b>Description</b>	<p>The teacher then asks students to think about the final scene of the tale in particular, in which the two main characters share a sexual intercourse. The teacher asks students what they felt when they read that fragment. If students do not participate, the teacher can ask students questions as the following:</p> <ul style="list-style-type: none"> <li>- Is the final scene surprising or shocking at all? Why or why not?</li> <li>- Is this usual in fairy tales?</li> <li>- Who seduces who? Does that follow the traditional gender roles?</li> </ul> <p>The objective is to make students think about the fact that reading about a female character who decides to seduce a man by herself can be surprising due to the fact that, usually, women are not expected to do this, as that is something usually associated to men. The teacher explains then that the surprise can be a result of the current society's double standards, by which men and women are regarded positively or negatively depending on whether they behave accordingly to their established gender roles or not. So that students understand this completely, the teacher shows them the picture selected (see Annexes). After this, the teacher asks students to work in groups. Then, each group is given two characteristics, traits or behaviors that can present a double standard. Then, they have to provide the double standard as such. For example, and taking into account the picture given as an example, the teacher can assign a group the sentence "men are successful when they have multiple women around them". The group would have to think about the double standard for women, which is "women are considered flirty (and this is considered as inappropriate) when they have multiple men around them". The teacher would provide statements as the following:</p> <ul style="list-style-type: none"> <li>- Women are considered as sensitive when they cry.</li> <li>- Men are regarded as assertive when they express discomfort toward their employees or coworkers.</li> </ul> <p>After this, each group has to give an instance in which they (or someone they know) has experienced a double standard. Additionally, it is important that students learn with this activity about what double standards are, and that they affect both men and women. Additionally, it is also important that students understand that the presence of double standards in their daily lives is extremely relevant.</p>
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## Session 4: Pre-reading "The Tiger's Bride"

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None



<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher's questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

<b>Activity 2</b>	
<b>Title</b>	Predicting from the Picture
<b>Type</b>	Introduction
<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Picture of a painting inspired by "The Tiger's Bride" by Joanna Barnum (see Annexes)</li> <li>- Angela Carter's opening quote of the fairy tale (see Annexes)</li> </ul>
<b>Objective</b>	To speculate and infer the possible plot(s) of the story they will have to read as well as some relevant events that might happen in the text.
<b>Description</b>	<p>The teacher displays in the digital screen the picture of the painting by Joanna Barnum and asks students to look at it. The teacher explains that this painting is inspired by the plot of the story they will have to read for next week's session. After a short discussion about what they see in the picture, the teacher also displays the first quote of the fairy tale, so as to engage students in the activity and the reading. However, the plot of the tale is still unclear. The teacher then asks students to work in pairs so as to write a brief summary of 8-10 lines of the possible plot of the tale. After 10 minutes, the teacher will ask different pairs to share what their possible plot is, and to explain why they think so.</p> <p>With this, students collaboratively work in writing a very brief summary of the possible plot they can infer the text presents. This helps students with the procedure of carrying out the final task, as it consists on a practice on writing a short summary of the possible plot the story might present. Moreover, it also helps students to be more prepared for the reading stage, as this activity can facilitate and improve both the understanding of the tale and the students' motivation to read.</p>

<b>Activity 3</b>	
<b>Title</b>	Assumptions at First Sight: Be Quick!
<b>Type</b>	Development



<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Individual work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Picture of a painting inspired by “The Tiger’s Bride” by Joanna Barnum (previously used in the preceding activity; see Annexes)</li> </ul>
<b>Objective</b>	To reflect on the portrayal of male and female characters in different compositions such as the painting so as to be aware of the prevalence of traditional gender roles.
<b>Description</b>	<p>The teacher explains and points out to students who the two main characters are in the previously-shown painting. Then, the students are asked to reflect upon their possible personalities. The teacher can encourage students to participate by asking them questions like the following:</p> <ul style="list-style-type: none"> <li>- What is the male protagonist’s object on his face? Do you think he is insecure?</li> <li>- What would you say about the female protagonist? Where is she in the painting? Can that have something to do with the plot of the story? Or not?</li> </ul> <p>Then, the teacher divides the blackboard into two halves, and explains the students the dynamic of the activity. The goal is for students to say aloud different adjectives that can fit in the description of the characters. Students can be creative, but they have to be realistic and take into account the image on the painting. This, however, has to be carried out in a certain way: students take turns to say as many words as they can find that suit the character they are describing. The teacher starts to play music, and the first one to speak has an object, such as a ball or even a pencil that has to pass to the next classmate as soon as he or she has said a word or an adjective that can describe the character. When the student with the object manages to say a word, the student passes the ball to the next person. They cannot repeat a word that has been already said. And, when the teacher stops the music, whoever is holding the ball loses. This activity helps students to improvise and to practice their language skills under pressure, while at the same time they offer words that suit the guidelines and get involved in the activity by feeling entertained.</p>

<b>Activity 4</b>	
<b>Title</b>	Crushing Assumptions
<b>Type</b>	Development
<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Pair work + whole class
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Selected excerpt from The Tiger’s Bride (see Annexes)</li> </ul>

<b>Objective</b>	To understand their previous assumptions could be biased due to the traditional gender roles.
<b>Description</b>	Since the session has dealt with the students' assumptions and predictions, the last activity will deal with this issue as well. However, students might find that their assumptions have been crushed, since the teacher shows them in the screen an excerpt from the text (see Annexes). After reading it, students have to work with the partner they worked in the first activity, in which they had to write a brief possible plot based on the painting. This time, however, have to edit the plot if they consider their predictions have changed after reading the last provided excerpt. After this, the teacher can ask different pairs whether they have modified something or not, and why or why not. This discussion will be carried out collectively. With this activity, students can feel more interest towards the story, as they might feel their predictions and the direction in which the text could go were not correct. Moreover, they can understand to which extent the traditional gender roles can influence in their lives, as their first possible plot might have been influenced by the traditional gender roles.

## Session 5: “The Tiger’s Bride”

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher’s questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as “How are you all doing?” or “How was your last week’s exam?” so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
<b>Title</b>	The Tiger’s Bride vs. Beauty and the Beast
<b>Type</b>	Introduction
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Whole class

<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Beauty and the Beast's YouTube trailer (<a href="https://www.youtube.com/watch?v=tRlzmyveDHE&amp;ab_channel=FandisgisFandisgis">https://www.youtube.com/watch?v=tRlzmyveDHE&amp;ab_channel=FandisgisFandisgis</a>)</li> </ul>
<b>Objective</b>	To discern the differences between the original fairy tale and Carter's rewritten version, among which the issues of gender roles and sexuality are included.
<b>Description</b>	<p>The teacher reproduces Beauty and the Beast's trailer. Since students are probably familiar to this story, a second reproduction probably will not be needed. However, if the teacher appreciates that the majority of students are not familiar to it, it can be played a second time. Afterwards, the teacher asks students to summarize aloud what this story is about. If they seem reluctant to participate, the teacher can ask different questions such as the following to promote the students' participation:</p> <ul style="list-style-type: none"> <li>- Why does the female character end up in the Beast's castle in both stories?</li> <li>- How does the story end in each version?</li> </ul> <p>Then, the teacher can ask different questions related to the final event of The Tiger's Bride, which is a more evident difference, or about the way in which the characters are portrayed both in the movie and in the short story.</p>

<b>Activity 3</b>	
<b>Title</b>	Trait Assigning
<b>Type</b>	Development
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Worksheet with the selected sentences from the text (see Annexes)</li> </ul>
<b>Objective</b>	To associate the selected traits to the two main characters so as to reflect upon the prevalence or absence of the traditional gender roles on their personalities.
<b>Description</b>	The teacher asks students to work in pairs. Then, she displays in the digital screen a series of sentences extracted from The Tiger's Bride (see Annexes). The teacher can also hand out a printed version of the sentences if necessary. Then, the students have to argue in pairs which sentence belongs to which character, that is, they have to decide whether the item has been done, said, or experienced, by the female or the male protagonist of the tale. By doing this, the students can put into practice what they might have learnt about both the traditional gender roles and the characters of the story. The purpose is that students realize that, generally, the characters in this story do not present the usual traits expected for men and women, as, in fact, they represent an inversion of the traditional gender roles. Moreover, as they have already read the story, they can rely on the knowledge and the events of the story they might remember. To complete the exercise after discussing in pairs which statement belongs to which character, the

	<p>teacher will promote a brief discussion with the whole class, in which students can participate explaining the traits they have assigned to the female protagonist and the ones assigned to the male character. After this, the teacher will display the key with the solution in the digital screen. The teacher encourages then students to comment on what they think about these traits by asking questions such as the following:</p> <ul style="list-style-type: none"> <li>- Do these traits correspond to the character they usually do?</li> <li>- Are male characters usually described as people who cry and thus show emotions such as regret?</li> <li>- How does the female protagonist behave, in a few words?</li> <li>- What is the main conclusion that can be drawn from here?</li> </ul> <p>With this, the teacher encourages students to reach the conclusion that, in fact, the traditional gender roles are inverted in this short story. If students do not seem to be able to see this due to misunderstanding, the teacher can explain why, based on these statements, the traditional gender roles are actually inverted and thus challenged.</p>
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Activity 4	
<b>Title</b>	The Tiger and the Bride Live Together
<b>Type</b>	Development
<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- List of chores (see Annexes)</li> </ul>
<b>Objective</b>	To reflect on the fact that gender roles can be present in everyone's daily life, but that they do not have to be followed.
<b>Description</b>	<p>The teacher asks students to work in pairs again. Then, the teacher assigns randomly a role to each of the students working in pairs: student A gets the role of the female protagonist and student B takes the role of the male protagonist (the tiger). After this, the teacher displays a list of chores on the screen. The goal is to divide the household chores between the two of them, which are provided by the teacher (see Annexes). However, the students will have to do this according to certain instructions. The teacher groups the pairs into different groups that, although they will not work together as a big group, they will have to follow the same criteria. The first group of pairs will have to divide the chores according to traditional gender roles. This way the female protagonist would choose to do the laundry, for example, while the male protagonist would mow the lawn. The second group of pairs will have to arrange the chores oppositely, that is, choosing to do those chores they consider to be the opposite to the traditional gender roles. The third and last group will distribute the chores between the couple accordingly to what they feel like; they do not have to follow nor to challenge the traditional gender roles. Additionally, each pair will have to select two more chores of their choice (they can be fun and creative) and distribute them as well. Although there are three general groups that follow the same</p>

	<p>guidelines, students have to work in pairs, following their roles (as the male or the female protagonist). By completing this activity, students can reflect upon the fact that gender roles are a complex and subtle aspect that is present in their everyday-life. Moreover, this helps them think about how gender roles can be challenged and inverted. After the students have finally divided the chores, the teacher will ask the pairs to group together again but this time differently: in one group, there must be one pair that followed the traditional gender roles, one that did not follow them, and one that divided the chores as they desired. Each pair has to share what chores does each character, and observe the differences with their classmates' decisions.</p>
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Activity 5	
<b>Title</b>	Living Together: Discussion
<b>Type</b>	Application
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Group work + whole class
<b>Material(s)</b>	Each pair's list of distributed chores
<b>Objective</b>	To apply into a real-life communicative context what students have learnt
<b>Description</b>	<p>After the previous activity, students participate in a discussion regarding the issues dealt with in it. The teacher can ask different questions such as the following, so as to elicit the students' responses.</p> <ul style="list-style-type: none"> <li>- How would you have divided the chores if I had not given you any specific guideline to follow?</li> <li>- Would you change anything in your result? If so, what? And why?</li> </ul> <p>The students discuss in groups these questions. Afterwards, the teacher asks the following:</p> <ul style="list-style-type: none"> <li>- Do you think it is fair to divide chores accordingly to gender stereotypes and roles?</li> <li>- Have you ever encountered a situation in which chores are divided like this, either consciously or unconsciously?</li> <li>- What do you all think could be a solution for this problem? (if any)</li> </ul> <p>With this, students are employing their communicative skills while participating in a discussion about the issues they have been dealing with since the first session. This helps to finish with the sessions that deal with the readings as such, as it makes them be aware of the fact that the traditional gender roles are extremely present in our daily lives, even when they think they are not. Moreover, this can develop their interest towards facing the gender stereotypes, and therefore to contribute to promote gender equality in society.</p>

## Session 6: Creative writing workshop

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher's questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
<b>Title</b>	And so, the story goes...
<b>Type</b>	Introduction
<b>Timing</b>	10 minutes
<b>Organization of the classroom</b>	Group work (4 students per group)
<b>Material(s)</b>	One worksheet (see Annexes) per group
<b>Objective</b>	To be able to continue the classmates' previous sentence after understanding its meaning while putting into practice their creativity and their narrative skills.
<b>Description</b>	<p>The students work in groups of four people. The teacher gives each group the worksheet with the beginning of a story, in which there is one uncompleted sentence. Then, the teacher randomly chooses one of the students of each group to be the first one to take turns to complete the sentence. The students have to take turns then to continue each other sentences, until everyone has participated at least three times. The fact that students do not have the chance to read as all students write their sentences makes this activity challenging in terms of improvising, as students do not count on previous knowledge nor have much time to write their own sentences.</p> <p>The last two or three minutes of the activity will be devoted to read aloud how each of the stories ended. With this, students will be able to recognize their classmates' work while at the same to compare each of the stories and its plots. The students can be as creative as they want</p>

	to. This activity helps students to practice their narrative skills in a fun and communicative environment, controlled by the teacher.
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<b>Activity 3</b>	
<b>Title</b>	Rewriting Sexist News
<b>Type</b>	Development
<b>Timing</b>	15 minutes
<b>Organization of the classroom</b>	Group work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Selected sexist news (see Annexes)</li> </ul>
<b>Objective</b>	To employ the students' critical thinking by making them rewrite sexist news that perpetuate the traditional gender roles so that they do not follow this attitude anymore.
<b>Description</b>	The teacher puts students to work in groups. Then, she displays in the screen two of the selected sexist news so that students can read through them. After this, the teacher provides the students with a list of different links of sexist news. The groups have to read the headings and glance through the rest of the text so as to choose one of them. Then, they have to rewrite the piece of news of their choice so as to avoid the sexist attitudes present in the original text. Students must be polite, but they can be creative and even sarcastic when rewriting the news. With this activity, students can practice their ability to spot sexist attitudes that support the traditional gender roles and challenge them by avoiding them and rewriting the article.

<b>Activity 4</b>	
<b>Title</b>	Identifying and Inverting Traditional Gender Roles
<b>Type</b>	Application
<b>Timing</b>	20 minutes
<b>Organization of the classroom</b>	Pair work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Digital screen, PC and projector</li> <li>- Random Online Writing Tool (<a href="https://writingexercises.co.uk/plotgenerator.php">https://writingexercises.co.uk/plotgenerator.php</a>)</li> </ul>
<b>Objective</b>	To be able to identify different traditional gender roles so as to create a short narrative story based on its inversion.
<b>Description</b>	The teacher asks students to work in pairs. Then, the students are asked to brainstorm different traditional gender roles they know. Some examples of this can be the following: <ul style="list-style-type: none"> <li>- Women must take care of the children, while men are the providers of the house.</li> <li>- Men are usually the ones to start flirting and the active ones in sexual intercourses.</li> <li>- Women are usually gossipy and shallow.</li> </ul>



	<p>The teacher then randomly assigns two traditional gender roles to each pair. These gender roles are not necessarily one for men and one for women. Afterwards, the students have to create a short story of 20 lines minimum in which the traditional gender roles are inverted in anyway. Taking the previous example, students could create a story in which the woman is the one who works outside the house and the man is the one who takes care of the household and the children. However, this has to be carried out with at least three of the characteristics randomly assigned by the online writing tool. It is important to mention that the teacher must not assign characteristics regarding the characters. However, the rest of the characteristics (that is, setting, situation, theme and character action) must be randomly provided to students so that they choose at least three of them. This activity will help students to identify different traditional gender roles and to understand how they can be inverted. Additionally, the fact that students have to adapt their rewritings to the characteristics randomly assigned means that they have to employ their adapting skills so as to improvise and include at least three characteristics they are assigned. By making students work in pairs, the activity requires a real communication in which each pair reaches an agreement on the final result. Moreover, this can serve as a practice of the final task students are asked to carry out. Finally, students will share their story with the whole class, justifying and explaining how they inverted the traditional gender roles they were assigned at the beginning of the activity.</p>
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## Session 7: Final task: Rewriting a Traditional Fairy Tale

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher's questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.



Activity 2	
<b>Title</b>	Rewriting a Traditional Fairy Tale
<b>Type</b>	Application
<b>Timing</b>	45 minutes
<b>Organization of the classroom</b>	Group work
<b>Material(s)</b>	None
<b>Objective</b>	- To be able to rewrite a traditional fairy tale that promotes gender equality by criticizing and inverting the traditional gender roles.
<b>Description</b>	The teacher proceeds to repeat and explain what the final task consists on. The students are expected to choose a traditional fairy tale of their choice, and try to rewrite it following what Carter does in the studied fairy tales, that is, criticize the traditional gender roles that contribute to the existent inequality between men and women. This criticism can be carried out in different ways; however, it is compulsory that at least one of the characters of the rewritten version of the fairy tale presents an inversion of the traditional gender roles. Moreover, the ending of their rewritten text will have to contribute to the promotion of gender equality. It is important to make students be aware of the fact that they will have to finish this final task at home if they do not finish it in class. The teacher explains that each group will have access to their classmates' work, as the fairy tales will be published in the high school magazine. After this, in session 8, students will have to give a presentation to the rest of the group in which they expose the plot of their fairy tale, together with an explanation of what are the elements they changed or introduced, and how they relate to the traditional gender roles and to gender equality.

## Session 8: Presenting the rewritten fairy tales

Activity 1	
<b>Title</b>	Catch-Up Questions
<b>Type</b>	Warm-Up
<b>Timing</b>	5 minutes
<b>Organization of the classroom</b>	Whole class
<b>Material(s)</b>	None
<b>Objective</b>	To greet the teacher and the class by making use of a polite set expressions to answer correctly to the teacher's questions in the target language.
<b>Description</b>	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the

	class by thus ensuring that the students may get used to working with the target language.
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Activity 2	
<b>Title</b>	Writers' Presentations
<b>Type</b>	Development
<b>Timing</b>	25 minutes
<b>Organization of the classroom</b>	Group work
<b>Material(s)</b>	Digital screen, PC and projector
<b>Objective</b>	<ul style="list-style-type: none"> <li>- To expose the new elements included in the final task, that is, the rewritten fairy tales and the justification of why students decided to include such elements.</li> <li>- To display the final task to the whole class so that students can compare each other's work</li> </ul>
<b>Description</b>	<p>The students display in this session the final task they have been working on for the past weeks: the rewritten fairy tale. The students must include in their presentation:</p> <ul style="list-style-type: none"> <li>- A summary of the plot of their rewritten fairy tale.</li> <li>- A comparison between the original fairy tale and their version, in which they point out the main similitudes and differences.</li> <li>- A justification on why they decided to construct their fairy tale as they have done it.</li> </ul> <p>Students can use visual aids to support their presentations, such as Power Point or Prezi presentations. The order in which they present can be randomly assigned by the teacher, although, if they desire so, students can volunteer to present whenever they want to. With this, students will practice their presenting skills, such as their pronunciation, their corporal language and even their improvising skills if required. Moreover, students can also practice their listening skills when attending to their classmates' presentations. Withal, it can be stated that this can also servo to understand each other's work and process of elaboration, and to carry out the next activity, which will consist on assessing the students' fairy tales.</p>

Activity 3	
<b>Title</b>	Pulitzer's Award
<b>Type</b>	Development
<b>Timing</b>	20 minutes
<b>Organization of the classroom</b>	Individual work
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Assessment worksheets (see Annexes)</li> <li>- Voting ballots (see Annexes)</li> </ul>
<b>Objective</b>	To construct an objective and critical opinion regarding each group's final task by employing their critical thinking and evaluating skills.

<b>Description</b>	<p>Once all groups have presented their rewritten fairy tale, students have to assess their classmates' work. Therefore, the teacher hands each student an assessing worksheet in which each student grades each groups' final task. The students will have to grade their work out of ten, and they will also have to comment on at least one aspect that is very positive in the rewritten tale under assessment, and at least one thing that could be improved.</p> <p>However, aside from assessing as such their classmates' work, they will also have to vote for the best rewritten fairy tale while reasoning, in a short sentence, why they think so. The voting ballots will be collected by the teacher, who will guide a few randomly picked students in the process of counting the votes. Students in charge of this process will read aloud not only the title of the voted fairy tale but also the reason why the voting student thinks so.</p>
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## 8. Assessment

The activity that will be mainly assessed is the final task, that is, the students' rewritten version of a traditional fairy tale of their choice. However, the teacher can reserve the right to assess other activities and their outcomes if this is considered to be productive or relevant in any way, as the learning-teaching process can be taken into account as well. The teacher will also make use of observational assessment to check their students' progress and identify their needs. Due to all this, it can be affirmed then that the assessment will be continuous and formative.

As this proposal deals with the process of teaching and learning ethical values, linguistic aspects will not be the main assessed aspect; however, they will be taken into account, since the proposal has been implemented in a language teaching environment. Thus, and as it can be appreciated, in the Annexes the main tool employed in the assessment of this proposal are rubrics. There is one rubric prepared to assess the final product, that is, the rewritten fairy tale and the presentation given by students in the last session, and a second rubric designed to assess the process through which the students have reached the final task, that is, to assess the students' performance during the previous sessions. This second rubric by which the process as such is evaluated can be an extremely useful tool for the teacher, as it can help to determine the students' implication, participation and progress in this proposal. These will be exposed below:

	1 (Needs to improve)	2 (Acceptable)	3 (Excellent)
<b>DEVELOPMENT OF THE SESSIONS</b>			
Understanding of gender issues	Students fail to demonstrate understanding of the traditional gender roles, their influence in their lives, their relevance with respect to gender equality. Students are not capable of recognizing these aspects and discussing about them, as they do not introduce any interesting, coherent nor relevant idea or experiences related to these aspects.	Students demonstrate a partial understanding of the traditional gender roles, their influence in their lives, and their relevance with respect to gender equality. Students sometimes are capable of recognizing these aspects and discuss about them; however, their introduced ideas are sometimes inaccurate, incoherent, or unrelated to these aspects.	Students demonstrate understanding of the traditional gender roles, their influence in their daily lives, and their relevance with respect to gender equality. Students are capable of recognizing these aspects and discuss about them while introducing interesting, coherent and related ideas and experiences related to these aspects.
Reading comprehension	Students do not comprehend the meaning the content of the selected texts, and they are unable to discuss after the reading stage due to this incomprehension.	Students partially comprehend, although with difficulties, the meaning and the content of the selected texts, and they participate at times in the discussions after the reading stage.	Students completely comprehend the meaning and the content of the selected texts, and they always participate in the discussions after the reading stage y providing meaningful and correct answers and ideas.
Par/Group work	Students refuse to work in pairs/groups, so they never participate or communicate themselves in the activities that require an effective communication with teammates.	Students sometimes work in pairs/groups, and they participate or communicate themselves at times in some of the activities that require an effective communication with teammates.	Students are willing to work in pairs/groups, and they repeatedly participate or communicate themselves in all those activities that require an effective communication with teammates.
Individual work	Students refuse to complete activities or tasks, as they do not participate or work individually to do so. Therefore, students have not fulfilled most of the tasks, and the ones completed present several mistakes and inconsistencies.	Students complete some of the activities and tasks, and they, although inconsistently, work individually. However, students have not fulfilled all tasks. Those activities completed display slight mistakes and inconsistencies.	Students have fulfilled all the tasks and have participated and worked individually consistently. Their activities are correct and do not present mistakes nor inconsistencies.

	1 (Needs to improve)	2 (Acceptable)	3 (Excellent)
<b>FINAL TASK: REWRITTEN FAIRY TALE</b>			
Oral production: presentation	Students produce incoherent and non-understandable oral structures, inadequately using expressions and	Students sometimes produce coherent but difficult to understand oral structures, using at times inadequately	Students are able to produce a coherent and perfectly understandable oral structures, and they use different a varied expressions

	poor vocabulary in an incomprehensible manner.	different expressions and vocabulary.	and rich vocabulary in a correct and coherent manner.
Written production: rewritten fairy tale (linguistic features)	Students produce incoherent and inadequate written structures; the linguistic elements are not appropriate nor correct to the level of the students. The vocabulary employed is poor, and there are consistent grammatical mistakes.	Students produce partially coherent and adequate written structures; the linguistic elements are correct, although not appropriate to the level of the students. The vocabulary employed is correct but lacks precision, and there are some grammatical mistakes.	Students always produce coherent and adequate written structures; the linguistic elements are correct and coherent, corresponding their performance with their level. The vocabulary employed is correct and rich, and there are no grammatical mistakes.
Written production: rewritten fairy tale (content)	Students do not demonstrate understanding of gender roles and issues, as they fail to successfully introduce these elements in their rewritten fairy tales with the purpose of promoting gender equality.	Students demonstrate some understanding of gender roles and issues; however, at times they fail to successfully introduce these elements in their rewritten fairy tales with the purpose of promoting gender equality.	Students demonstrate a complete understanding of gender roles and issues, and they successfully introduce these elements in their rewritten fairy tales, being able to promote gender equality through them.
Understanding of gender issues	Students are not able to recognize nor invert traditional gender roles in none of the characters. Students do not comprehend their importance towards gender equality, and they are not able to promote gender equality through their final product.	Students are able to sometimes recognize traditional gender roles, and they are at times capable of inverting them. Students demonstrate partial comprehension of the importance traditional gender roles have towards gender equality; however, they do not successfully promote it through their final product.	Students are able to always recognize traditional gender roles and invert them at least in one character. Students completely comprehend their importance in gender equality and are able to promote gender equality through their final product.

With these rubrics, the teacher can assess on a scale from one to three the students' performance, not only in the creation and presentation of the final task but also in the course of the development of the sessions of the proposal, if the evaluation of this course is considered to be relevant in any aspect.

#### IV. CONCLUSION

As stated at the opening of this dissertation, teaching ethical values to students by the education system has been for decades a cause of great debate. However, the aim of this paper has been not only to support the introduction of value teaching in the education system but also to provide a means through which this can be achieved in the English as a Foreign Language classroom. This is so due to the fact that value teaching has been proved to be extremely beneficial and necessary, as it provides students with different tools and knowledge through which they can develop themselves, their values, and their way of thinking. If this proposal is put into practice, the students' awareness towards gender inequality can be raised. And, if this awareness is achieved, EFL students can develop their critical thinking and their ethics towards contemporary issues related to inequality.

However, this proposal presents, on the one hand, a few limitations. The first of these limitations, and probably the most relevant one, deals with the reading process itself, as students might not read the required texts so as to carry out the activities presented in this proposal. The second limitation is also linked with the students, and it consists on the possibility that students might not feel interested or motivated in the issues and activities of this proposal. The last limitation is that this proposal has not been put into practice, and thus, those aspects that could be improved after implementing it have not been identified and polished.

On the other hand, the proposal presents several strengths as well. One of these deals with the innovative aspects this proposal offers, not only in terms of employing ICT tools in the activities proposed but also in the issues it addresses and the readings selected. The fact that this proposal intends to introduce value teaching in the EFL classroom and more particularly gender equality, something which has not been very frequent in second or foreign language teaching, together with the fact that the texts selected are probably new to students can make this proposal appealing for them. Secondly, this proposal introduces English literature as a teaching material through which values such as gender equality can be taught. This introduction can help students first, to get to know the English culture from a first-hand perspective; secondly, to develop their reading habits; and lastly, to learn those values included in the literary texts. The last strength to be pointed out is closely related to this last aspect, as it consists on the introduction of ethical values not only in the education system but in the EFL classroom as well.

Having all this into consideration, it can be concluded that this proposal can be extremely meaningful in terms of educating students, not only in the curricular contents but also in those aspects that are so closely related to our daily-lives such as values but that, somehow, are many times overlooked in the current education system. And, by achieving this, the EFL classroom can become a safe and controlled environment within which students can learn not only English but also diverse values that can help them and society to improve.

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## ANNEXES

### Activity 2 – Session 1: *Sermerssuaq* Text

#### SERMERSSUAQ

(INNUIT)

**S**ermerssuaq was so powerful that she could lift a kayak on the tips of three fingers. She could kill a seal merely by drumming on its head with her fists. She could rip asunder a fox or hare. Once she arm-wrestled with Qasordlanguaq, another powerful woman, and beat her so easily that she said: 'Poor Qasordlanguaq could not even beat one of her own lice at arm-wrestling.' Most men she could beat and then she would tell them: 'Where were you when the testicles were given out?' Sometimes this Sermerssuaq would show off her clitoris. It was so big that the skin of a fox would not fully cover it. Aja, and she was the mother of nine children, too!



## Activity 2 – Session 1: Dating profile example

# The Little Mermaid

Professional singer



15 kilometers from you



655 836 782



@thelittlemermaid.official



ifinallyhavelegs@gmail.com

### BRIEF DESCRIPTION:

I used to be a mermaid... Now I have legs! I am single after dating a prince. I guess that means I'm high maintenance 😊

### INTERESTS

I extremely like going for walks, since I have brand new legs. I love eating shushi, and one of my favourite activities is going for a beach run early in the morning. Singing in karaokes is my guilty pleasure. And I love watching Formula 1 (and I even got to drive one F1 once!)

### FAVORITE THINGS

FAVORITE SONG	HIGHWAY TO HELL - ACDC
FAVORITE MOVIE	FOOTLOSE
FAVORITE BOOK	THE OLD MAN AND THE SEA
FAVORITE BIRD	SEAGULL

## Activity 3 – Session 1: “Gender Roles and Stereotypes” YouTube video

[https://www.youtube.com/watch?v=Ulh0DnFUGsk&ab\\_channel=AMAZEOrg](https://www.youtube.com/watch?v=Ulh0DnFUGsk&ab_channel=AMAZEOrg)

## Activity 4 – Session 1:

Link to the Padlet: [https://padlet.com/patricia\\_nietog/3sx6wc6dj8s7nwt7](https://padlet.com/patricia_nietog/3sx6wc6dj8s7nwt7)

### Activity 5 – Session 1:

Link to access Mentimeter:

<https://www.mentimeter.com/s/adfaab8d846634de3b81098011c93906/d1baff460224>

QR code:



### Activity 2 – Session 2: Adjectives Hunt worksheet

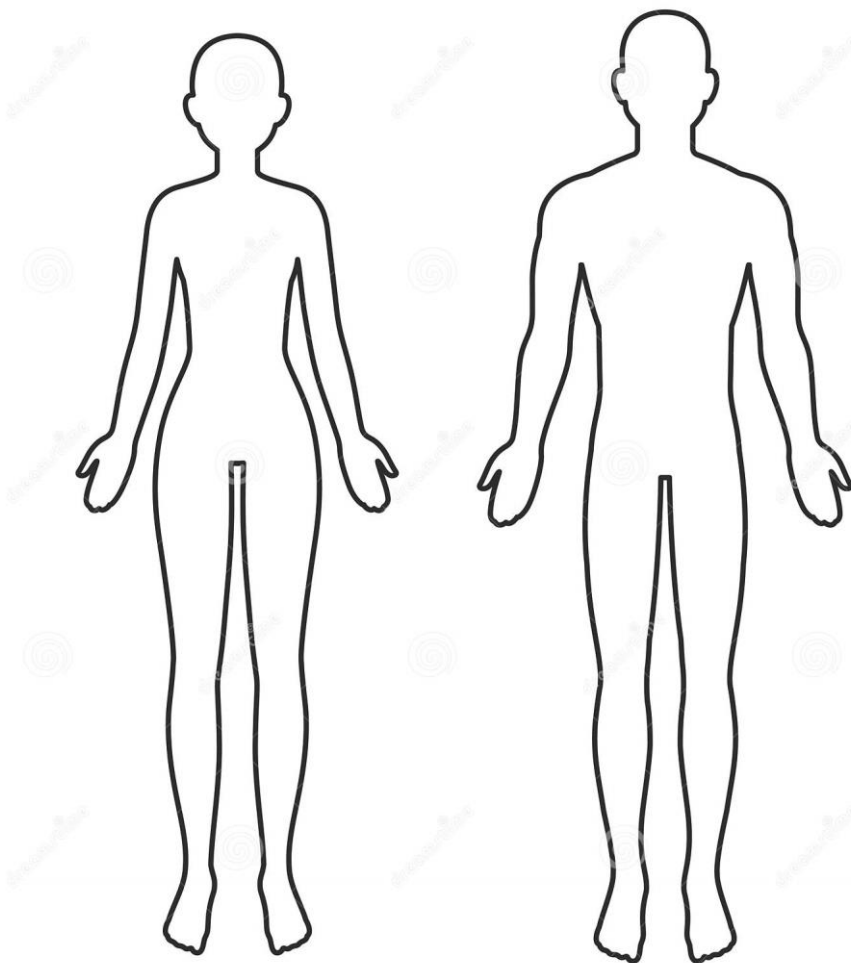
It is midwinter and the robin, the friend of man, sits on the handle of the gardener's spade and sings. It is the \_\_\_\_\_ time in all the year for wolves but this \_\_\_\_\_ child insists she will go off through the wood. She is quite \_\_\_\_\_ the wild beasts cannot harm her although, well-warned, she lays a \_\_\_\_\_ knife in the basket her mother has packed with cheeses. There is a bottle of \_\_\_\_\_ liquor distilled from brambles; a batch of \_\_\_\_\_ oatcakes baked on the hearthstone; a pot or two of jam. The \_\_\_\_\_ girl will take these delicious gifts to a \_\_\_\_\_ grandmother so \_\_\_\_\_ the burden of her years is crushing her to death. Granny lives two hours' trudge through the winter woods; the child wraps herself up in her \_\_\_\_\_ shawl, draws it over her head. She steps into her \_\_\_\_\_ shoes; she is dressed and ready and it is Christmas Eve. The \_\_\_\_\_ door of the solstice still swings upon its hinges but she has been too much loved ever to feel scared.

### Activity 3 – Session 2: Predicting Time from original excerpt

It is midwinter and the robin, the friend of man, sits on the handle of the gardener's spade and sings. It is the worst time in all the year for wolves but this strong-minded child insists she will go off through the wood. She is quite sure the wild beasts cannot harm her although, well-

warned, she lays a carving knife in the basket her mother has packed with cheeses. There is a bottle of harsh liquor distilled from brambles; a batch of flat oatcakes baked on the hearthstone; a pot or two of jam. The flaxen-haired girl will take these delicious gifts to a reclusive grandmother so old the burden of her years is crushing her to death. Granny lives two hours' trudge through the winter woods; the child wraps herself up in her thick shawl, draws it over her head. She steps into her stout wooden shoes; she is dressed and ready and it is Christmas Eve. The malign door of the solstice still swings upon its hinges but she has been too much loved ever to feel scared.

#### **Activity 4 – Session 2: woman and man’s silhouettes**



## Activity 5 – Session 2

### Advertisement 1:



### Advertisement 2:

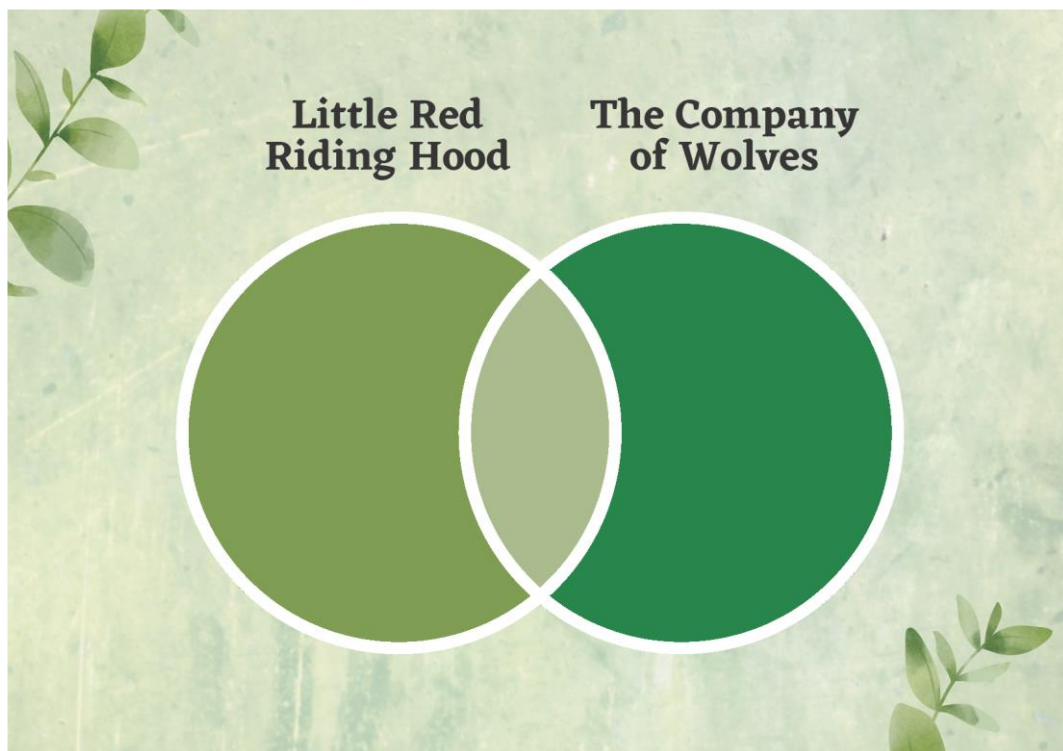
[https://www.youtube.com/watch?v=NoMqvniiEkk&t=3s&ab\\_channel=SephoraBrasilSephoraBrasil](https://www.youtube.com/watch?v=NoMqvniiEkk&t=3s&ab_channel=SephoraBrasilSephoraBrasil)

### Selected excerpt from The Company of Wolves

The girl burst out laughing; she knew she was nobody's meat. She laughed at him full in the face, she ripped off his shirt for him and flung it into the fire, in the fiery wake of her own discarded clothing.



**Activity 2 – Session 3: Venn diagram**



**Activity 3 – Session 3:**

Link to Padlet: [https://padlet.com/patricia\\_nietog/yckond7y2aruume](https://padlet.com/patricia_nietog/yckond7y2aruume)

**Activity 5 – Session 3: Double Standards picture**





### Activities 2 and 3 – Session 4:

Picture from which Students have to predict what the story will be about:



Retrieved from: <https://the-artifice.com/angela-carter-beauty-and-the-beast-feminist-romance/>  
. Artwork by artist Joanna Barnum.

Opening quote of the fairy tale:

My father lost me to the Beast at cards.

### Activity 4 – Session 4:

I therefore, shivering, unfastened my jacket, to show him I would do him no harm. Yet I was clumsy and blushed a little, for no man had seen me naked and I was a proud girl. Pride it was, not shame, that thwarted my fingers so.

### Activity 3 – Session 5: Trait Assigning

(**note:** this example comes with the key, as the sentences in red are those which refer to the Beast in the fairy tale, and those in black refer to or have been stated by the female protagonist.)

I was a wild wee and she could not tame me into submission

I let out a raucous guffaw

One single tear swelled, glittering, at the corner of the [...] eye

“I shall twist a noose out of my bed linen and hang myself with it”

“What, you self-deluding fool, are you crying still? And drunk, too.”

His/her sculptured calm

He/she feels pleasure mixed with bewilderment

I was half mad to get out into the open air [...], even in such company

He/she clung to the horse’s mane like a shipwrecked sailor to a spar.

A proud man/woman (p. 103)

A delicate creature... the gentlest creature in the world (p. 107)

He/she was far more frightened of me than I was of him/her (p.108)

How pleased I was I struck him/her to the heart

## Activity 4 – Session 5



## Activity X – Session 6: Worksheet with the sentence to be continued.

Once upon a time, there was a young woman who...

## Activity 3 – Session 6: Rewriting Sexist News

1. <https://www.dailymail.co.uk/femail/article-2126093/Womens-idea-perfect-man-A-6ft-48k-year--beer-drinking-meat-eater-Audi.html>

2. <https://www.dailymail.co.uk/femail/article-1179149/Women-really-listen-gossip-peoples-conservation-study-reveals.html>
3. <https://www.dailymail.co.uk/news/article-2146015/Women-want-succeed-work-shut--men-want-talking.html>
4. <https://www.dailymail.co.uk/femail/article-3622114/She-s-got-blank-space-baby-one-Taylor-Swift-s-relationships-bites-dust-FEMAIL-examines-just-chart-topper-s-romances-falling-apart.html>
5. <https://www.dailymail.co.uk/femail/article-2225771/Women-FINALLY-master-cooking-55.html>

### Activity 3 – Session 7

#### Assessing worksheet:

Name .....	
Assessed group:	Grade: /10
<p>1. Aspects to improve:</p>  <p>2. Outstanding aspects:</p>	

#### Voting ballots:

Vote for group.....:
Title of the fairy tale: '.....
Reasons why this story should be the winner: