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TRABAJO DE FIN DE MÁSTER

USING ICT TO PROMOTE A CAMPAIGN IN FAVOUR OF GENDER EQUALITY IN THE ESL CLASSROOM

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ACRONYMS

CLIL: Content and Language Integrated Learning

ESO: Educación Secundaria Obligatoria

GAD: Gender and Development Approach

ICT: Information and Communication Technology

IGCSE: International General Certificate of Secondary Education

INE: Instituto Nacional de Estadística

IT: Information Technology

IWB: Interactive Whiteboard

IWD: International Women's Day

LOE: Ley Orgánica de Educación

LOMCE: Ley Orgánica para la Mejora de la Calidad Educativa

PEC: Proyecto Educativo de Centro

SI: Socialist International

TBLT: Task-Based Language Teaching

UNESCO: United Nations Educational Scientific and Cultural Organization

WHO: World Health Organization

INTRODUCTION

Currently, we are living in a society which is affected by many crucial factors. Firstly, gender equality is an issue introduced in the high schools with the purpose of promoting equality between men and women. In fact, it requires a notion that has to be learnt as soon as possible. Secondly, the integration of ICT in education has implied a new way of teaching and learning that students have adopted for the last few years. Technology evolves extremely quickly so teachers have to be prepared to make a correct use of it using many different resources.

On the one hand, inequality between men and women continues being present in our society. It is true that many things in terms of education, jobs, home tasks, etc. have changed, but institutional centres such as high schools have to transmit the knowledge, values, and attitudes that boys and girls are required to have without taking into account their sexes. This means that schools have to provide students the opportunity to strengthen comprehensive development. In other words, educative centres have to deal with a responsible and participative integration of the students not only as learners but also as members of a society.

In order to achieve an equal education, it is required to prioritize the sensitivity of teachers. In fact, teachers are in charge of changing the situation inside the classrooms. Besides, they have to foster that classrooms, shared everyday by teenagers, are spaces of socialization where a non-sexist education is promoted. Teachers have to facilitate ways to achieve the values of equality between students.

However, fighting against inequality in the educative centres implies the fight against those things that our students can see in the society, as for example advertisements on TV. That is why teachers have to be aware of the great importance of having an egalitarian school. High schools with democratic criteria and justice have to be the key in order to promote equality among the students. Introducing coeducation in these centres supposes that schools and families can work together so as to achieve gender equality in the schools. The reason why high schools and families have to cooperate is that they are considered to be the closest agents to teenagers and they can provide role models and behaviour patterns to reinforce what society tries to transmit in terms of equality.

On the other hand, we live in a society that is suffering a great development and change in education. In the 21th century, Information and Communication Technology, hereinafter called ICT, is considered an essential tool in our society. These new technologies have turned into something crucial in the sense that wherever we are, we find available technology that can be used. In a large extent, society has evolved due to this technological development. In fact, over the past decades, ICT has radically been influential and has achieved that human beings can communicate to each other.

From an educational perspective, the changes provided by ICT are understood as "la necesidad de manejar los nuevos códigos para la formación integral de nuestros alumnos como ciudadanos de una sociedad moderna y multicultural" (Carretero, 2005, p.1). ICT offers a new dimension to see the actual and virtual realities where the transmission of information and the relationships are instantaneous.

ICT can be used in ESL classes, particularly in bilingual schools that apply the CLIL (Content and Language Integrated Learning) methodology. English is the universal language spoken by millions of people on a daily basis and the idea of combining this language with ICT can encourage students to study foreign languages.

The general purpose of this dissertation is to promote a campaign in favor of gender equality using ICT in an ESL class of World Literature with students of 4ºESO. In order to complete this project, we are going to use the webquest under the title "Gender Equality Campaign", hosted in https://esteladelfin.wixsite.com/genderequality (included in section 3.3.4 Structure and Contents). The specific aims of this study are as follows:

- To learn about the limited possibilities that women had to write in the past.
- To identify universal campaigns of gender equality.
- To listen to songs that defend this issue in English.
- To read articles, news, etc. related to equality in the second language of the students.
- To watch speeches of relevant people who defend this controversial fact.
- To be able to prepare a presentation in English of 10 minutes.
- To design measures and slogans to promote gender equality.

- To use English as the communicative language during the four sessions.
- To develop the ability to work in team.

This dissertation is divided into four different sections. Firstly, we refer to gender equality as a controversial issue that teachers have to integrate in their high schools. Besides, coeducation is presented as the ideal measure in order to achieve it among teenagers. In the second place, we intent to describe the impact of ICT in education, dealing firstly with more generic aspects and finishing with the resources that can be applied in an ESL Class. We focus especially on the webquest due to the fact that it is the didactic unit that is going to be used in order to carry out this study. Thirdly, we proceed to describe the case study of this dissertation (background, activity plan, and methodology). In fact, in this part, we attempt to depict the results of this study including the gathered data that we have achieved previously from both questionnaires. Finally, the conclusion summarizes the parts mentioned above and gives an answer to the objectives which were established before starting the project.

1. GENDER EQUALITY

Gender equality is a controversial issue that affects not only many countries and societies nowadays but also high schools where teenagers are not aware of its real meaning. That is why it is considered of great importance to clarify the definitions of 'gender' and 'equality'. One the one hand, Isabel Santa Cruz points out in her article "Sobre el Concepto de Igualdad: Algunas Observaciones" (1992) that equality has to be understood as:

> (…) la autonomía, es decir, la posibilidad de elección y decisión independientes, que involucra la posibilidad de autodesignación. En segundo lugar, igualdad supone autoridad o, lo que es lo mismo, la capacidad de ejercicio de poder […]. En tercer lugar, y estrechamente conectada con la equípotencia, la igualdad requiere lo que podríamos llamar equifonia es decir, la posibilidad de emitir una voz que sea escuchada y considerada como portadora de significado y de verdad, y goce, en consecuencia, de credibilidad. El cuarto carácter exigido por la igualdad es la equivalencia: tener el mismo valor, no ser considerado ni por debajo ni por encima de otro. (1992, p.147)

On the other hand, gender includes the differences between men and women that favour systematically one of the groups. This term encompasses different aspects such as the role of women and men, their sexual identity, status, stereotypes, etc. In the past, the differences between genders were explained biologically in the sense that the sex was a determining factor to the gender. However, nowadays, many feminist movements defend that this gender identity is determined exclusively by the social construction of the gender. According to the World Health Organization (WHO) gender refers to:

> (…) conceptos sociales de las funciones, comportamientos, actividades y atributos que cada sociedad considera apropiadas para los hombres y las mujeres. Las diferentes funciones y comportamientos pueden generar desigualdades de género, es decir, diferencias entre los hombres y las mujeres que favorecen sistemáticamente a uno de los dos grupos.

Gender construction begins to be acquired during the youth but it is not easy to establish a concrete period since it includes different factors such as stereotypes, standards and sanctions imposed by each society (Alario & García, 1997).

In 1910, the Socialist International (SI) proclaimed in Copenhagen the International Women's Day (IWD) in order to celebrate the movement in favour of the

rights of women and to help to achieve women's universal suffrage. The proposal was accepted by more than 100 women from 17 countries. Although in the lecture it was not established a fixed date to celebrate IWD, the Working Women's Day is finally celebrated the 8th of March around the world (Baldez, 2002).

According to UNESCO (United Nations Educational Scientific and Cultural Organization) (2015), in the late 1980s, the main aim of the Gender and Development (GAD) approach was to eliminate the social, economic and political differences between men and women. This supposed the removal of the disparities between both genders. Gender equality is defined by UNESCO (2015) as the moment in which:

> […] women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by society of both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are availed to men and women regardless of biological sex. (UNESCO, 2015)

It is considered that gender equality is a human right that all individuals must have. This implies that women and men enjoy the same goods, services and resources while they also have the same opportunities. By contrast, gender inequality is supposed to be the moment when women are disadvantaged in comparison to men and sometimes even marginalized. This inequality also includes the discrimination of men, although it remains true that women are more frequently affected by this gender gap (Alario & García, 1997).

Women defending the idea that men and women are equal in this society are described by other many women as humans who have the same abilities and skills to men. According to Mahatma Gandhi (1869-1948): "la mujer es la compañera del hombre, dotada con la misma capacidad mental. Si por fuerza se entiende poder moral, entonces la mujer es infinitamente superior al hombre. Si la no violencia es la ley de nuestro ser, el futuro está con las mujeres" (1903). Besides, Irina Bokova, the director-general of UNESCO, states that "leave out women and girls and you exclude 50 per cent of your brain power, 50 per cent of your creative genius, and 50 per cent of your economic drivers" (2012, p.2).

1.1 Curricular Justification of Gender Equality

Gender equality is a crucial issue that the educative curriculum in Spain deals with. In fact, even previous curricula or laws have introduced the implementations of gender equality as a mandatory aspect of the curriculum that teachers must develop. The previous curriculum, the LOE (Ley Orgánica de Educación) (2006), established values associated with gender equality:

> b) la equidad, que garantice la igualdad de oportunidades, la inclusión educativa y la no discriminación y actúe como elemento compensador de las desigualdades personales…c) La transmisión y puesta en práctica de valores que favorezcan la libertad personal (…), la tolerancia, la igualdad, el respeto (…). (LOE, 2006. Chapter I, Article I)

Article II of this law refers mainly to gender equality in education: "b) La educación en el respeto de los derechos y libertades fundamentales, en la igualdad de derechos y oportunidades entre hombres y mujeres y en la igualdad de trato y no discriminación de las personas con discapacidad" (LOE, 2006. Chapter I, Article II). It is important to highlight that the purpose of the *Ley Orgánica para la Igualdad Efectiva de Mujeres y Hombres* (2007), which remained in force until 1st January 2015, was to:

> (…) hacer efectivo el derecho de igualdad de trato y de oportunidades entre mujeres y hombres, en particular mediante la eliminación de la discriminación de la mujer, sea cual fuere su circunstancia o condición, en cualesquiera de los ámbitos de la vida y, singularmente, en las esferas política, civil, laboral, económica, social y cultural para, en el desarrollo de los artículos 9.2 y 14 de la Constitución, alcanzar una sociedad más democrática, más justa y más solidaria. (2007, p.1)

The *Plan Estratégico de Igualdad de Oportunidades* (2014-2016) is mainly based on the education of gender equality. It compares the percentage of women and men that can be found among the university students and post-graduate students. The aim of this law was to "promover la igualdad de oportunidades a través del sistema educativo, y el equilibro en la elección de ramas formativas y profesiones, promoviendo un cambio de cultura entre el profesorado, el alumnado y la sociedad en su conjunto (…)". (2014-2016, p.111)

Besides, in Castile and Leon the *Ley 1/2003 de Igualdad de Oportunidades entre Mujeres y Hombres* fosters the equality of women according to the article XXIII of the Statute of Autonomy of Castile and Leon. It adopts measures and positive actions to

change gender inequalities. In this autonomous community, but more specifically in Valladolid, the fifth *Plan de Igualdad de Oportunidades y contra la Violencia de Género* (2014-2018) has been established with the lemma "Mujeres y hombres construimos juntos la igualdad real". Its purpose is to promote the effective equality among women and men in the province of Valladolid on the basis that equality is jointly constructed or, in other words, taking into account the two points of view and the rights and obligations of each gender. Citizens are encouraged to work towards an equal and non-violent society.

The current law, the LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa) (2013), establishes that it is required to know, comprehend, and respect the equality and opportunities between men and women. Besides, it demands that the educative administration encourages the development of the values that cause effective equality between the two genders and the prevention of gender violence. The preamble of the LOMCE (2013) establishes that "solo un sistema educativo de calidad, inclusivo, integrador y exigente, garantiza la igualdad de oportunidades y hace efectiva la posibilidad de que cada alumno o alumna desarrolle el máximo de sus potencialidades" (Preamble I:LOMCE:2013:2). In fact, the LOMCE (2013) emphasizes that the Spanish Educative System is inspired in "la transmisión y puesta en práctica de valores que favorezcan la libertad personal, la responsabilidad, la ciudadanía democrática, la solidaridad, la tolerancia, la igualdad, el respeto y la justicia, así como que ayuden a superar cualquier tipo de discriminación" (Preamble XIV:LOMCE:2013:9).

Chapter II of the Article XXIII of this law establishes that the educative system will deal with education respecting crucial liberties, equal rights and opportunities between men and women. The educative systems will include, according to their principles of quality, the elimination of the barriers that make gender equality difficult. Article CXXVII of this law establishes the competences of the school council which consists of "g) proponer medidas e iniciativas que favorezcan la convivencia en el centro, la igualdad entre hombres y mujeres, la igualdad de trato y la no discriminación (…), la resolución pacífica de problemas, y la prevención de la violencia de género" (LOMCE, 2013).

1.2 Gender Equality in Secondary Education

During the last decades there has been in Spain a variety of social, economic, cultural and political circumstances that have included sexism in educational approaches. Blat (1994) points out that, among these circumstances, it is required to highlight the new conception of education as a democratic, equal, and mandatory system whose purpose is to educate or train future citizens. Therefore, the main measure in order to eliminate gender discrimination is to offer the same education to both genders, since women must be as free as men when executing their social, political, and educational roles.

Besides, according to Castilla Pérez, "educar es preparar la libertad, preparar a cada chico y a cada chica para que sea quien desea ser, para que se despierte a la realidad en moda tal que la realidad no sumerja su ser el que le es propio, ni lo oprima, ni se derrumbe sobre él" (2008, p.45). In our current society, it is indispensable to be aware of the fact that there are two different genders.

The UNESCO (2012) states that the period of secondary education corresponds to the crucial stage of adolescence due to the fact that teenagers are considered to be more susceptible to leave school. According to UNESCO (2012): "it is during adolescence that socio-economic status, social norms and cultural expectations begin to generate a stronger influence on a girl's cognitive, socio-emotional and physical development". When girls are at high school, they begin to discover their interests, academic preferences, hobbies, etc. They are empowered in the sense that they can take important decisions and take risks in their lives. In fact, they become self-confident so as to take part in social aspects. Furthermore, the UNESCO (2012) considers that "the higher the level of women's education, the longer their daughters stay in school, with consequent improvements in social, health and economic outcomes".

Nowadays, secondary education provides young people the necessary skills that are required to be out of marginal spheres. In fact, having highly-qualified subjects such as science and technology ensures that "girls and women can access decent jobs and make a real contribution to sustainable development in their communities" (UNESCO, 2012). It is important to make reference to non-formal education because it can also be crucial in adult women who have not had educational chances in their youth.

1.3 Promoting Gender Equality in Secondary Education

1.3.1 Coeducation

One of the strategies that can be undergone in order to avoid inequality in the educative centres is coeducation, an education based on boys and girls receiving the same rights and opportunities (Gutiérrez, 2010). In fact, coeducation is a term that begins to be heard and to be worked in the classrooms and in many educative approaches although its meaning has evolved during the last decades. Coeducation is said to offer students an integral formation and preparation for a future life which is respectful and does not have discrimination of gender. Coeducation implies an "educación democrática de niñas y niños, hombres y mujeres para las esferas públicas (ámbito laboral y político) y las esferas privadas (ámbito doméstico y de las relaciones personales)" (Abad et al. 2002, p.50).

Cortada (1989) offers a definition more thorough and with more details dealing with the sexual discrimination that has existed with feminine gender:

> El término coeducación implica no sólo la supresión de todo tipo de diferencias curriculares o de trato en base al sexo, sino también la adopción de un modelo cultural más amplio que comprenda los valores considerados como femeninos y, en consecuencia, calificados peyorativamente. La generalización de un nuevo modelo cultural que incluya las pautas y los valores masculinos y femeninos, hasta ahora separados en dos categorías jerarquizadas, suprimiría la encubierta discriminación sexual que persiste en el actual sistema escolar. (Cortada, 1989, p.97)

It is considered essential to clarify that sometimes there are terms that can be used as synonyms of coeducation but they have different definitions. Lasaga and Rodríguez (2006) differentiate one another.

- Segregated education is refered as the "educación realizada por separado a niños y niñas en el que se transmiten formas y contenidos diferentes a unas y otros en razón de su sexo" (Lasaga and Rodríguez, 2006, p.11).
- Gender-mixed education includes the "educación conjunta de niños y niñas por el que se transmiten formas y contenidos aparentemente neutros y universales pero estereotipados y dominantes en realidad, sin tener en cuenta diferencias individuales y/o colectivas" (2006, p.11).

- Coeducation is defined as the "educación realizada a los niños y niñas conjunta o separadamente, en la que se produce sistemática una intervención cuyo objetivo es potenciar el desarrollo personal sea cual sea su sexo (2006, p.11).

Bartolomé (1976) affirms that coeducation supposes that boys and girls, without taking into account the gender, live together in the classroom. Coeducation is a right and an educative purpose in itself. It belongs to a variety of contents that are taught in secondary education in order to achieve a critical formation and future citizens.

However, Díaz de Greñu (2010) indicates that we are too far from coeducation because in some developed countries such as Sweden or The United States many articles have been published proposing a segregated school. Besides, in Spain, there are many authors who support this universal type of school, even though these centres are constructed with public funding. These author allude to "prestige and quality" with the purpose of imitating other European centres. It is a serious contradiction because, on the one hand, the current legislation fosters the equality between men and women and, on the other hand, it promotes schools where segregation education is applied.

According to the principles of coeducation, boys and girls must share the same spaces, materials, methodologies, and evaluation and their gender does not have to influence on the quality of education. Although a real coeducation has not yet been achieved, Tomé & Tonucci (2013,p.13) guarantee that the situation in Spain is changing. Girls know how to become self-confident to express what they like and dislike, to respect their desires and necessities and to be direct and honest.

1.3.2 Measures to promote coeducation in the classroom

Nowadays, coeducation searches for a model of school in which both boys and girls are valued and respected in the same way without taking into account the gender. Bartolomé Pina assesses that "hace falta crear un clima abierto en el que el encuentro entre ambos sexos se dé sin un encarecimiento ambiental, y en donde los problemas puedan ser abordados sencilla y profundamente dentro de una orientación total de la persona" (1976, p.18).

Alario (1997) lists the implications that a coeducative high school must have:

- Consensus about the model in which a person wants to be formed with values, abilities, qualities and attitudes in order to develop pupils.
- Analysis of the curricula contents bearing in mind a sex-gender approach.
- Proposal for the correction of the sexist stereotypes and joint reflection of teachers.
- Assessment of the qualities given to women that are not socially recognized (tenderness, affectivity, intuition, etc.) and their inclusion among the values proposed to develop the personality of both sexes.
- Analysis of the role performed by women and the position that they occupy in the educative system with the purpose of correcting the inequalities between men and women when taking a decision.

According to Abad et al. (2002), in the stages of primary education, boys and girls have already acquired and internalized the values based on what they have learnt at home and in their environment. Thanks to socialization, teenagers can design an image of themselves as people. Furthermore, the aim of each educative stage is to focus on the formation of autonomous people who are able to take decisions by themselves and to interact with others. The high school has to promote a change in the profiles of genders and to establish a great domain between genders. Renau (2012) affirms that the educative institutions have the competence to organize the spaces where students come together. Their relationships also favour an ethic based on respect, equity and justice.

Bartolomé Pina (1976) considers that the teachers are in charge of achieving coeducation. Besides, this author explains that these social educators have to be socially balanced having achieved a personal maturity in several respects. He also assesses that it is convenient to have a balanced distribution between men and women in the teaching staff.

The measures taken in the educative centres in order to achieve coeducation have to be put into practice not only by teachers and the educative centres but also by the families. It is decisive to educate children from the earliest age in the educative centres in order to investigate what happens with those girls of some specific ethnics or religions that tend to abandon their schools. Teachers have to be conscious of the importance of educating both boys and girls jointly. They should share the same

classrooms and educative resources. However, it is true that they can work separately in some specific tasks or skills.

According to Moreno et al. (1994), it is essential to promote an active and equal access to knowledge, resources, attitudes, sports, tasks, etc. for both male and female genders. Besides, there has to be coherence between the hidden and explicit curricula in order to know what teachers have to teach and transmit and in what ways they have to do it. Books used in high schools are expected to be revised objectively as well as the didactic resources that complement the process of teaching. In addition, the elimination of sexist language is a crucial aspect in order to foster gender equality in the high school.

Another peculiar measure that can be implemented in high schools is to include the same number of men and women in management positions so that students can identify with them. The presence of women in high schools has to be reinforced in the teachers' room, library, teaching staff, etc. Furthermore, it is considered crucial to make students know about those women who have contributed to our culture and society. Removing existing labels of gender that are part of our society and any value judgment regarding men's attitudes and behaviours is also an action that fosters the equality among genders.

According to Mª Teresa Rivas, the author of the *Guía para Educadoras y Educadores Sociales* (2011), there is a wide variety of teenagers due to their diversity in terms of interests, ages, cultures, ethnics, hobbies, etc. The motto of Rivas (2011) is "educar en igualdad" and "igualdad en educar". This author emphasizes that teenagers have to be given a critical sense in order to transform these gender inequalities and to deconstruct the male-centred roles and patriarchal stereotypes. The specific measures included in her guideline that teachers and social educators have to implement in high schools with the students are as follows:

- Eradicate situations of gender-based violence.
- Teach how to recognize circumstances of gender-based violence.
- Deal with students' sexual development, gender identity and sexual orientation.
- Facilitate interpersonal relations among students.
- Make students aware of the equality between women and men.

In conclusion, it can be stated that thanks to coeducation, both boys and girls are required to have the same resources and opportunities in their process of learning as the barriers of gender are removed from our society. These measures prohibit certain behaviours and circumstances that can be found nowadays in educative centres, making the students conscious about the fact that both women and men must have the same rights no matter what their social, political and economic conditions are.

2. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

This section makes reference to the definition of ICT as well as its main characteristics including its origin and evolution and globalization. ICT is highly associated with the new social changes and that is why the integration of these new technologies in education and its impact in the process of learning is absolutely relevant. In fact, this section focuses particularly on an educational resource, the webquest, considered to be a didactic unit integrated in the classroom.

2.1 Contextualization

2.1.1 Definition

ICT has converted into something essential in many aspects of our daily life and people think they know what it is. It is true that anyone can have an idea of what it is and even could name examples of these new technologies such as computer, Tablet, Interactive Whiteboard (IWB), etc. But what do we really mean by ICT?

It is laborious to achieve one single definition which is genuine. Many scholars such as Cebrián de la Serna & Ríos Ariza (2000) assert that depending on the usage of these new technologies and the familiarity with them, each person has a particular conception of them. Apart from this, ICT progresses speedily and what can be considered something new one day is out-dated the following day. Due to these accelerated changes, the meaning of ICT is changing as time goes by.

Since the presence of the computer as a tool not exclusively to perform tasks or to search for information but also to communicate, scholars started to use the term Information and Communication Technologies. Before this inclusion, people used to call it Information Technology (IT). Nowadays, ICT covers many quotidian areas and usual approaches related to technology, such as education.

In order to look for a concise description of these new technologies, there are numerous authors who have contributed different interpretations and definitions of ICT. We consider that Cabero (1998) offers the most much detailed definition of ICT:

> En líneas generales, podríamos decir que las nuevas tecnologías de la información y
> comunicación son las que giran en torno a tres medios básicos: la informática, la
> microelectrónica y las telecomunicación; pero giran, no sólo de forma aislada, sino

lo que es más significativo de manera interactiva e interconexionada, lo que permite

conseguir nuevas realidades comunicativas. (Cabero, 1998, p.198)

In this definition, it can be perceived how Cabero implies that Information, microelectronics and even telecommunications are related to one another with the purpose of making possible the communication. In fact, he refers to communication explicitly in the sense that ICT achieves new communicative realities.

According to Craig Blurton, an associate professor of the University of Hong Kong, "Information and Communication Technologies (ICTs) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and mange information" (1999, p.46). Nevertheless, this definition is not considered to be the final definition since the UNESCO suggested in 2002 that ICT is "the combination of informatics technology with other, related technologies, specifically communication technology" (2002, p.14).

It can be seen that Martha J. Elisha analyses deeper the denomination of ICT due to the fact that she applies this term not only to hardware, as it is common in the precious definitions, but also to software.

ICT (information and communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States. (Elisha, 2006)

Eight years after the UNESCO definition, Jonathan Anderson, professor who represented Australia on the International Informatics Programme of UNESCO, proposed that ICT "embraces the many technologies that enable us to receive information and communicate or exchange information with others" (2010, p.4). Figure 1 shows the devices and functions that ICT encompasses with a variety of purposes (capturing, storing, etc.).
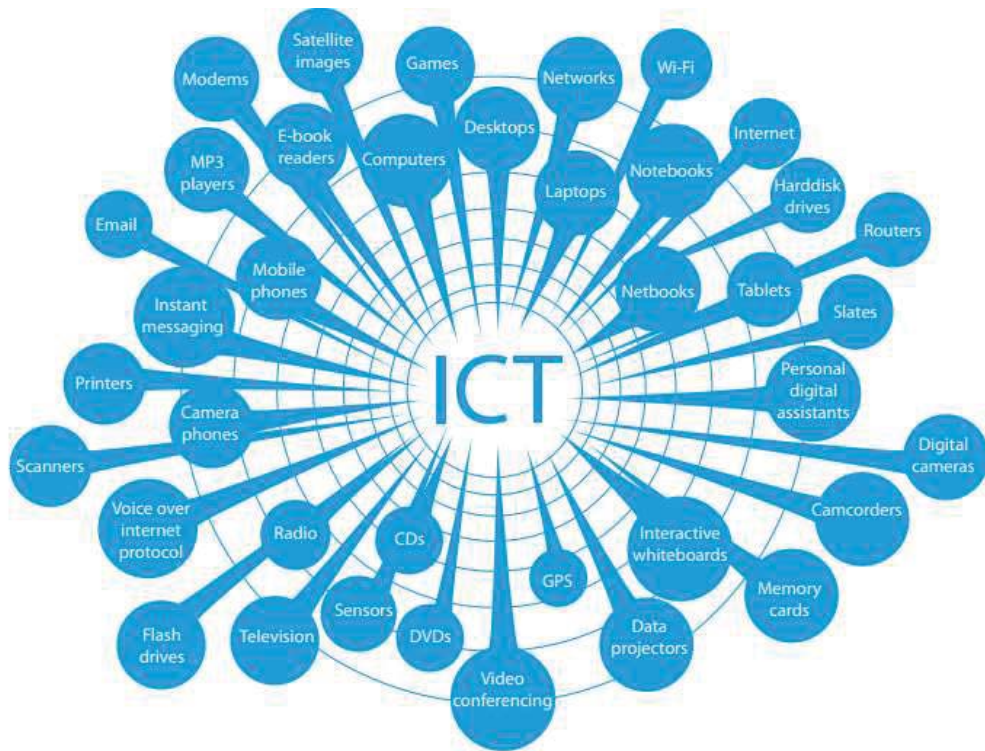
Figure 1. ICT comprises many technologies for many different purposes (Anderson, 2010, p.4)

In more recent studies scholars also allude to this new approach as "the digital processing and utilisation of information by the use of electronic computers. It comprises the storage, retrieval, conversion and transmission of information" (Omoigui, 2010).

Bearing in mind that previous definitions share the notion that information is generated and hand out in this dissertation, ICT is particularly defined as the integrated set of technologies developed so as to manage information in terms of exchanging, accessing, storing, communicating, etc. these acquired facts using a wide variety of tools and gadgets.

2.1.2 Evolution and Globalization of ICT

As we have just seen, it is considered impossible to offer a simple definition of ICT. Similarly, the origin of these new technologies is tough to establish. What is the history of ICT? What is the starting point? Is there an exact or crucial moment in this process? These unanswered questions are difficult and challenging to reply, especially

taking into account that the evolution of technology throughout history is rather complex to be understood.

The concept of ICT is ever-changing with the new developments of technology and science so, needless to say, delimiting ICT is not a simple task. The launch of the first satellites was seen as a relevant advance in the development of ICT since it supposed a new form to share information in the communicative process.

It is valuable to highlight that ICT can normally be seen when using the word 'new'. But, it is considerable to think about the criteria that scholars tend to utilize when adding this word. How long are we going to use the expression 'new' when we want to deal with distinguishing technology? In other words, when do we consider 'new technologies' out-dated? Chacón (2007) expresses that nowadays the term 'new technologies' is used with the purpose of making reference to the common usage of digital technology (personal computer, Internet, TV, DVD, etc.).

Technology can be considered obsolete because of its accelerated evolution. According to the Cambridge Dictionary, "obsolete" means "not in use any more, having been replaced by something newer and better or more fashionable". This can be interpreted as technology suffers its own replacement due to the appearance of new technological devices and the wide variety of functions that are occasionally implemented in these tools. That is to say that the word 'new' can be used temporally. Depending on the epoch you are living, some technologies could be considered new, old or even unknown.

Besides, it is important to take into account that not only does ICT allude to information but also to communication and society. As Deresky states, "Globalization is a term that refers to the establishment of worldwide operations and the development of standardized products and marketing" (2006, p.221). Furthermore, García-Canclini (1998) warns society that even though globalization is not a phenomenon of the 20th century, it expands quickly due to the change in the cultural, social and economic relationships.

The process of globalization and expansion of ICT has achieved the reality of the word and has broken the barriers of the ethnocentrism that did not allow the dissemination and propagation of the different cultural and social tendencies. ICT has

enhanced the relationships between both individuals and organizations. Actually, in the workplace not only has it intensified the productivity of employees, but it also has achieved a high efficiency. ICT has turned the work environment into one more practical and flexible. Workers are given the chance to cooperate and share information. As Area (2009) points out, geographical and ethnographical barriers do not limit the expansion of information. As a matter of fact, globalization has used ICT as a link between economy and universal thinking.

2.2 Integration of ICT in education

Our current society is characterized by computerization and digitalization of information and contents. In fact, it is evident that numerous people use these new technologies on a daily basis. The fact of the matter is that this youth population is known as "digital generation" defined as "The generation of people that have grown up with easy access to digital information and communication technologies" by IGI Global Dictionary. For these teenagers, the use of ICT is something habitual. However, Spain is not considered to be the country where people use more the Internet. The INE[1] (2016) verifies that the domestic use of ICT has increased in the last decades and provides numerous statistics related with the use of ICT and Internet as can be seen in Figure 2 below.
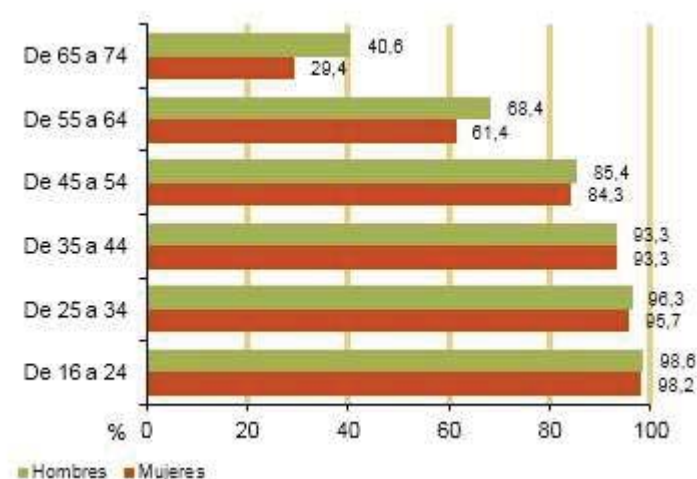

Figure 2. Percentage of Internet-user set by frequency and age in 2016 in Spain (INE, 2016)

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[1] The INE is the *Instituto Nacional de Estadística*, an autonomous organization in charge of the collection of demographic, economic and social statistics in Spain. http://www.ine.es/

Figure 2 shows how much Spanish society makes use of Internet at home. As it can be observed, young people are the ones who use most ICT. This youngest sector considered in our statistic is aged between of 16 and 24 years. The tendency of teenagers to use these new technologies is demonstrated in this graph in a conclusive and unambiguous way since they occupy the first place as Internet-users. What is more, the figure shows that in all ages, male users use more Internet than women, especially when they are elderly people.

2.2.1 Curricular integration of ICT in Spain

Nowadays, governments integrate Information and Communication Technologies into the Curriculum. The main purpose is to leave traditional methods behind and to combine education with these new technologies while having a positive impact in the process of learning. This implementation supposes a change in the role of the teacher.

It is considered that in Castile and Leon some plans have been implemented with the purpose of integrating ICT in education. The European Union, The Spanish Ministry of Education and even the Junta de Castilla y León are the official organizations in charge of the implementation of these new measures.

Although the majority of the schools have received funds in order to incorporate technological devices (computers, IWB, tablets, software, etc.) in the learning process, it is essential to point out that not all of them have received the same funding and they have not received concrete instructions to spend this endowment.

The previous law, LOE (2006), established some proposals associated with the use of ICT in the classrooms that strengthens the *digital competence and treatment of information*. It was presented as a competence that students had to develop so as to know how to deal with information in terms of searching, obtaining, processing, communicating and even turning the information into knowledge. The LOE (2006) considered the following about digital competence:

> Esta competencia consiste en disponer de habilidades para buscar, obtener, procesar y comunicar información, y para transformarla en conocimiento. Incorpora diferentes habilidades, que van desde el acceso a la información hasta su transmisión en distintos soportes una vez tratada, incluyendo la utilización de las tecnologías de

la información y la comunicación como elemento esencial para informarse, aprender

y comunicarse (LOE,2006: Appendix 1, p.8).

Besides, the LOE (2006) established the following about how students have to face this competence and what it contributes to them in the sense of capacities and skills: "(…) la competencia digital implica ser una persona autónoma, eficaz, responsable, crítica y reflexiva al seleccionar, tratar y utilizar la información y sus fuentes, así como las distintas herramientas tecnológicas" (Appendix 1, p.8).

According to the LOMCE (2013), not only does the digital competence emphasize how students have to deal with Information and Communication Technology, but it also points out that they have to find the reason why they are using this specific information. The LOE (2006) presented seven competences whereas the current law, LOMCE (2013) divided the digital competence into two different ones: Digital Competence and Mathematical Competence of Basic Competences in Science and Technology. The former refers to the capacity of students to make a correct use of ICT in a critic way progressing as human beings in society. The latter intends to be a way of approaching to life and to the real world providing the students the capacity to solve the problems.

These days, schools are regulated by the LOMCE (2013) that also integrates ICT in the learning process. Students are expected to be competent when utilizing these new technologies. This law considers that the implementation of ICT "permitirá personalizar la educación y adaptarla a las necesidades y al ritmo de cada alumno o alumna" (LOMCE, 2013, p. 8). Moreover, it states that "las Tecnologías de la Información y la Comunicación serán una pieza fundamental para producir el cambio metodológico que lleve a conseguir el objetivo de mejora de la calidad educativa" (LOMCE, 2013, p.8). ICT will be a key tool in the specific formation of teachers and citizens since people will be given the chance to coordinate the formation with their personal and labour obligations.

Having set the legal framework in the dissertation, it is essential to remark that those who study a foreign language are expected to acquire skills from ICT. In practice, integrating ICT in the process of learning a language is successful. However, the main problem faced with the integration of ICT is that schools are not enough prepared in

terms of having available resources to use and teachers have not developed enough knowledge to transmit this notion to the students.

2.2.2 Advantages and Disadvantages of the Use of ICT in Education

ICT raises interest not only in the daily life but also in specific areas such as politics, economy, education, etc. In the educational field, it is considered to be an attraction in the sense of using new tools as pedagogical resources. This has implied efficiency in the process of education and learning. However, in the same way that multiple benefits are alluded to, a number of drawbacks are also included as it is natural.

2.2.2.1 Advantages of ICT in Education

The most obvious advantage of ICT in education is the easy and great accessibility to information using a wide variety of materials. ICT, and especially the Internet, are a world full of resources and educational spheres that can benefit the process of learning of students and their different learning rates. Castro et al. (2007) point out that the use of ICT promotes the elimination of space-time barriers allowing students to develop their capacity of searching and selecting information while using these new technologies. Students enrich these capacities acquiring an appropriate use of the digital competence.

Depending on the task to perform, students have the possibility to work outside the classroom individually or collaboratively. Cabero (2007) refers to the interaction provided by ICT in the way the students interact with their classmates and even with the materials. Students can make use of the different resources and change them according to their needs. In fact, thanks to ICT, students assume an active performance in the learning process.

Another advantage of ICT in educational fields is that it fosters students' motivation. Students who are particularly used to working with traditional methods they are not likely to work with attractive and stimulating activities. However, students that work with ICT increase their interest in the subject they are learning. They are more engaged with the tasks.

Marín (2013) supports the idea that ICT promotes interaction and communication. The use of a technological tool supposes an active time of interaction between the tool and the student or between students throughout the Internet. In that

way, students develop a sense of initiative due to the fact that they have to take decisions during this process of interaction. The moment that the students participate actively in the use of a technological device they develop different cognitive processes.

Furthermore, it is considered that ICT guarantees self-learning and self-contained students. Students are regarded to be independent in the sense that they can complete the activities while interacting with the teachers or students. When users commit an error, ICT rapidly generate or provide them a feedback. As a matter of fact, students can learn immediately because this instantaneous correction benefits the acquisition of knowledge and helps them to understand better the subject they are learning. In fact, this instant feedback provides self-assessment.

Baena (2008) posits the wide versatility of the new technologies. They can encompass infinitive information and contribute a richness of different types of resources and materials that allow users to work different areas and favour the progress of creativity and the way of expression.

2.2.2.2 Disadvantages of ICT in Education

Although there are enough reasons to implement ICT in an educational context, it is also necessary to pay attention to the negative aspects that this inclusion implies. The truth of the matter is that the lack of awareness of these drawbacks can provoke that ICT turns into a counter-productive tool in the educational field.

One of the most important disadvantages is the huge amount of money and time which is invested. The use of ICT requires funds to buy equipment and to install it. In fact, sometimes it is required to reconstruct the existent infrastructures which have already been built. Besides, as some educational centres are in charge of this cost, the implementation tends to take longer to arrive.

Another disadvantage is that the use of ICT supposes a distraction instead of being a help or guide for the student. Students are said to get distracted easily. Both Castro et al. (2007) and Baena (2008) allude to the idea that ICT offers so many resources that sometimes students do not make a correct use of them. This means that the learners use these new technologies as a tool for leisure instead of working with them.

Another drawback that these authors, Castro et al. (2007) and Baena (2008), establish is the use of information. In the same way that there is much information on the Internet, there is unreliable information because it has become obsolete and it is incorrect or even incomplete. Consequently, the use of this misleading information can have a negative impact in the process of learning. In order to avoid this, students have to perform accurate searches and they have to know what information is useful for them. That is why they have to know how to select the correct one.

Castro et al. (2007) refer to the idea that some teachers do not know how to use these new tools. This can make them unmotivated and frequently they can suffer from anxiety and stress because teachers feel frustrated and the attitude they have towards the inclusion of ICT is not positive. In fact, they need training to know how to implement them in their lessons.

In conclusion, we can consider that the disadvantages of ICT can be modified in the future if teachers and students do their part and collaborate together. Although it sounds tough, ICT in education will be completely integrated and both of them could take advantage of it.

2.2.3 The Role of the Teacher

Due to the implementation of ICT in education, the role of the teacher has been modified during the last decades. In the same way that ICT provides new fields of learning in which the students are the protagonists and have an active participation using the new technologies as a mean to achieve a result, the real question is what the role of the teacher is.

According to Dupin-Bryant, the method of the teachers is mainly focused on "the style of instruction that is formal, controlled, and autocratic in which the instructor directs how, what and when learn" (2004, p.42). This definition is associated with an approach to transmission. However, there is a need to change this approach in the sense that teachers have to include ICT in their lessons and, therefore, they have to adopt a new role. This idea is supported by Marín (2013) who says that, currently, as there are new scenarios to work, students have to be seen as the centre of the process of learning.

Rubio (2009) agrees in the reformulation of the role of the teachers. In the same way technologies are constantly being transformed, teachers have to modify their role

from transmitters to facilitators. Castro et al. (2007) argue that the new teacher "debe ofrecer desafíos y alternativas de trabajo a sus alumnos con el objetivo de ayudarlos a construir y posicionarse de una manera crítica, activa y creativa sobre determinados contenidos" (2007, p. 223).

With the implementation of ICT in the classroom, the teacher is a provider, a collaborator, and a trainer of the learning process. The teacher allows the students to be more responsible in their own process of learning and offers them a wide variety of options to perform the activities. The teacher is in charge of fostering the active role of the students in their own self-learning process. Cabero & Llorente (2007) encompass this idea similarly.

> El profesor se va a convertir en un diseñador de situaciones de aprendizaje y de una situación que deberá girar en torno al estudiante y a que éste adquiera los conocimientos previstos. Dicho en otros términos, el profesor se convertirá en un facilitador del aprendizaje desde la perspectiva de que, lo importante no será el entorno en que se produzca, sino que el mismo se encuentre a disposición del estudiante para que éste llegue a aprender conocimientos y adquirir competencias y habilidades. (Cabero & Llorente, 2007, p.265)

Teachers are considered to be 'the designers' of the methods to use and of the different spaces of learning. It is required to have a correct organization and management of the resources and the environment in order to implement the new technologies. In that way, they lead students to a significant learning. Cabero et al. (2015) consider teachers as 'consultants' of the information in the sense that they have to invest as much time as needed in order to search for information. They have to select the more accurate contents for their students while they are also seen as the 'evaluators' of these previous contents. Furthermore, Cabero et al. (2015) highlight the roles of 'moderator' and 'virtual tutor' from the rest because teachers have to monitor and have control of the use that their students do of the Internet when they are in the computer labs. Finally, these authors emphasize the fact that teachers must have a collaborative professional profile so as to interchange materials between teachers and to be mutually enriched.

2.2.4 The Role of the Student

Not only does the role of the teacher change when using Information and Communication Technologies but also the role of the student. Students are required to have different functions in comparison to the ones they have when using traditional methods. The idea that students ought to be the core of the process of education is supported by Barroso (2013) and Marín (2013). This notion implies that lessons have to be thought taking in to account the student as centre of the class and especially, their needs, with the purpose of achieving the best possible benefit. This suggests that students develop their own critical thinking and learn how to discriminate data.

Furthermore, Barroso (2013) makes reference to the skills that students should develop with e-learning. They have to learn how to work collaboratively and to be autonomous with a self-regulated learning. Barroso (2013) emphasizes that students have to be able to solve the problems and to achieve the objectives pursued. They are expected to be responsible of their planning and to be able to plan their learning process.

Moreover, students, as Cabero & Llorente (2007) highlight, have to adapt to modern environments and their abilities should encompass as follows:

> (…) la adaptabilidad a un ambiente que se modifica rápidamente; saber trabajar en equipo; aplicar propuestas creativas y originales para resolver problemas; capacidad para aprender, desaprender y reaprender; saber tomar decisiones y ser independiente; aplicar las técnicas del pensamiento abstracto; y saber identificar problemas y desarrollar soluciones. (Cabero & Llorente, 2007, p. 272)

The competences expected to be developed by the students when using ICT in educational centers are to be flexible and to be adapted to the different contexts. The competences have to engage students to improve their process of learning while expressing and communicating with the other students. Cabero & Llorente (2007, p. 273-274) outline the capacities that are considered to be acquired by students after having implemented the new technologies:

- Capacity for analysis and synthesis
- Capacity to implement the knowledge
- Problem solving
- Learning ability
- Teamwork

- Interpersonal skills
- Timing and scheduling
- Information management
- Capacity to adapt to new situations
- Creativity
- Knowledge about the study area

2.3 Implementation of ICT in the ESL Class

English, without any doubts, is one of the most influential languages in the world. In fact, it is one of the three languages most frequently spoken. English has turned into a working language in a society governed by the use of ICT. These new technologies can be implemented in the ESL class providing an amount of possibilities to the students to work with them. Educational institutions can take advantage of these technologies in order to bring English closer to the students giving them the possibility to have an integral education.

However, the educational centre cannot act independently in the sense of adopting the measures they consider convenient for their students. In fact, there are stipulated standards so that the centres can act in the same way. It is valuable that the official institutions and organisms establish concrete guidelines that regulate the implementation of ICT in the context of foreign languages.

ICT can be integrated in the classroom using a diversity of resources; for instance, the Internet. When students use the Internet, they have the possibility to communicate to one another not only during the lessons but also when they are outside the educational centre. They can also access information, share their searches and contents, and learn with educational activities without really thinking about time and space.

On the one hand, when dealing with a foreign language and ICT, teachers are required to plan the activities and adapt them according to the necessities of the students. Teachers have to focus mainly on their role. Besides, they have to bear in mind that ICT can be combined with the syllabus contents. On the other hand, students who learn a foreign language using ICT can work individually or in groups. They can

use a wide variety of tools, resources, and materials available on the web as well as didactic activities.

When using ICT in class, students can use resources offered by the computer. It is important to emphasise that there are resources that do not require internet connexion. These are word processors such as Word or Apache OpenOffice Writer that enable students to write essays, letters, summaries, etc. in English without extension limits, including pictures, graphs, diagrams, etc. In that way, available tools in order to prepare media presentations are PowerPoint, Powtoon, Geniality,etc. To deal with videos we have Windows Live Movie Maker and with audio and video players Windows Media Player. Students and teachers can use them in order to present a topic in English or when they want to watch a video in the foreign language.

Gértrudix & Gértrudix (2008) highlight that there are infinite educational resources that can be found in the web and used in ESL classes but it would be impossible to outline all of them. That is why, and having focused the case study on a webquest, a description of it will be provided in the section 2.3.1 because this resource has been considered a good choice in the learning process of a foreign language.

2.3.1 Webquest

Bernie Dodge, professor at the University of San Diego State and creator of the webquest, defines it as "an inquiry oriented activity in which most or all of the information that learners interact with comes from resources on the Internet" (1995). More recent authors , as for example Roig (2007), define this educational resource as a didactic unit through which the students can work in groups with the purpose of solving tasks or problems making use of content that they found online. Jordi Quintana & Elisabet Higueres consider the webquest in the following terms:

> Las webquests son propuestas de trabajo para los y las estudiantes en las que, a partir de la presentación de una situación relativa a un tema o más, y de su contexto, se propone al alumnado la realización de un trabajo o de un proyecto en grupo, a partir del uso de la información ubicada básicamente en Internet, la cual ha sido preseleccionada para garantizar la calidad, y que a menudo concluye con una presentación pública. (2009, p.5-6)

Adriana Nelly (2010) considers that the essence of the webquest is:

(…) que los alumnos indaguen acerca de un tema de interés mediante un conjunto de actividades para que recuperen y apliquen sus saberes previos, construyan nuevos conocimientos significativas y autoreflexionen sobre sus producciones y el propio aprendizaje logrado. (Nelly, 2010, p.55)

According to Dodge, "webquests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation" (2001, p.7). Not only do students learn how webquests work when using them, but they also develop basic skills associated with the key competences such as learning to learn, and digital and linguistic competences, among others.

Temprano (2009) emphasizes that "el mejor uso de la webquest se aplica a temas que no estén muy bien definidos, tareas que invitan a la creatividad y problemas con varias posibles soluciones" (2009, p.25). In fact, the methodology of the webquests is based on the technique 'learning by doing' (Martín, 2010, p. 55). She also points out that the main purpose is to promote critical thinking so as to achieve a solution for the problem.

Dodge (1995) proposes a clear organization of the webquest so that students can use it easily. He establishes the following six "critical attributes" that webquests should include.

1. **Introduction:** It is the presentation of the topic of the webquest to the students. As its own name indicates, it also deals with the contextualization of the theme which will be encompassed and it gives some background information about the topic in question.

2. **Task:** This section includes the description of the final activity that students have to perform. It is required to explain the task clearly and in detail so that students can know what they have to do and what students are expected to accomplish. This section is considered to be the most important part of the webquest since it gives information of the group arrangement, the roles of the students, etc.

   The task is also required to be interesting to the students in the sense that they get involved in it and feel comfortable and really motivated. Students do not have to copy and paste information, they have to think deeper, be

creative and develop their imagination. Moreover, it is recommendable to use the taxonomy of Bloom due to the fact that it can give clues to the teachers in order to create and plan the activities.

3. **Process:** This section describes the steps that students have to follow in order to do the task. It is advisable to provide a detailed description of the instructions including the different activities that each step contains. The instructions should be brief and concise so that students would not be lost and they would complete all the steps. The process section can be subdivided into subpages in the sense that each subpage refers to a different step.

4. **Resources:** It includes online materials such as files, videos, sources, etc. provided to the students in order that they can complete the processes and therefore, the final task. The resources must contain content from the Internet and they must be facilitated by the teacher who has to undergo a thorough search and selection of the materials in order to choose them.

5. **Evaluation:** This section deals with the criteria that the teacher will take into account in order to assess the students. The more common way to do this part is using a chart or rubric that contains the assessment criteria with the different aspects that the teacher will bear in mind to evaluate the students.

6. **Conclusion:** This final section summarizes what has been learnt by the students and the teacher tends to encourage them to learn more about the topic.

Jalo & Simón (2008) state that there are three different types of webquests depending on the time and contents that teachers want to work with. According to their classification, we can find the following types of webquests:

- The shortest webquests, also called *miniquests* because they exclusively lasts one or two days.
- Webquests of short term that are estimated to be used in a period of four days.
- Long-term webquests that are thought to be used in the classroom in a stipulated time of one week to one month.

Actually, the quality of the webquest does not depend uniquely on the time but on the organization, approach and content which has to be relevant to the student's process of learning. In that way, it must be kept in mind the recommendations of March (2000),

the co-creator of the webquest, who frankly warns us that a good webquest must have "The 3 Rs": Realism of the issue raised, Richness of the contents and Relevance in the problem in order to look for a solution. Students have to consider that they are doing a useful and interesting task that will contribute their learning.

According to Jalo & Simón (2008), the teacher is the one who provides the resources so students exclusively have to focus on the investigation and analysis of the information. In the same way, these authors affirm that this tool is really motivating for the students because it allows them to be autonomous using real material from the Internet with the purpose of undergoing a final task (normally it implies imagination) while fostering the development of their intelligence. It is equally important the fact that webquests are based on group works, proposing a type of learning that encourages cooperative work and the collaboration among students. This means that the learners adopt a role within their groups and, therefore, they are motivated and inspired.

Jalo & Simón (2008) allude to the development of the reading comprehension as one of the main advantages of using webquests. This statement can be considered incomplete since it is not totally correct to limit the use and benefits of the webquests exclusively to the reading comprehension. In fact, there are authors such as Pérez Torres (2003) who states that the use of webquests allows users to practice the main basic skills of a language:

> Por la propia naturaleza de las webquest, siempre se tendrá la oportunidad de practicar destrezas como reading y writing. Por otro lado, dada la enorme variedad de recursos multimedia sonoros que se pueden encontrar en Internet, no será difícil proponer tareas que impliquen práctica de listening si ese es nuestro objetivo. Finalmente, una forma natural de promover que los alumnos practiquen la destreza oral, speaking, puede ser pedir que lleven a cabo una presentación como tarea final para evaluación. (2003, p.59)

Eventually, although there are a lot of benefits to use webquests in the ESL class, it is also said that there are challenges associated with technological issues. March (1998) points out that the main problems occur when there are not computers in the schools or there are few technological devices:

> Teachers with no computers available in their schools are hard pressed to do a webquest, but the intrepid can print out the Web pages for their students to use in

class. The fun of computers and Web work can be lost, but perhaps other aspects of the learning experience can be used to increase student motivation. (1998, p.3)

If you have Internet access in your schools, but perhaps lack a sufficient number of computers, you might also try pairing students up for each role (therefore five roles could support ten students). You might also look for access to an online computer lab that might be available for a few class sessions. (1998, p.3)

To conclude this section, the webquest is considered to be a useful resource that can be used in ESL classes. Teachers can create it in order to deal with relevant topics that learners need to be concerned about. In that way, students learn virtually with new methodologies. However, it is important to bear in mind that there are other innovative resources such as blogs or wikis that can also be integrated in these classes. Students have the possibility to learn a language while they are using new technologies.

3. CASE STUDY

3.1 Background

The case study explained in this dissertation is part of the internship of the Master's Degree in Compulsory Secondary Education and Upper Secondary Education, Vocational Training and Language Teaching (Máster de Formación del Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas) of the University of Valladolid. The high school where the *Practicum* period has been completed is the Instituto de Educación Secundaria "Emilio Ferrari", in Valladolid.

Not only does this educational centre offer ESO and Bachillerato studies but it also gives the possibility to study three upper-level training cycles (Animación Sociocultural, Integración Social y Educación Infantil). It is important to remark the fact that, in this high school, English, French or German can be chosen as first or second language by the students. Therefore, they have the chance to study two languages, deciding how to combine them.

Last but not least, this high school has a bilingual program called British Council Project. In contrast to the bilingual section, this project mostly consists of providing the students with a bilingual and bicultural education through the integrated curricula based on both the Spanish and the British ones. However, bilingual section is exclusively focused on the Spanish curriculum which has some parts translated into English.

Students belonging to the British Council Project have 12 hours of foreign language, English, on a weekly basis. It is essential to mention that the subject of English is not taught in order to learn a foreign language but with the purpose of learning contents as English native would do. Science and Geography and History are part of this project and particularly in 4ºESO (Educación Secundaria Obligatoria), students can study World Literature according to this program. The subjects included in this bilingual section imply that students not only have to take exams but also make several projects during the terms. At the end of the ESO period, students of the British Council Project can take the IGCSE (International General Certificate of Secondary Education) exam as Emilio Ferrari high school is an examination centre.

Regarding the methodology applied in this program, it is relevant to highlight that it develops the guidelines established by the British Council basically focused on CLIL (Content and Language Integrated Learning) methodology. The CLIL methodology emphasises the learning of these integrated contents using a foreign language. As a result, in this high school, curriculum contents and the target language are learnt simultaneously.

In fact, teachers of the bilingual project intend not only to foster that their students achieve a better communicative competence but also to make them understand another culture, to promote exchanges with students of other countries and the use of ICT in learning. The teachers of this centre follow the guidance of the Anglo-Saxon model that provides highly successful results in their students, in expositions or discussions about controversial topics in public, presentations using digital support, theatre performances, etc.

Moreover, the 2016-2017 *Proyecto Educativo de Centro* (PEC) of the "Emilio Ferrari" makes reference to what the students achieve at the end of this bilingual project:

> (…) consiguen una competencia comunicativa extraordinaria. Son alumnos que no temen hablar en público y participar activamente en las clases porque se ha fomentado esta práctica, tienen una gran autonomía a la hora de buscar información, procesarla y exponerla. (2016-2017, p. 36)

And it adds:

> Son buenos comunicadores y han sido instruidos acerca de cómo contar un relato haciendo que su audiencia no pierda el interés, como explicar un proceso o dar información, como escribir un discurso, como tratar un tema de una manera equilibrada, dando argumentos que lo respalden, como participar y ganar un debate, qué técnicas persuasivas usar para convencer a la audiencia de que su posición ante algo es la mejor, etc. (2016-2017, p. 36)

All things considered, the British Council Project of the "Emilio Ferrari" claims that their students learn contents using the necessary strategies while making them autonomous in their adolescence, an aspect which is strengthened by the British curriculum.

It is remarkable to say that this high school is well-equipped in terms of technological devices. Apart from the traditional whiteboard, most of the classrooms have computers and interactive whiteboards (IWB) that are constantly used by teachers and students to do, for instance, exercises interacting with the rest of classmates or to present the projects that students have to prepare in each term. In addition, there are three media rooms that have 15 computers where students work in pairs or groups since the majority of the projects to be developed are designed not to be completed individually but in groups. The students of Emilio Ferrari high school are used to working with ICT on a daily basis.

3.2 Activity Plan

The webquest was designed for students of 4ºESO in the subject of World Literature in which they were considered to have a great dominance of both English and contents associated with this optional subject. The reason why this group was chosen is their good command of written English and their fluency in this language. In fact, they were expected to have enough maturity to deal with tricky and controversial topics related to literature and society.

This webquest dealt with gender equality, especially with the idea of promoting a campaign so as to defend the equality between men and women. These contents were taught with this specific tool due to the fact that it was a complex topic that required resources to search for information.

When the so-called *Practicum* started, I delivered a lecture to the students about women in literature taking advantage of the IWD (included in Appendices, see pages 81-87). The students were utterly astonished with the new contents they were learning and even impressed with the hard situations that women were exposed to live in the past.

Being totally involved in this gender gap, it was decided to design a webquest whose use intended to make students aware of current gender inequality and to get them involved in this issue thinking about what they would change in today's society. English was the essential tool to communicate one another and to search for information while learning about a real subject through resources that allow them to develop the four different skills (reading, writing, listening and speaking). As a matter of fact, working

with a wide variety of audio-visual and interactive resources (images, speeches, songs, etc.) can stimulate the interest of the students and increase their motivation.

The webquest was put into practice in the second term throughout four sessions of 50 minutes each, although the last two of them were reserved for the final task, the presentation of the campaign. In the previous session, called *Women in Literature,* students were explained the main objective of the webquest and the key aspects so that they could work more efficiently.

Furthermore, the application of the webquest covered two different weeks offering the students the opportunity to work during the weekend so they could undergo a deeper analysis and improve the result of the final task. In the first week, a media room was reserved in advance in order to put into practice the first two sessions. This media room was equipped with 15 computers so each group could use more than one computer because there were only five groups. In that way, students could work freely following the five steps of the webquest while surfing on the internet. When looking for information, watching videos, listening to songs, etc., they were improving their cultural knowledge about this topic.

Regarding the lessons, in the first of them, the students got used to the webquest. Though previously they had performed other tasks with different webquests, each of them is different in terms of content and decoration. Nevertheless, it is true that the webquest structure tends to follow the same pattern. In this first session, the students were searching for information and international campaigns, watching videos, listening to music, etc. In the second lesson, the students continued working with the webquest in the media room following the four steps. The moment they completed the four steps, they started to prepare the campaign. In other words, they started to design their presentation and poster. Besides, they also created their slogans and the measures to be implemented in society. Through the webquest, they were encouraged to defend the idea that women and men must have the same rights and social status contributing to political, economic, etc. development.

In the last two sessions, they were ready to present their final task, a campaign in favour of gender equality. Furthermore, after each presentation, they commented how they had done it and they started a debate about the current situation of women in our society.

3.3 Methodology

3.3.1 Participants

This case study was designed to be conducted by the 22 students of the fourth year of ESO with an overwhelming majority of female students (17) in comparison to male ones (5). What is more, at the time of the intervention, the students were aged between 15 and 17 because there was a student who was repeating 4ºESO. Therefore, it could be taken for granted that they have notions of the daily life issues and are even aware of the different aspects that concern society.

These students belonged to the British Council Program of the "Emilio Ferrari" although it is essential to say that they took part in this section when they were at school. All of them came from the same school, also located in Valladolid, "CEP Miguel Delibes". Taking this into account, these particular students have a great dominance of the target language and they did not have difficulties to communicate in English. They had highly developed skills, notably speaking and comprehension. According to this program, in 4ºESO, students have to choose optional subjects taught in English; in particular, these 22 students had chosen World Literature, in which the case study has been undergone. Bearing in mind that there were 17 female students in this group, it can be deduced that literature is a subject most studied by girls because it calls more their attention.

Another interesting aspect is that even though there were not students with specific educational needs, some of them, especially the boys, tended to interrupt the lessons with insignificant comments or questions. Automatically, they were required to pay attention to the teacher in order that they would follow the lessons taking notes. Generally speaking, the behaviour of the class was good and they participated actively in the sessions contributing with new ideas related to the topics. They did not have problems to work in groups as it could be seen immediately during the observation period of the internship. In fact, they were considered to be really interested in world literature and motivated to know more about the contents taught during the lessons of this optional subject.

When designing the webquest, these aspects were taken into account due to the fact that the main objective was to promote a campaign of gender equality using ICT

and English as a communicative tool, rather than as a set of grammatical rules that they had to combine as if they were dealing with mathematics instead of a language.

3.3.2 Group Arrangement

The students were organized into five groups, three of them of four members whereas two of them were made up of five members. It is important to point out that the five male students of the class were distributed along the groups so that they could not work together. This particular classification was due to the results in previous projects in which the five boys formed a group.

The purpose was to have a low *Affective Filter* (Krasken et al. 1983) when working in class. Students were expected to create a relaxed environment in which they supported one another. By doing so, students might not experience anxiety or lack of self-confidence. Teachers intended to achieve this by organizing the groups and encouraging students to participate using the target language.

The methodology that was taken into account when developing this case study was the *Task-Based Language Teaching (TBLT)* due to the fact that students used an authentic language while preparing the campaign and in the final task. The use of this approach required students' development in terms of creativity because they had to be as persuasive as possible while defending gender equality.

3.3.3 Materials and design

In order to create the webquest, *Wix* (http://es.wix.com/) was chosen because it is a free editor with unlimited possibilities to edit and choose. Besides, it is really simple to use and to design the different pages. Although *Wix* is not considered to be an editor to create webquests, it provides versatility and adaptability in the designs. Moreover, using *Wix* there is the opportunity to create a really attractive webquest that calls the attention of the students and to present an easy interface for both creator and students.

The webquest was implemented in March and April 2017 but the first phase of the process started in February 2017, when the internship started in "Emilio Ferrari" and a dissertation for the Master's Degree had to be accomplished. It was created during the observation period of the *Practicum.*

Before creating the webquest, it was necessary to decide what would be the final task and the process that students had to follow. The fact of the matter was that key competences and students' skills should be taken into account. As students had developed other campaigns during the year, imperatives and modal verbs were decided to be the main axis of this webquest. This means that for example, in order to create a slogan to defend an idea, students should use imperatives.

Throughout these sessions, pupils were asked to prepare a campaign that would defend gender equality, after having been researching several feminist movements and campaigns that also defended this equal opportunity. It was not by chance that this theme was chosen, as it could provide a real vision of what women suffered in the past and could have achieved. Besides, one of the most important objectives was to make students aware of the lack of fight in the present-society.

During the design process, the fact of giving a visual and attractive aspect was also an important challenge. Long texts and contradictory and confusing information were avoided. The information on the webquest had to be straightforward and concise. That is to say that the students had to understand what they had to prepare and the purpose of the final task. Besides, the webquest was intended to be as interactive as possible with images, songs, videos and items that would provide the students the possibility to surf the websites. These webpages contained additional information about the contents and grammar the students had to focus on. It was also composed of useful documents in PowerPoint and PDF format that students could download.
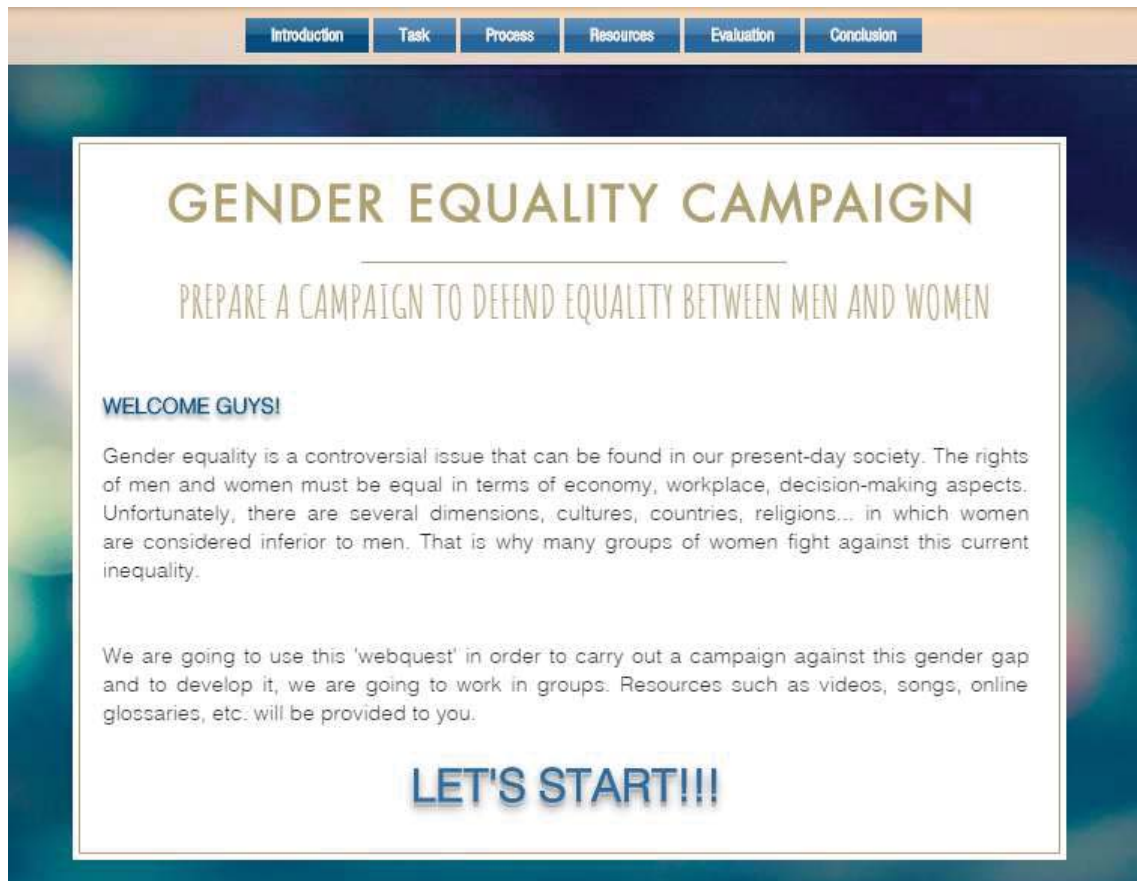
Size and font type were aspects taken into account when designing the webquest. The information should be understood perfectly and that is why the paragraphs had a limited length. Each section of the webquest had a title and some information, such as words or phrases, had different colour with the purpose of standing out from the rest. Students had to focus on these small details that would lead them to better results.

3.3.4 Structure and Contents

The general structure of the webquests was followed and that is why this particular webquest also had six different parts.

Introduction

This section means the first contact with the topic that students had to deal with along the two sessions. In this introductory page, there was a brief explanation about gender equality, presented as a controversial issue found in the present-day society. After that, students were encouraged to perform a campaign against gender inequality using the resources provided in the webquest.

Figure 3. Introduction of the Webquest

Task

In the second section, students were explained the final task of the webquest. In this "Task" section and, apart from developing their skills in English, the main objective was that the students knew about the current situation in terms of gender rights and developed their critical thinking related to gender equality. That is why the final task mostly consisted of creating a campaign in favour of gender equality.

Bearing in mind that this topic is deeply broad, three requirements were specified in this section. Students had to create a poster that contained the main information of their campaign and at least two slogans. The poster was recommended to be catchy. They also had to think about measures that could be applied in society to change the contemporary situation and, eventually, they had to present the poster and all the information gathered using ICT tools such as PowerPoint, Prezi, etc.

Figure 4. Task of the Webquest

Process

The "Process" section was subdivided into four different steps, *Research, Create, Prepare* and *Present,* that students were recommended to follow in order to prepare their campaign.

41

Figure 5. Steps of the Webquest

In the *"Research"* step, students had to make use of the resources provided in the webquest and they had to go deeper into this topic looking for people or movements that defend gender equality. Furthermore, students were in charge of searching for slogans and relevant quotations of well-known people in order that they could see how people call the attention of mankind to fight against this gender gap.

In the "Create" step, students had to make a poster with, pictures, quotations, lyrics, etc. In addition to this, they had to create at least two slogans and several measures to develop in today's society. It is essential to highlight that they must keep in mind that slogans, for example, require a correct use of English grammar.

Figure 7. Step 2: Create

The "Prepare" step mainly consisted of preparing the presentation in which the 22 students had to promote their slogans and measures in order to change the present day situation. Indeed, students were expected to explain their campaigns in detail. Apart from the poster, they were allowed to use visual support to facilitate the understanding of their campaign. They could not read but they had to explain the information naturally.

Figure 8. Step 3: Prepare

The last step, "Present", was exclusively based on the presentation of their campaign in front of the class. They were required to use the poster but they could also make use of visual aids and whatever they considered appropriate to be persuasive.
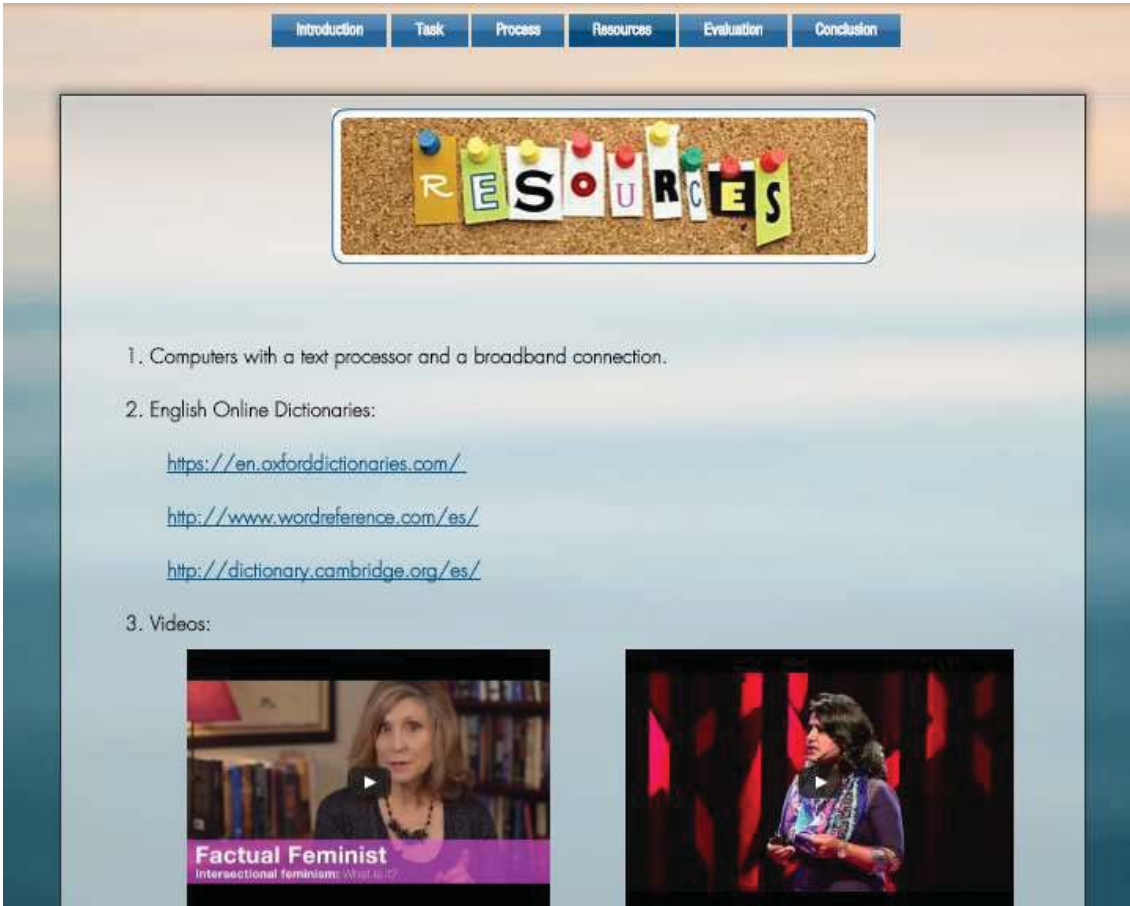

Figure 9. Step 4: Present

Resources

When the webquest was finished, it contained all the necessary data in order to complete the final task, the exposition of the campaign in favour of gender equality. Then, in the *"Resources"* section, students could find a wide variety of materials selected thoroughly: English online dictionaries, videos about feminist movements and gender equality campaigns, songs that defend this equality of opportunity, useful links of other campaigns, documents, glossaries, etc.

In short, this section includes sources and tools that the students could use when they had problems of comprehension or wanted to know more about gender equality. Under no circumstances did students spend time looking for extra information. They only had to take advantage of the selection of resources provided in the webquest.

Figure 10. Resources (Computer, Dictionaries and Videos)

Figure 11. Resources (Videos and Songs)

Figure 12. Resources (Songs, Links and Imperatives)
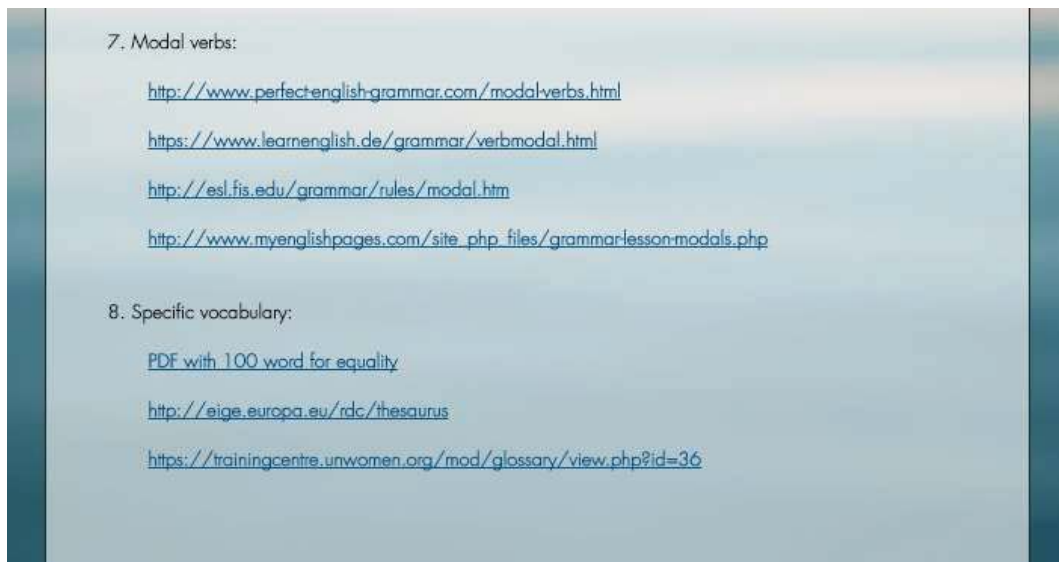
Figure 13. Resources (Modal verbs and Specific Vocabulary)

Evaluation

According to Jordi Adell, it is required to include a *rubric* in the "Evaluation" section in order that students could know how their intervention would be evaluated. Similarly, Adell says that they knew in which parts the evaluation will be assessed individually or collectively (2004, p.19).

Rubrics are defined as "sistemas descriptivos de puntuación que guían el análisis de los productos y procesos de los estudiantes en base a grados de dimensiones clave preestablecidas de antemano" (Adell, 2004, p.22).

Adell also recommends that before the teacher explains the task, it may be suitable to provide the students with a copy of the rubric which will be used. In that way, they become completely conscious of the most crucial aspects of their assessment (2004, p. 24). From his point of view, this approach distinctly serves to increase the performance and intervention of the students.

In this case study, three specific *rubrics* were opted to be included in the "Evaluation" section. The aim of these rubrics was to emphasise the aspects that would be evaluated. Three prominent blocks were established: "Attitude and Participation", "Poster", and "Presentation". The first one would represent the 20% of the final mark.

There was a high interest in having a positive attitude. The second of them would suppose the 40%, taking into account that the poster would include the main information of the campaign and the slogans that they would have created previously, as well as the pictures, quotations, etc. As for the third block, it would represent the 40% left, in which the students would present a convincing campaign showing videos, songs, actions to carry out in society, etc.

Regarding *Rubric 1* "Attitude and Participation", not only were students required to present their campaign but they also had to participate actively within the group showing interest and solving doubts by asking the teacher. It was decided to award "Attitude and Participation" because of the fact that they had to work in groups. Showing respect to one another and having a positive attitude were the key points.

The campaign carried out in this task will be evaluated as follows:

ATTITUDE AND PARTICIPATION: 20%

This section refers to students' active participation and abilities to work in group sharing their knowledge, resolving different doubts, having a good attitude in the discussions and showing respect for the different members of the groups. It is really important to take into account that students have to respect the points of view of their classmates and they have to know how to reach an agreement.

EVALUATION OF 'THE PROCESS' (Mark)	ATTITUDE AND PARTICIPATION
0 'Poor'	The student is absolutely incapable of working in group and he/she does not attend to any of the lessons.
1 'Good'	The student sometimes has problems when they work in team because there are some discussions. However, it is true that he/she provides interesting ideas which can benefit the group.
2 'Excellent	The student participates actively within the group. He/she provides excellent ideas and has a positive attitude which can encourage the rest of the members of the group to work effectively. Furthermore, he/she tries constantly to solve doubts by asking the teacher.

Figure 14. Attitude and Participation

Focusing on *Rubric 2* "Poster", students had to include the main ideas that could catch the attention of the audience with a persuasive message in order to make people reconsider this issue. They were recommended to include pictures, lyrics, and quotations to attract the attention of the audience. Furthermore, their use of English was assessed and the English effectiveness was awarded.

This section will deal with the presentation of the campaign of the different groups. You have to present the main points of your campaing and to explain the information that you have selected and why you have considered it essential to point out. You do not have to be nervous and you have to speak fluently.

EVALUATION OF 'THE PROCESS' (Mark)	PRESENTATION
0 'Poor'	The student is absolutely unable to present their campaign to the rest of classmates. He/she does not carry out the presentation.
1 'Needs Improvement'	The student presents his/her campaign very briefly and he/she does not include all the requirements needed in order to develop a successful campaign. He/she also has grammatical mistakes and confuses verbal tenses.
2 'Good'	The student presents in a correct way but it is not enough because he/she has not included all the requirements that have been stated at the beginning of the task. In fact, it is true that he/she has invented at least two slogans and has made reference to the steps to reduce gender inequality but the way of explaining them to the rest of the class is not the appropriate one. Furthermore, he/she has not used the correct verbal tenses to defend the equal rights of men and women.
3 'Satisfactory'	The student performs the presentation in a correct way but it has not been carried out in a persuasive way. This means that although he/she explains the campaign perfectly, it is not convincing.
4 'Excellent'	The student makes a presentation precisely and he/she also persuades the audience to change their mind in terms of women's rights.

Figure 15. Poster

In *Table 3* "Presentation", students were expected to make a presentation accurately and to persuade the audience to change their mind in terms of women's rights. The fact of being convincing was something absolutely important in this assessment. They had to persuade the audience about the idea that there is no difference between genders and fighting against gender inequality has to be done by both men and women. In this final task, they had to explain their poster with the slogans and the measures that they would apply these days.

Apart from this, they could use ICT tools and show videos of other campaigns. They were given the possibility to include these resources in order to do their campaign more appealing. Finally, the use of verbal tenses and specialized vocabulary when presenting was taken into account.

POSTER: 40%

The poster will count 40% of the final mark. In the poster, you have to include many pictures doing it catchy, song lyrics, quotations, slogans... and besides, the different steps that should be carried out in order to reduce gender inequality.

EVALUATION OF 'THE PROCESS' (Mark)	POSTER
0 'Poor'	The student does not prepare a poster to defend gender equality in his/her campaign.
1 'Needs Improvement'	The student has prepared a poster to present to the rest of classmates but he/she has not included all the requirements that have been stated in this task.
2 'Good'	The student has a poster with the majority of the requirements necessary to defend gender equality. However, he/she has not made use of the appropriate verbal tense in his/her slogans.
3 'Satisfactory'	The student has created a proper poster that calls the attention of the audience. But the song lyrics, slogans and quotations included are not persuasive at all.
4 'Excellent'	The ideas that the student has stated in the poster are perfect in the sense that they not only catch the attention of the audience but the message that it contains is completely convincing in order to make people reconsider this issue. He/she has made a proper use of the verbal tenses

Fgiure 16. Presentation

The punctuation of "Attitude and Participation" varies from the lowest (0) to excellent (2). Nevertheless, the marks for the remaining blocks "Poster" and "Presentation" ranged from the poorest (0) to excellent (4) because both tasks are considered to be more important in this project.

Conclusion

Finally, in the "Conclusion" section of this webquest, students could see a summary of what they could do using this didactic activity. In fact, they themselves could realize if they had taken advantage of the resources provided in the "Resources" section and if their own campaign was convincing enough to start to change the current situation.

Having completed the five different steps and, specially, the final task, students will have used ICT and practised English through the four different skills (reading writing, listening and speaking) while gaining knowledge of gender equality. Moreover, students will have learnt new terminology associated with this topic that could be used in their campaign.

Finally, students were encouraged to suggest any recommendation or comment to improve the way the gender equality had been encompassed.
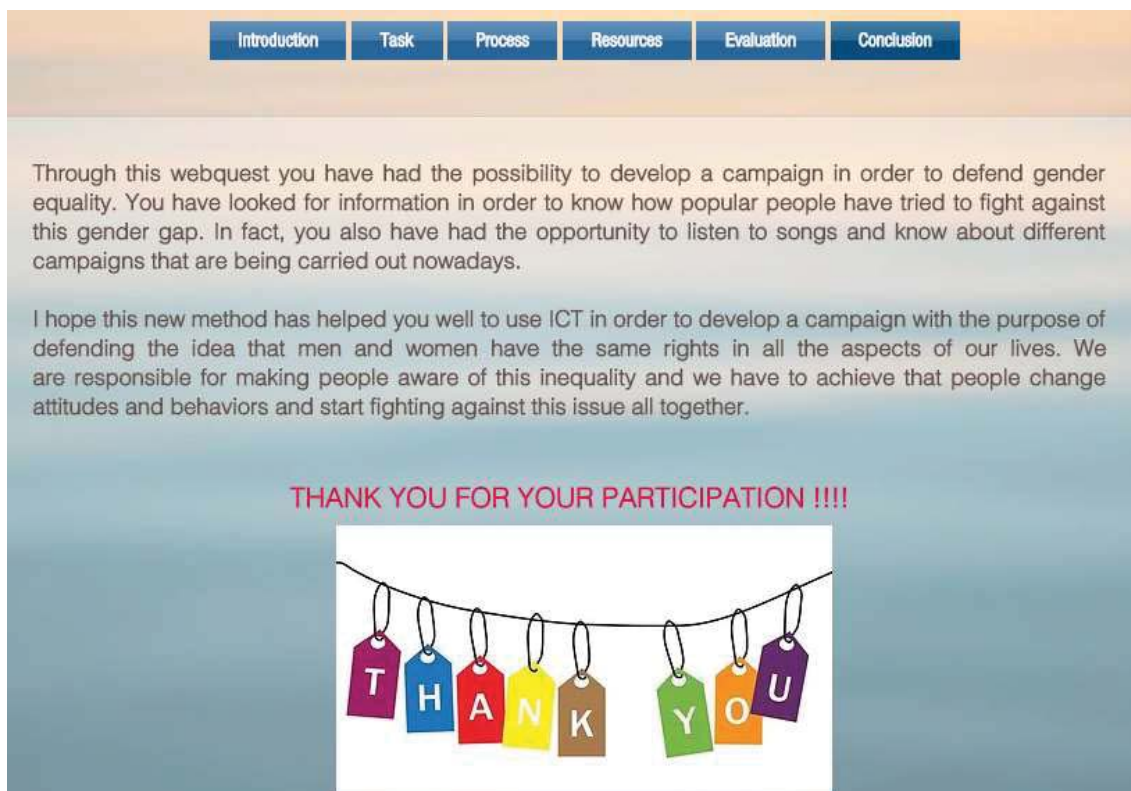
50

Figure 17. Conclusion of the Webquest

3.3.5 Analysis of the Results

This section examines the data collection provided by the 22 students of 4ºESO of the Emilio Ferrari high school, which is located in the city of Valladolid. These data come from two sources, two initial questionnaires and the observation of how the students created their campaigns. The former questionnaire is associated with gender inequality and the latter with the use of ICT. Both questionnaires, included as appendices (see pages 77-78 and 79-80 respectively), provide a quantitative and qualitative analysis of the results.

After having focused on the information received from the questionnaires and the development of the webquest and the presentation of the campaigns, we will present an analysis of the campaign in favour of gender equality that these students completed during the four sessions. It might be worth mentioning that not only did the students investigate about this current issue but they also worked with ICT.

3.3.5.1 Data Collection of Initial Questionnaires

The collection of data allows the teacher to have a clear idea of what the students know about the topic, which areas need to be improved and the resources that students would like to use because they consider them motivating. In other words, the teacher can achieve a general idea of how he or she has to prepare the activity or project and the way the students have to face it.

In this particular case study, students have completed two different questionnaires about gender inequality and ICT, respectively. In the first questionnaire, 95% of the students acknowledged knowing what gender inequality is. In fact, the results show that the majority of the students could define gender inequality correctly. Some of these definitions are presented below.[2]

- "Gender inequality means that men and women are not equal and do not have the same rights and liberties."
- "The disadvantages that a gender has in comparison with the other one in some situations of the current life."
- "It means that a specific gender is seen or considered inferior in comparison with the other gender in terms of granting this gender less opportunities and more discrimination than to other one. This gender is given less importance than the other one."
- "That men are superior than women or the other way round."
- "It is to have different rights and to menospreciate one of the genders (men or women)."
- "The feeling of superiority that a gender has in relation to the other gender."

Nevertheless, it is essential to point out that there were some students who considered that gender inequality exclusively occurred when women were inferior than men and not vice versa.

- "Gender inequality is when men are superior to women."
- "It is when women are considered inferior than men and are given less chances or opportunities with jobs, salaries, etc."

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[2] The answers of the students are included exactly although they have grammatical and orthographical errors.

- "Gender inequality means that women do not have the same social rights than men."

Furthermore, these students agreed with the idea that the role of women have changed in the last century, specifically in working areas and political issues. Students also made reference to social or economic aspects as Figure 18 shows.
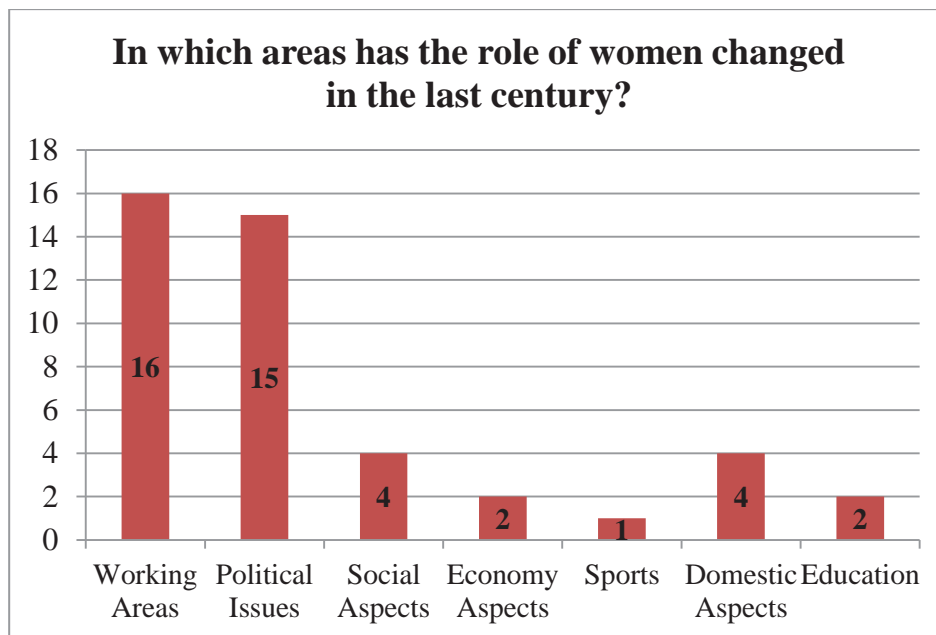
Figure 18. Students consider that the major change has affected working areas.

According to 72.7% of the students, women have more problems in order to find a job than men, although one student specified that this issue depended exclusively on the company due to the fact that some enterprises tend to sexualize women when selling some specific products.

In this first questionnaire, students were also asked if they agreed with the idea that women were in charge of fighting all together against gender inequality and if men and women had the same abilities and skills. In the former question, only 9% of the students felt that gender inequality was an issue in which everyone had to be involved because it was not a fight of genders but of humans, and everyone should fight against it. In the latter one, the same percentage (9%) considered that having the same abilities and skills did not depend on the gender but on the person. According to them, it was possible to find men who had less skills than women.

In order to focus the questionnaire on students' specific environment, they were asked if they had seen any sings of gender inequality in Emilio Ferrari high school. 18% of the learners admitted to have seen situations in which women had been discriminated in their high school. Some of these situations are as follows:

-"Sometimes teachers make discriminatory comments about women. They compare women with men constantly in a bad way."

- "In Physical Education, some physic tasks are exclusively carried out by boys and girls have to do different things because the teacher says that we are not able to do this without giving us the possibility to try it first."

- "Some teachers put lower marks to girls just because of their gender and without justification."

- "For example when some boys treat other girls like sexual objects or when they try to control what girls do and even they get angry if girls do not do what he wants. Many girls in this high school are controlled by their boyfriends and cannot act as they would like to."

The following example shows how a student did not have an accurate idea of what gender equality defends and which areas it encompasses. She was considered to have a good idea in her mind that might be correct but she misunderstood the real meaning of the concept of discrimination.

- "I think that we, women, discriminate ourselves because we expect that men are the ones that have to come to us and ask for a date. It is weird if women do that. Besides, boys usually flirt more than girls. They shout things about their bodies and about the bodies of girls with disrespectful comments."

Furthermore, one student wanted to emphasise that gender discrimination was likely to be found not only in high schools but also in public spaces.

-"Specifically in my school there is no gender inequality, but in other places such as public spaces or the street it is easy to see it because women are clearly despised. It is difficult to work in great companies and we cannot take care of our

family economically speaking. Besides, we suffer pressure in our body image, which is likely to be more important than the boys' image."

100% of the students that belonged to the subject called 'World Literature' were in favour of gender equality although as it can be seen previously, they had some gaps about this issue that were expected to be improved when preparing the campaign. Besides, as they had to prepare this campaign, it was thought to complete it using ICT, specifically a webquest. However, and before starting working, it was decided to require students to complete a second questionnaire in order to check if they were more motivated when they used ICT.

Starting from the fact that 100% of the students could define ICT correctly, they considered it as the group of technological devices such as computers, telephones, tablets, interactive whiteboard, etc. that people use nowadays. Some of the students included in their definition that they had used ICT in order to study and to make their lives easier.

On the one hand, 63.63% of the learners considered that they could not live without ICT and some of the reasons they offered are as follows:

- "Because it is something that I have started to use every day. I could be without internet during a short period of time not all my life. It is essential to work and to study."

- "Because now I am used to use it and I need for many things, such as projects of the school or watching series."

- "Because I depend completely on my mobile phone."

- "Because nowadays we use them in domestic issues and during our normal day."

On the other hand, 36.37% of the students admitted that they could live without ICT because they preferred to read or to write a book and because they considered that humanity had lived without technological devices for thousands of years and the basic

needs such as eating or breathing were provided by nature and not by any use of ICT. Figure 19 shows purposes of ICT according to these 22 students.

Purposes of ICT

4%

14%

82%

- To study and to learn the different subjects

- To communicate with your friends using social networks

- To search for additional information about several topics in which you are interested
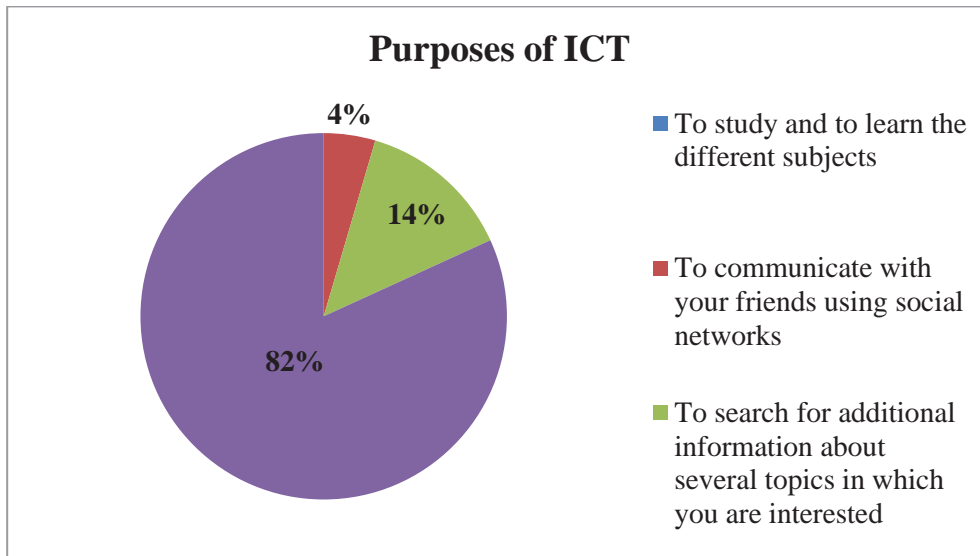
Figure 19. Students consider that ICT has different purposes.

86% of the students interviewed used ICT more than 3 times a day and 100% of them tended to use it more at home than in the high school or in the street. Nineteen students considered that they used it in class when they were learning and they mentioned the digital board, the projector, the computer and the mobile phone as the main technological devices they used in class.

Students, as figure 20 shows, were asked how they preferred to work in class when they had to use ICT. This question provided essential data to the teacher about the class management of this particular group in order to perform their campaign.

Class Management

■ In Groups   ■ Alone   ■ Pairs

41%   50%

9%
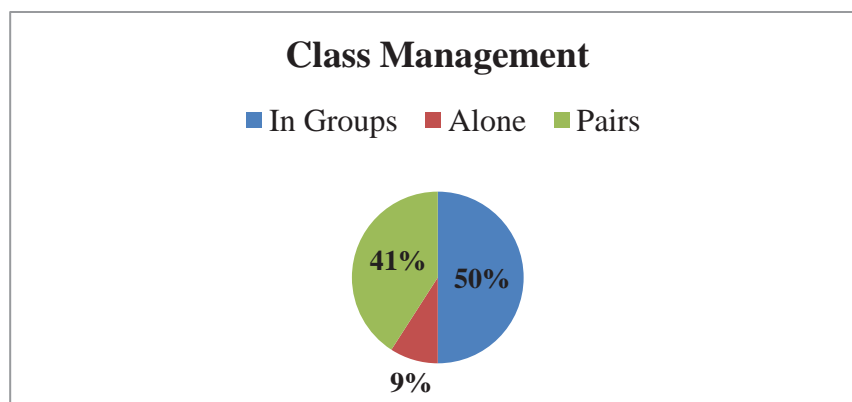
Figure 20. Students prefer to work in groups when using ICT

All the students affirmed that they liked using ICT in class and some of the reasons that they provided are as follows:

-"It is useful to for us to search for information and to work with more facility."

- "Because I like technology and I think that it makes learning something more appealing and even easier."

- "Because it is a different way of learning and I believe that it is more entertaining for us. ICT makes the lessons more interactive and practical."

- "Because it is better to understand a topic or subject with presentations and videos and not with the textbook."

- "Because it is more didactic and entertaining than if we just make a traditional or normal class. Lessons are less boring with technological devices."

As one of the main objectives of this dissertation was to work with a webquest, this questionnaire also included some specific questions related to this resource. As they all have worked with it, they were asked how their experience had been. Except for one student, the rest preferred this new methodology than the traditional one. What is more, they considered that English can be learnt using ICT because they could have access to more resources, watch videos, search for information, read articles, listen to songs, etc. They stated that using ICT they can learn in a more interactive way having a good time and being more motivated.

The data of these two questionnaires was analysed and it showed that the majority of the students knew the meaning of gender inequality. It was taken into account that they were prepared to fight against it. In fact, some students had experienced some situations of gender discrimination in their high school and we, as teachers, are in charge of eradicating them. Besides, it was considered, after having read the answers of the second questionnaire, that using ICT, especially a webquest, in order to lead this project was a correct idea in the sense that the students would be more motivated than using a traditional methodology.

Similarly, when organising the class management of this project, above the answers of the students, it was taken into account how students wanted to work. Figure

20 shows that 50% of the students preferred to work in groups when asked about the type of organization of the class.

3.3.5.2 Results

Generally speaking, the campaign in favour of gender equality resulted satisfactory. The learners admitted that they were really motivated in this project because it was an issue in which the majority were interested in and they appreciated the chance to deal with it in class. As this project focused on a specific content, gender equality, using ICT in a class of Word Literature in which students speak in English, we have considered appropriate to divide the results according to each criteria.

3.3.5.2.1 Gender Equality

Focusing on the results associated to the content, gender equality, it can be stated that students showed a considerable improvement during the four sessions. In fact, they were able to associate this issue to current aspects of our daily life.

It is particularly important to mention that, in the last two sessions, the five groups presented their campaigns which were longer than originally planned. These students were used to give and receive feedback after the presentations of their projects. Then, the learners themselves gave their own opinion about the performance of their classmates. Moreover, in this particular task, they started a debate after each presentation dealing with interesting areas of gender equality.

They referred to the fact that women had gained higher positions in society during the last decades. They highlighted that, nowadays, it is common to see women as teachers or doctors. However, these professions were mainly male jobs in the past centuries. Besides, they pointed out that women had achieved their place in some specific areas such as sports. They named some important Spanish athletes that had obtained major achievements such as Carolina Marín and Mireia Belmonte and they also made reference to the fact that women can take part in the Olympic Games, something impossible in the past. They encouraged men to practise some sports such as dance, considered exclusively for women in the past. They also mentioned important woman writers that finally could publish their works such as Virginia Woolf.

Nevertheless, they were conscious of the fact that the idealized women who particularly worked at home had not disappeared at all in most countries because women almost always continued being responsible for the home tasks. They also considered that women continued being treated differently than men in specific areas such as in their jobs due to the fact that women had more problems in order to find a job and tended to receive lower salaries than men. In fact, they were conscious that the abilities and skills of women had not been recognized in the past and women were seen as useless people. According to their point of view, the efforts that women had to do to achieve the same position as men in society had not been recognized. With regards to sports, they considered that feminine sports were not as televised as male ones. In other words, they pointed out that it was more common to see football matches of a male team on television rather women practising any kind of sports. They did not use to see feminine sports on television despite of being important matches and sometimes even these matches are not televised.

They were also debating the reasons why Hilary Clinton had not been selected as the President of the United States. They thought that the fact of being a woman could have affected in the elections and that was why Donald Trump would have won these presidential elections. They also stated that, nowadays, not only do we find enormous differences regarding gender but also race. They agreed with the idea that there are both gender and racial discrimination. Black people were considered to continue being treated inferior, as the second-class citizens, in our society and they did not have the same opportunities than white people. They were seen as the dregs of society.

In these debates, they mentioned the fact that men could also face discrimination and they emphasized some specific situations as, for example, when girls do not pay in the discos and boys have to pay large amounts of money. They alluded to domestic violence in the sense that men could also suffer it. In general, they considered that it was more complicated to identify men discrimination than women discrimination because nobody talked about it and it seemed not to exist.

They were also debating the idea that seldom did men defend gender equality. They agreed with the idea that men have to fight against this gender gap as women do. They assured that gender equality would not be achieved until the moment both genders fight for it.

Finally, it is essential to mention that students went beyond in the research because not only did they learn about those famous people who defend gender equality nowadays, but also about the suffragist movement, and those women inventors and writers of the past. They were completely involved in this project and some groups decided to create a *PowerPoint* or *Geniality* presentation (included in Appendices, see pages 93-102 dealing with this extra information in order to show it to their classmates. They also showed speeches by Michelle Obama, Anne Hathaway or Emma Watson that defend gender equality.

3.3.5.2.2 Use of ICT

With regards to the results obtained using ICT, we can state that they were positive due to the fact that students preferred to use a webquest than a traditional methodology. When they were preparing the project in groups, they were the ones who divided the tasks in order to be more efficient and to be able to have the campaign on time. Going around the class could be useful for the teacher to check the attitude and participation of all members of the group. In fact, as it is mentioned above, students were extremely motivated with this project and in that way, not only did they use the resources provided by the webquest, but they also looked for more resources such as videos or songs related to this topic. They had a positive attitude towards this project and they were completely committed to achieve gender equality in their high school.

They were required to prepare a presentation with a poster that should include at least two slogans created by them and some quotations that defended this issue. In the presentation, they had to point out some measures that they would introduce in our society nowadays. Surprisingly to the teacher, in the second session, when the students started to organize their information, they asked if they had the possibility to present more things and not exclusively those that were required by the webquest. Obviously, they were allowed to present and use more resources in their presentations as gender equality is an issue that concerns many people nowadays and students had to be aware of the great importance that it implies. It is worth mentioning that this students' request is rewarding as a teacher.

With regards to the requirements of the project, the five groups adapted their final task to the requisites established in the webquest. In each presentation, they mentioned the measures to change the current situation in our society and they showed a

poster (included in the Appendices, see 88-92) that included slogans, quotations, lyrics, images, etc. Some of the slogans that they created are as follows:

- "Women are people, people are equal."
- "You educate women, you educate a generation."
- "Feminism is not an option, is a future."
- "Hope not hate."
- "Men of quality do not fear equality."
- "Fight for gender equality, earn equality."
- "Break the barriers and reach your liberty."

The measures that they proposed in their final task were mainly associated with education and work. They would like to change the salary in the sense that they wanted women to receive the same salary as men. In terms of education, they thought that girls in their educative centres should have the opportunity to wear the same uniform as boys, without dressing a skirt. They also mentioned that children should be educated in an open way. This means that they have to be open-minded and accept the fact that there are not differences between both genders.

In the instructions of the webquest, it can be seen that students were recommended to use the imperative to create the slogans and modal verbs to design the measures. Although it is true that they created what they were expected to do, at least two slogans per group, they did not take these directions into account. Some of the slogans without imperative are as follows:

- "I'm a feminist what's your superpower."
- "We are all born with your own, unique colour, don't let anybody define you as pink or blue."
- "A woman needs a man, like a fish needs a bicycle."
- "We do not need to be raised as princesses because we are warriors."

Some of the measures created by the students without modal verbs are the following ones:

- "That woman receive the same salary that man, under the law."
- "That girl wears the same uniform than boys in the high schools."

- "Vote 'no' to wear skirt in class."

In their posters, the students also included some quotations of Virginia Wolf "For most of history, anonymous was a woman", Emma Watson "It is time that we all see gender as a spectrum instead of two sets of opposing ideas", Michelle Obama "there is no limit to what we, as women, can accomplish" or Malala Yousafzal "I raise up my voice- not so I can shout, but so that those without a voice can be heard… We cannot succeed when half of us are hidden back". Furthermore, many posters contained lyrics that defend gender equality such as *You Don't Own Me* by Lesley Gore, *Born This Way* by Lady Gaga, *Flawless* by Beyonce ft. Chimamanda Ngozi Adichi or *Hard out Here* by Lily Allen.

Overall, students followed the steps established in the webquest and they regard the instructions in order to create the campaign. Furthermore, they took into account the resources provided by this didactic unit and used properly ICT in order to look for information, investigate about the topic, prepare the presentation, etc. Nevertheless, they did not pay attention to the specific instructions to create the slogans and measures and they preferred to do it without bearing in mind the directions of the teacher.

3.3.5.2.3 English as the Communicative Language

In this project, English was considered to be the communicative language. That is why students could not speak in Spanish and they were required to communicate in their second language. Actually, it was not difficult to make the students use the target language during the four sessions because they were used to speak in English in the bilingual lessons.

At the end of the whole project, students recognized that they had learnt more lexicon about this topic thanks to this methodology due to the fact that they had to handle controversial information by themselves as the study was based on a current issue. In fact, they were constantly using ICT when searching for information, universal campaigns, etc. so they had the possibility to be in contact with new vocabulary in English and they used online dictionaries to check the meaning of the new words or expressions.

Bearing in mind the four different skills of English, these students had more problems with writing compared with speaking. This means that they made some grammatical errors when they wrote their slogans or measures in their posters or in their presentations. Some of these errors are as follows:

- "We should educate childrens for an open mind related to gender equality."
- "(…) and founded a business that exists today stills."
- "Her 'invisible' glass were initially used for lenses in cameras."
- "This institute regulate things (…)"

In general terms, these students did not have problems to communicate in English and in fact, they had a high level of this language that allows teachers to prepare projects like this one. These specific learners could be speaking in English during 10 minutes fluently, as they did in the presentation of the campaigns, without being nervous.

4. CONCLUSION

We started this work by intending to promote a campaign of gender equality among the students of 4ºESO of the high school Emilio Ferrari located in Valladolid. In fact, these students were offered a webquest about gender roles which was used as the guideline to complete the final task of the project.

To begin with this dissertation, we have introduced what gender equality is and what it implies according to WHO (see section 1). Furthermore, we have made a curricular justification referring to laws such as the LOE or the current one, the LOMCE. Plans such as *Plan Estratégico de Igualdad de Oportunidades* (2014-2016) and *Igualdad de Oportunidades entre Mujeres y Hombres* (2003) that defends the equality between men and women not only in society but also in the educative centres have been also included to make reference to this current issue. After that, we have alluded to the importance of gender equality in education and how it has to be integrated in high schools. That is why section 1.3.1 refers to coeducation as the main strategy to avoid gender inequality in high schools. Moreover, several measures according to the principles of coeducation have been presented to be implemented in high schools. Section 1.3.2 describes how a coeducative high school has to be.

Besides, this dissertation has offered a revision of ICT in education from different perspectives that are necessary in order to obtain a holistic view of its meaning. To this effect, firstly we have defined ICT and we have described its evolution and its impact on the globalization process (see section 2.1) in order to achieve a complete insight of this technological concept and its great importance. After having completed this first general observation about these technologies, we have focused on contextualizing them particularly in the educational context of secondary education and, more specifically, in ESL classes (see section 2.2). Section 2.2.2 analyses the advantages and disadvantages that the use of ICT implies in the process of learning and especially of Internet in ESL classes. Furthermore, the role of the teacher and the student have been mentioned in sections 2.2.3 and 2.2.4 so as to bear in mind how these two figures have a crucial role when they use ICT. This work has paid attention to the implementation of these new technologies according to the legislative and didactic framework in secondary education (see section 2.2.1).

In that regard, it has been confirmed that ICT is recognised as a powerful and innovative instrument of education although teachers – and future teachers - are required to have the proper previous formation so as to achieve a proper integration of these new technologies. Concerning ICT in ESL classes (see section 2.3), the different measures adopted by national organisms have been taken into account. In fact, these organisms consider ICT an important and potential didactic resource in order to teach languages. Besides, Internet has been identified as the main resource of ICT associated with English.

Throughout this study, ICT has been recognized as an instrument for communication, transmission and management of any kind of information thanks to its characteristics (immateriality, interconnection, interactivity and instantaneity). There are some possible reasons why education has to integrate this technological phenomenon. In fact, we have pointed out in this study that students of secondary education have been born in a society controlled by ICT and therefore, they belong to a digital generation. Furthermore, we have seen how technology evolves as time goes by and students and teachers are required to do it as well. In that way, educative centres have to adapt to this technological and innovative tools to achieve the best possible education for their students.

Focusing on the use of ICT in ESL classes, internet has been considered to be an interesting resource that enriches the process of learning. The fact of having access to documents, audio-visual materials and real and contextualized information in ESL classes is an ideal opportunity to combine ICT with the foreign language.

Internet provides a wide variety of tools that can be used in ESL classes, but in our study we have decided to use a webquest in order to design the campaign that the students of Emilio Ferrari high school had to prepare. Thus, students did not lose their time searching for relevant information and resources. As we have used this didactic unit, the material has been provided to the students and it has been selected and evaluated previously by the teacher. This task has allowed students to work autonomously because they have used Internet as the main source to create their campaign. In other words, they have been provided the necessary material to complete the final task while they have been developing the key competences established by the LOMCE (2013).

The webquest was expected to be really beneficial to the students because it could bring the students closer to reality. Thanks to the webquest that we have designed in this study, the students could have verified that there are not only national but also international organizations and campaigns that defend gender equality. In fact, they have been given the chance to listen to songs about gender roles and to download documents that contained essential directions to create slogans, measures, etc.

It is also decisive to state that the use of the webquest with these particular target students has achieved positive results. In terms of content, students have studied thoroughly the real meaning of equality and they have tried to achieve it in their high school. Besides, they have associated it to current aspects of our daily life such as sports, jobs, politics, etc. They have debated and shared their own opinions with the rest of the class and they have mentioned relevant women who had achieved their place in the past (suffragists, inventors, writers, etc.).

With regards to the use of ICT, Internet and different tools such as PowerPoint have been promoted to be used by the students. In fact, they have been able to create their own campaigns with the purpose of defending the equality of genders. They have used the resources provided by the webquest using the new technologies. In other words, they have listened to songs, seen speeches, looked for information, prepared the presentation, etc. However, it is true that they have forgotten some specific instructions to create the slogans. They had to use imperative and, although they have created the slogans, they generally have not followed the directions established by the teacher in the webquest.

English has been the communicative language that our students have used in order to communicate with one another. They have not had problems in order to speak in their second language and in fact, during the four sessions, they have been talking fluently in English with the members of their groups. Nevertheless, it is important to emphasize that they have made more grammatical mistakes when they have written in the poster and in the PowerPoint presentation the information than when they have been talking to their classmates during the presentations of their campaigns.

Finally, students have recognized that they have been motivated not only by the topic, which called their attention, but also by the methodology used in this project. It is also curious to highlight that having had a boy in each group has been beneficial due to

the fact that they have been really motivated and enthusiastic with the campaign. They have been completely involved in the task and they have defended gender equality in the same way as the girls of the class.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE ABOUT GENDER INEQUALITY

1. **Do you know what gender inequality is?**
    a. Yes
    b. No
2. **Explain the term gender inequality with your own words:**

    _____

    _____

    _____

3. **Do you consider that there is inequality of gender in society nowadays?**
    a. Yes
    b. No
4. **In your opinion, has the role of women changed in the last century?**
    a. Yes
    b. No

In which areas?

_____

5. **Do you think that women have more problems in order to find a job than men?**
    a. Yes
    b. No
6. **Do you agree with the idea that women have to fight all together against gender inequality?**
    a. Yes
    b. No
7. **Do men and women have the same abilities and skills?**
    a. Yes
    b. No
8. **Have you seen any sings of gender inequality in your high school?**
    a. Yes
    b. No
9. **Have you ever seen a situation in which women have been discriminated in your high school?**
    a. Yes
    b. No

Explain briefly in which situations you consider that there has been discrimination:

_____

_____

_____

10. Are you in favor of this gender gap?
   a. Yes
   b. No

APPENDIX 2. QUESTIONNAIRE ABOUT ICT

1. **Do you know what ICT is?**
    a. Yes
    b. No
2. **Brief definition of ICT:**

    _____

    _____

    _____

3. **Do you consider that you can live without ICT?**
    a. Yes
    b. No

    Explain your answer:

    _____

    _____

4. **What do you think the purpose of ICT should be?**
    a. To study and to learn the different subjects of high school
    b. To communicate with your friends using social networks
    c. To search for additional information about several topics in which you are interested
    d. For all previous purposes
5. **How often do you use ICT?**
    a. 1 per day
    b. 2 per week
    c. More than 3 times a day
6. **Where do you normally use more ICT?**
    a. At home
    b. In the high school
    c. In the street
7. **Do you use ICT in class?**
    a. Yes
    b. No

    Name the technologies that you use: _____

8. **How useful is using ICT in the classroom?**
    1   2   3   4   5   6   7   8   9   10
9. **Do you use constantly ICT in class?**
    a. Yes
    b. No

10. How do you prefer to work in class when you have to use ICT?
    a. Alone
    b. In pairs
    c. In groups

11. Do you like using ICT in class?
    a. Yes
    b. No

Explain your answer:

---

12. Do you consider that using ICT we can study and work at home?
    a. Yes
    b. No

13. Do you know what a 'webquest' is?
    a. Yes
    b. No

14. If you know what it is, what has been your experience?
    a. It is completely a waste of time. It is unhelpful to learn
    b. I prefer the traditional methodology without ICT
    c. I prefer this new methodology that includes ICT

15. Do you consider that English can be learnt using ICT?
    a. Yes
    b. No

Explain briefly why:

APPENDIX 3. PRESENTATION 'WOMEN IN LITERATURE'

INDEX

1- Women in the Anglo-Saxon period

2- Medieval English Women

3- Early Modern Women

4- Women in Intellectual World in the Long 18th Century

5- Women in the 20th Century

3

Women in the Anglo-Saxon period

- 5th century → 11th century
- Society of war
  - Rural settlements
  - Patriarchal society divided in social classes
- Where do we place women in this period?

- Part of a biological chain
- Role of bringing children
- Domestic servants
- Different salary to men
- Marriage was a purchase

4

Women in the Anglo-Saxon period

EXPRESSION OF FEELINGS TEND TO BE FEMININE
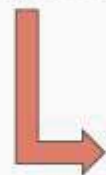
ELEGIES TEND TO BE FEMININE

BEWAILING VOICE IS FEMININE

5

Medieval English Women

- 11th century → 15th century

- Where do we place women in this period?

- Housework & motherhood

- Few women related to health (gynecology...)

- Private education, not at universities

WOMEN DID NOT HAVE ENOUGH AUTHORITY TO WRITE SOMETHING THAT PEOPLE COULD TAKE SERIOUSLY

6

Medieval English Women

CHRISTINA DE MARKYATE

- She did not write about herself

- She could not write and she felt that she did not have the authority to do it.

7

Medieval English Women

SYON ABBEY → Royal foundation

DOUBLE MONASTERY

Section for women

Section for men

8

Medieval English Women

- Were there women writers?

MARGERY KEMPE

- Author of the text but not of the book
- Auto-biography
- Voice mediated by a man
- She is presented as a crazy woman ... but ... is this the way in which she considered herself?
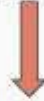
AUTHORITY OF MEN

9

Early Modern Women

- 15th century → 18th century

- Women were allowed to have their own land

- Impossibility to transmit their property

- Professions of women
    - Household
    - Cooking
    - Housework farm
    - Family business
    - Motherhood

10

Early Modern Women

◆ New figure → 'Dame' teacher

Basic learning (reading, writing, sewing...)

◆ Noble women → HIGH LEVEL IN SOCIETY

They could write and read but they could not publish their books

11

Women in Intellectual World in the Long 18th Century

PROFESSIONALIZATION OF WRITING THAT AFFECTED WOMEN

MONEY → INDEPENDENCE
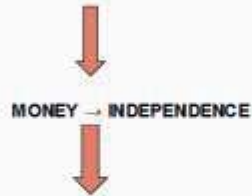
Increase in the number of writers in the 18th century

In the 1790s → 3000/4000 women writers

Some of them wrote under a pseudonym or anonymously

12

Women in Intellectual World in the Long 18th Century

POSSIBLE MALE CANON FOR THE LONG 18th Century

- Henry Fielding
- Dickens
- Daniel Defoe
- Samuel Richardson
- Jonathan Swift
- Samuel Taylor Coleridge
- William Wordsworth

13

Women in Intellectual World in the Long 18th Century

POSSIBLE FEMALE CANON FOR THE LONG 18th Century

- Aphra Behn
- Delavier Manley
- Eliza Haywood
- Charlotte Lennox
- Frances Burney
- Mary Wollstonecraft
- Mary Astell
- Ann Radcliffe
- Jane Austen
- Felicia Hemans
- Mary Shelly

14

THE THREE REASONS OF THE PROLIFERATION OF WOMEN NOVELIST

1. They started to make money

1. They did not know Latin and Greek (classical knowledge)

1. Novels were private and domestic

The
Rise
of the
Novel
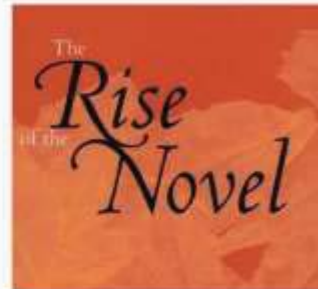
POPULARITY OF THE SENTIMENTAL NOVEL AND THE NOVEL OF MANNERS

15

TREATISES ON THE SITUATION OF WOMEN

Mary Astell (1666-1731) → A Serious Proposals to the Ladies and Reflections on Marriage

- In favour of women's education
- She compares the situation of women with slaves

"If all men are born free, how is that all women are born slaves?" (Reflections on Marriage)

Mary Wollstonecraft (1759-1797)→ Vindications of the Rights of Woman (1792)

- She wrote about feminism
- She vindicated that both men and women are rational beings that they should receive the same education

16

Women in the 20th Century

Virginia Woolf → A Room of One's Own (1929)

have no model in my mind to turn about this way and that. Here am I asking why women did not write poetry in the Elizabethan age, and I am not sure how they were educated; whether they were taught to write; whether they had sitting-rooms to themselves; how many women had children before they were twenty-one; what, in short, they did from eight in the morning till eight at night. They had no money evidently; according to Professor Trevelyan they were married whether they liked it or not before they were out of the nursery, at fifteen or sixteen very likely. It would have been extremely odd, even upon this showing, had one of them suddenly written the plays of Shakespeare, I concluded, and I thought of that old gentleman, who is dead now, but was a bishop, I think, who declared that it was impossible for any woman, past, present, or to come, to have the genius of Shakespeare. He wrote to the papers about it. He also told a lady who applied to him for information that cats do not as a matter of fact go to heaven, though they have, he added, souls of a sort. How much thinking those old gentlemen used to save one! How the borders of ignorance shrank back at their approach! Cats do not go to heaven. Women cannot write the plays of Shakespeare.

17

APPENDIX 4. POSTERS CAMPAIGN OF GENDER EQUALITY

- Group 1:

- Group 2:
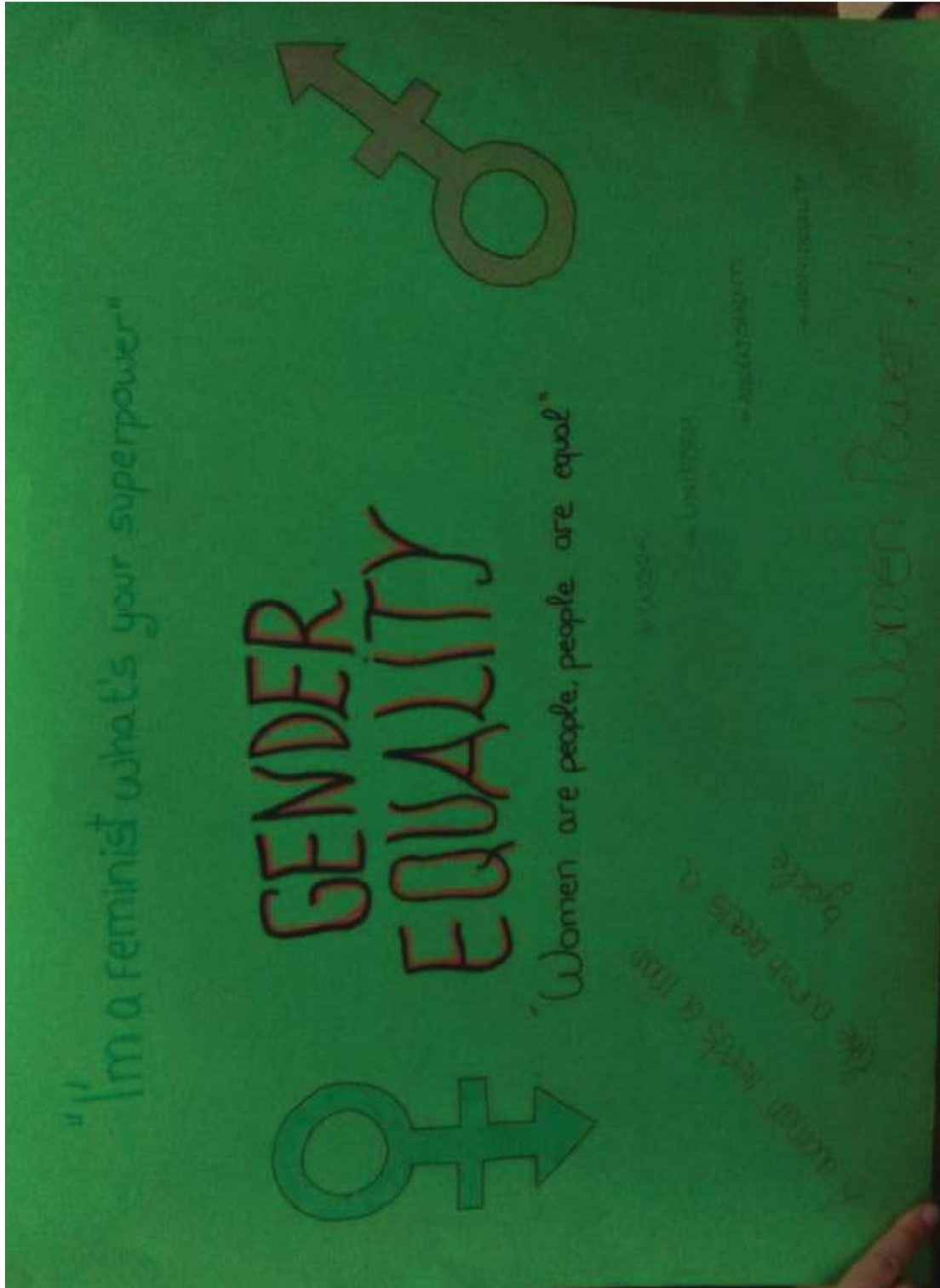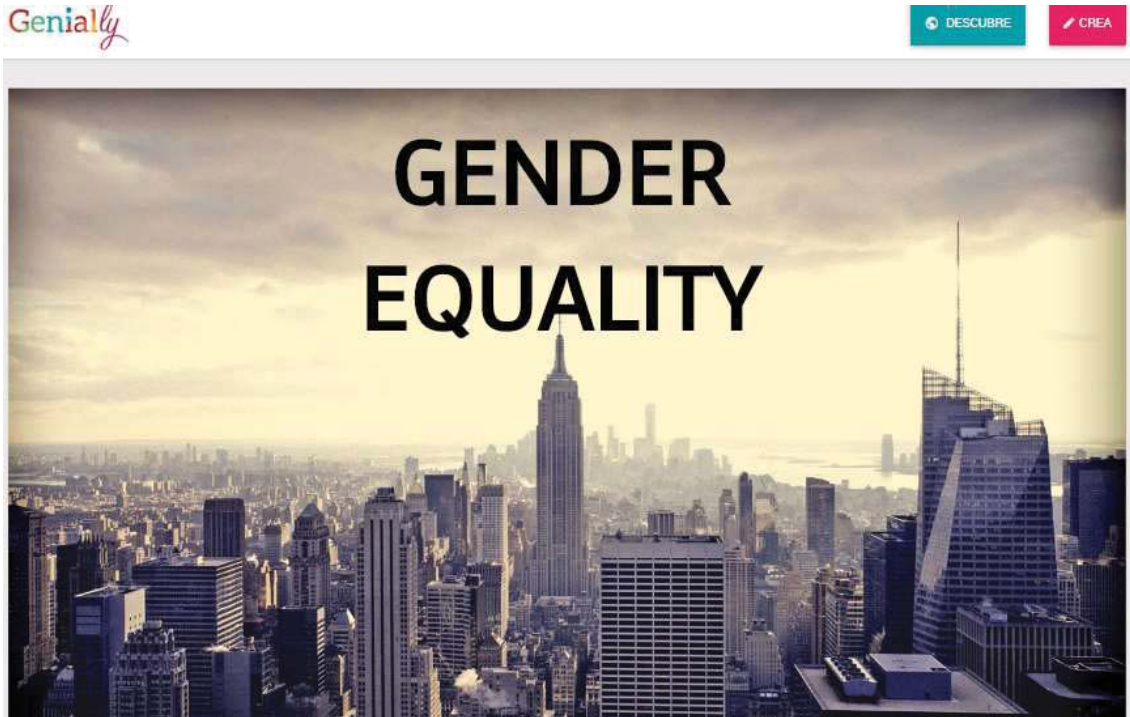
- Group 3:

- **Group 5:**

APPENDIX 5. POWERPOINT PRESENTATIONS OF THE STUDENTS

- Group 1:

Rosie the Riveter was part of the propaganda of United States during the Second World War.
due to the lack of men because they were on the war, economy was falling down so woman had to work.
so the US government started doing propaganda in order to make the women join the workforce.
this is the most known icon of propaganda in the united states.

Rosie the Riveter

VIRGINIA WOOLF

Virginia liked writting and the idea of feminism, so she mixed this two concepts into her novels and essays. she created a style of writting called stream of consciousness.

Themes: opression of women, gender inequality.

COCO CHANEL

Her real name was Gabrielle Bonheur Chanel. Although she was with the Nazi party, she defended feminism and her way of doing it was by using different clothes.

She didn't marry the Duke of Westminster because she said " there have been several Duchesses of Westminster but there is only one Chanel".

OLYMPE DE GOURGES

She was a french playwriter and political activist whose feminist writings reached a large audience.
She is the best known as an early feminist who demanded that French women had to be given the same rights as French men.
She was executed by guillotine for attacking the regime of the Revolutionary Government during the French Revolution.

SIMONE DE BEAUVOIR

She was a philosopher and a writer of fiction books , and wasn't eager to join feminist movements even though she defended women.She wrote about women's individuality and defended that to solve society's problems, women should be given more rights. Her most well-known book is The Second Sex, which inspired women of the 1950s and 1960s to think twice about their role in culture and society. She also said the most important thing women can do in their lives is work, so they can be independent.

"A girl should be two things: who and what she wants."
-Coco Chanel

Man is defined as a human being and a woman as a female - whenever she behaves as a human being she is said to imitate the male.

(Simone de Beauvoir)

For most of history, Anonymous was a woman.

- Virginia Woolf

Olympe de Gouges

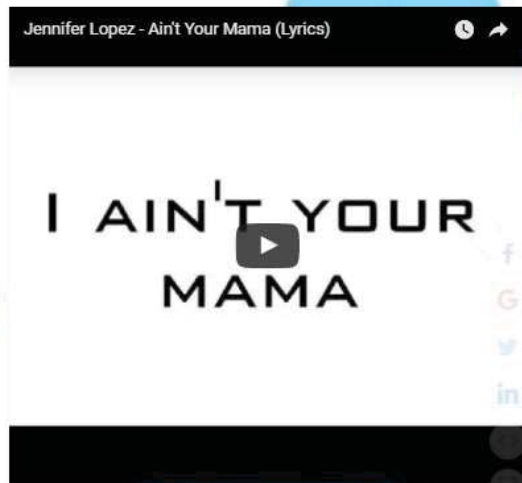Regardless of what barriers confront you, it is in your power to free yourselves; you have only to want to.

AZ QUOTES

As a woman I have no country. As a woman my country is the whole world.

— Virginia Woolf —

Genially

Shania Twain - Man! I Feel Like A Woman

vevo

Jennifer Lopez - Ain't Your Mama (Lyrics)

I AIN'T YOUR MAMA

Genially

97

Aretha Franklin - Respect (1967) HD 0815007

interview feminism emma watson - Bing video

Synopsys Feminism Emma Watson Beauty and the Beast Emma Watson Emma Watson Beaten Emma Watson Feminism Unpopular Word Belle Emma Watson Feminist He for She Emma Watson Amazing Atheist Feminism Emma Watson Emma Watson Feminism YouTube Emma Watson Feminism Speech Do People Hate Emma Watson Emma Watson Speech Emma Watson UN Speech Statistics

Bing

- Group 2:

Suffragism

- Was a political movement composed of both men and women that began in the late 19th century in order to campaign against women's suffrage in Great Britain and the United States.

Suffragettes

- Were members of women's organizations in the late-19th and early-20th centuries which advocated the extension of the "franchise", or the right to vote in public elections, to women.

- Group 3:

*Margaret Knight came up with her first invention: a safety device for textile looms.

*Melitta Bentz received a patent for her coffee filter system in 1908 and founded a business that exists today stills.

*Caresse Crosby, with two handkerchiefs, some ribbons, and a few pins, fashioned a lighter, more flexible undergarment that she called a "backless brassiere."

* Katharine Burr Blodgett: she invented non-reflective glass. Her "invisible" glass were initially used for lenses in cameras and movie projectors; it also had military applications such as wartime submarine periscopes.

* Stephanie Kwolek was awarded the National Medal of Technology for her research on synthetic fibers.

*Important Women during history

*Slogans

* We are all born with our own, unique colour; don't let anybody define you as pink or blue.

* We don't need to be raised as princesses because we are all warriors.

* Women's liberty can take you the infinity

* Fight for gender equality, earn quality

I'M YOUNG AND I LOVE TO BE YOUNG

I'M FREE AND I LOVE TO BE FREE

TO LIVE MY LIFE THE WAY I WANT

TO SAY AND DO WHATEVER I PLEASE

You don't own me-Lesley Gore

Born this way-Lady Gaga

Don't hide yourself in regret
Just love yourself and you're set
I'm on the right track baby
I was born this way

"I raise up my voice — not so I can shout, but so that those without a voice can be heard. ... We cannot succeed when half of us are held back."
-Malala Yousafzai

"Young girls are told you have to be the delicate princess. Hermione taught them that you can be the warrior"
- Emma Watson

Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone's responsibility.
Ban Kimoon

*https://www.youtube.com/watch?v=TmRw1Yd2zeQ

* Michell Obama Speech Women Rights

- Group 4:

SPEECHES

ANNE HATHAWAY

https://www.youtube.com/watch?v=wdw8KNmr2pc

EMMA WATSON

https://www.youtube.com/watch?v=dSHJYyRViIU

FEMALE WRITERS

- Virginia Woolf
- Chimamanda Ngozi Adichie
- Jane Austen
- Charlotte Brontë
- Kate Chopin
- Mary Wollstonecraft