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Title: Generating critical thinking on gender issues using listening activities.

*Keywords*: critical thinking, listening, micro skill, literal vs implied meaning.

**Abstract**

This paper contains the description of the problem we found regarding students’ difficulties in taking a critical point of view towards gender issues, which is a common situation in this classroom and in nowadays’ society. By working on the listening micro skill of *distinguishing between literal and implied meaning*, we addressed the problem mentioned above. We applied 30 surveys to the same number of participants, and, along on, we will apply interviews, and group discussions related to the topics. Participant observation of these group discussions and the classes helped us gain insights into the progress that participants may make. We made our pedagogical intervention with lectures, recordings, videos and lectures about the topics related to sexism (male chauvinism, feminism among others). In this paper, we also present the results and advances we evidence along the pedagogical intervention as well as the analysis of these aspects and the conclusions we get to.

**Introduction**

Building critical thinking skills implies promoting the students’ own evaluation and reasoning about certain kind of information that the instructor presents. For the teacher, as (Zheng & Wang, 2016) suggest, critical thinking also involves the fact of providing learners with meaningful tools that motivate them to develop high order thinking skills, which means to discriminate among all the information they acquire, decide what information is relevant for them and to make a judgement.
On the other hand, we have found that, as (Yılmaz & Yavuz, 2015) report, listening is one of the most important parts in learning and teaching English; by using this language skill, people can better understand the world and society they live in and decide what is relevant and what is not. The population we are working with, most of the times, are not, or simply do not show any interest in gender issues.

Based on the listening micro skill of ability to distinguish between literal and implied meanings (Richards, 1983) we have found that it related to critical thinking since it encourages the participants to decide by themselves what is relevant from the input they receive and apply in the educational context and in their daily lives. It allows the participants to present a critical point of view about any aspect or situation they face in their daily lives. It is important to mention that all the listening activities from this project will be reinforced with reading and introductory activities to the topic because of the students’ basic language level. Another key factor is that they will have the debates and group discussions in both English and Spanish.

As (Mulnix, 2012) says, critical thinking has a direct relationship with the capacity and autonomy of the learner to decide what to believe in. For that reason we have decided to work in generating critical thinking with listening skill as the main tool for two main reasons, firstly, because we find interesting and meaningful the use of the process of acquiring a second language as a vehicle for constructing critical thinking in our learners, to be proficient in a second language is not just based on teaching grammar, but also, to relate the target language to one’s specific background. And secondly, because we have found a lack of interest in our pupils towards gender issues.

The project was developed in a school located in Bogota and we plan to promote the critical thinking skill of discriminating (Scheffer & Rubenfeld, 2000) by implementing the listening
micro skill of ability to distinguish between literal and implied meanings (Richards, 1983). We did it by familiarizing our pupils with gender discrimination issues and, at the same time, we want to do it by generating debates in which the students critically present their ideas and thoughts that they have from the outcome they receive (videos, conferences, lectures, and readings) always with supported arguments and promoting respect towards others’ position and point of view. These debates may be carried out in English or Spanish, depending on the pupils’ abilities, strengths, disposition among other factors that may appear during the intervention. Our motivation is to encourage them to construct their own opinion and to become active participants of their society, to make them conscious about the decisions they take and also aware on how they can affect the world around them, we want to form students that can judge by their own perceptions, logic and also take a position with enough arguments to be strong.

Regarding data analysis, we expect to analyze and follow the progress of our pupils by using the participant observation method (McLeod, 2015) since it allows us to become active participants in the process. The data collection sources we will use are questionnaires and surveys that will be analyzed quantitatively, (University of Minnesota, 2015)

By the end of the project, we expect our students to be able to understand problematic situations that they face every day and express their point of view towards them.
**Justification**

Through the application of this project, we expect to generate a positive impact on the way students perceive and analyze information related to gender issues as well as the manner they express their opinions on these controversial topics. We also consider that to make students aware of the existence of gender issues and the way these situations may be properly managed make them active participants of the society they live in given the fact that they may be facing such situations in their social, educational or even familiar areas.

We also consider that the data and the information acquired once this intervention finishes may be useful for other researchers that work on the same area of inquiry since there are not numerous studies that connect the generation of critical thinking through listening activities in English and this also may allow and encourage others to work on gender issues with teenagers and, in long-term, a can be useful to change the way people in our country perceive this kind of problematics.
Chapter I: Problem statement.

In this section, we describe in detail the problem that we could identify in this population as well as the educational, social and institutional context they interact in. We will also describe the institution where the project will be applied, providing detail on the resources, staff and educational focus it has.

1.1 Description of the context.

The institution we applied our project in is located in Bogota, it is a public school and it has several technological resources such as computer labs, TVs in every classroom, laptops that can be borrowed if needed.

Something to take into account regarding the PEI (education project of the institution) is the fact that it is focused on the promotion and construction of the communicative competences, something that is closely related to our project. *El proyecto educativo del colegio orientará sus acciones pedagógicas, administrativas directivas y de comunidad hacia la formación de las competencias comunicativas de los estudiantes con especial atención en el análisis, crítica, producción y uso pedagógico de los medios en la escuela.*

1.2 Description of the problem

The first problem we identified in this population was the lack of critical thinking about gender issues. Along the time we spent with this group we realized that they experienced several situations related to gender issues in and outside the institution and the students were not aware of the importance of these topics in nowadays’ society and how important they are in a society that is currently living a process in which men and women are looking for gender equality among others.
On the other hand, we found that the students have a low listening level but we decided to take this, as an opportunity to work on critical thinking through this kind of activities so that the students could improve this aspect of the language as well.

We have decided to link both topics because as (Yılmaz & Yavuz, 2015) establish, listening is one of the most important skills; and as (Iglesias, Aceituno, & Toledo, 2017) conclude, social issues are controversial topics on which there is no clear acceptation, it generates conflict and divides people since they have different interpretations and solutions.

We plan to handle the conflicts that may appear along this pedagogical intervention by promoting respect towards others’ point of view as a fundamental rule.

Since our students have a basic language level we propose to use reading and writing activities as tools for our learners to express their opinions and points of view. We will provide our pupils with more tools to state their perceptions like the use of dual language since we consider that, in this case, language may be an obstacle to reach the goal we want to.

It has been reflected when asking a personal opinion from the pupils about a specific social issue, some students do not participate in this activities and others do not have clear ideas and strong arguments when supporting their thoughts. We see these situations as a knowledge gap, students may not have a constructed notion of sexism or other gender issues. This information may be supported by the analysis of the diagnostic we made to this population. Most of them, for example, had a misconception of the terms feminism and sexism and some others did not understand the difference between these two concepts. Another relevant aspect regarding the diagnostic is that in some questionnaires, we asked the students to give their personal opinion on topics such as male chauvinism and sexism, but some of them were not able or willing to express
what their thoughts were on those topics, they simply answered that they knew what those words mean but did not express any point of view nor opinion.

Chapter II: Literature review.

This section is divided into three main parts, the first one, is the constructions section in which we present the main concepts of our study and discuss their importance. The second one is the overview of research on the issues, where we analyze what other researchers have written and researched in our same topic of inquiry. Finally, we will discuss the theory that underlines our study.

2.1 Constructs.

This project’s main issues are critical thinking and listening skills and we want to promote and generate critical thinking in students with the use of listening comprehension skill as the main tool to reach such a goal. As (Bozorgian, 2012) establishes, listening is the main way in language learning, in fact, is placed over other skills such as speaking, reading, and writing which are secondary abilities.
Listening

Listening is the ability to understand what others say. It implies to catch pronunciation, grammar, vocabulary and meaning of what the speaker is expressing. Listening implies to discriminate, to select information, remember it and link it to a meaning as well, It is to process the speech, the words and get the main point overall (Gilakjani, 2016).

Critical Thinking

On the other hand, as (Jager, 2012) points, critical thinking is important for all kind of students, especially the ones who are involved in contexts with socio-economic and political issues because they are those who are supposed to analyze these situations to propose a further resolution for their society.

(Wang & Zheng, 2016) Defines critical thinking as the disciplined process in which the subject conceptualizes, applies, analyses, synthesizes, and/or evaluates information generated when observing, experiencing, reflecting, reasoning, or communicating. (Florea & Hurju, 2015) also states that critical thinking is a way of solving problems based on arguments which involve verifying, evaluating and choosing the proper information and the right answer for a certain task and also the ability to reject other alternatives; critical thinking is an active process, as important as reading and writing, speaking and listening, processes that involve gathering information for getting logical solutions.

2.2. Overview of Research on the issues.

The research “The perceptions of EFL Prep School Students on their Listening” (Bagatur, 2016) is focused on the students’ perception of their listening skills in English. They studied a population of 95 EFL preschool students, 62 females and 33 males. The length of the study was one year and the type of study they used was quantitative in which researchers used
questionnaires. The results from this research were that, as expected, students present difficulties in listening classes, and here, is when our research topic gets connected because, based on the time we have spent with our population, we expect similar results.

Other important findings from this study are, first, that students used to attribute their problems to more than one factor and second, that psychological factors may be linked to the proper development of listening skills and they should be studied deeper since pupils reflected certain affective factors in listening classes.

The next research that called our attention, “Critical Thinking, Autonomy, and Lexical Knowledge of Iranian EFL Learners” (Sajad, Atefeh, & Hossein Heidari, 2016) was addressed in a language school in Iran with 114 male and female participants aged from 15 to 25 years old during a six months’ study.

The main objective of this study was to point out positive relationships between critical thinking ability and high lexical knowledge. The data were analyzed using Pearson correlations coefficient and one - way ANOVA, both, techniques used in quantitative studies.

The most important finding from this study suggests that students with vast lexical knowledge and vocabulary are more autonomous and demonstrate various and high-level critical thinking abilities since they have more vocabulary to express their ideas and, moreover, to express them properly.

This study encourages us to promote other key facts in our project different than listening skills or critical thinking skills. We realized that these factors should be promoted with lexical tools for our students to, more than thinking critically, express what they need to, in the way they need to do it and with the pertinent vocabulary according to the situation they are involved in.
Next research report, “A Study Aiming To Develop Listening Skills Of Elementary” (Gulec & Durmus, 2015) centers its attention on the effects of using several methods and techniques to develop listening skills using children’s literature products. The group of study consisted of 23 students, 15 females and eight males.

The project was developed for 12 weeks with a frequency of two hours per week. The methodology used was quantitative research in which they did a pre-test and a post-test.

The results reflected that the activities developed using children’s literature products for increasing listening in students had a positive effect and they improved the skill in a significant way. Besides, they participated actively in the lessons and especially when a matter of competition was.

“Advancing Listening Comprehension Through Movies” (Safranj, 2015) regards what students enhance listening through movies with subtitles and without them and the students’ attitudes towards this tool. This is linked to our research topic being that we plan to implement videos in English when working on critical thinking.

The population of this study were 38 students, 22 females and 16 males, they were tested in a pretest and posttest. For the methodology, they use quantitative data in a survey and qualitative data survey through oral interviews. The study was conducted during one academic year.

The results offered by this project said that students need more time and more advice to learn. Using movies resulted in an effective way for students to improve their listening ability and most of them improved listening skills, more than acquiring vocabulary, they understood more foreign culture, felt comfortable, and enjoyed learning.
“Improving Listening and Speaking Skills in Mixed Level Groups” (Idrissova, Smagulova, & Tussupbekova, 2015) is focused on determining problems of listening and speaking in foreign languages and also the difficulties in doing exercises in mixed level groups, focusing on New English File. The population were 20 first year students from different groups. They were between 16 - 18 years old. This connects with our project being that the age is close to our research population and we consider it valuable for our objectives.

The methodology used in the research was the collection and search of theoretical and practical materials, questionnaires were used quantitatively. The results showed that this study is useful when working with heterogeneous groups. As another result, researchers found solutions focused on determining tasks and activities for students in mixed level groups. The last finding is also related to our project since the members of our population have different language levels in the target language and we should be aware of that difference.

“The Focuses on Activities and Resources for Teaching Listening and Speaking Skills in the Amazonian region of Ecuador” (Gonzalez, y otros, 2015) was a study made in Ecuador with 188 high school students aged between 15 and 18 years old. The study was held during one academic year and it was a mixed research.

The main purpose of this study was to find what were the most common and useful resources and activities to improve listening and speaking skills in a L2 classroom. The researchers also wanted to know what the perceptions that both students and teachers had from
these materials and activities were, and finally, the research shows what resources are used in classroom and which ones are used as extra-curricular activities.

The main findings were that important activities such as practicing the target language with native speakers or listening to music and discuss the message of it, are activities that are suggested to do as something extra, not in class and with the guidance of an instructor while the most common activity in the classroom is to develop activates in a course book.

“Perceptions of How Teachers Perceive Their Teaching of Critical Thinking Skills and How Students Perceive Their Learning of Critical Thinking Skills” (Steffen, 2011) explores in how high school teachers perceive their teaching of critical thinking skills and their students’ perceptions about their understandings and awareness of learning critical thinking practices. This research used ethnographic mixed methods study and also utilized a mixed methods approach, qualitative research and quantitative research. The sample was 333 high school students but just 185 of them participated in the survey. Also 32 high school teachers of who 24 were interviewed and just 21 finished the survey. The length of the study was once a month for 30 minutes.

The findings show evidence that teachers and students have a positive definition of critical thinking. Also revealed teachers enhance critical thinking into classroom instruction. As well students have a positive opinion of how to use critical thinking skills in learning. The observation from this research exposed a strong relationship between how teachers perceived their instruction given in critical thinking skills and how their students perceived they learned critical thinking skills.
Mainly the findings called our attention since there are close to our expectations in the classroom and that is the reason we decided to include it in these reports.

“Probe Method's Impact on Students' Motivation and Critical Thinking Skills” (Sprecht, 2015) explored how the Probe learning model impacted high school students’ motivation to learn and their critical thinking skills. The population of study were 17 high school students. There were 13 males and 4 females between the ages of 14 and 17 from 9th to 12th grade. This was a case study and used Qualitative method. The length was 16 days.

This study seemed interesting for us being that we should take into account different approaches to promote the Critical Thinking and we considered the implications of Probe Model but we decided not to implement it for our research.

The key findings of this study are: Motivating students to learn and getting them to think critically are major obstacles educators struggle to achieve. Students thought critically because they had difficulties to solve which required them to generate ideas, work together, and use their creativity during the design and construction of their papers. This qualitative case study proposes that high school students in a CTE program were encouraged to learn and that students did engage critical thinking skills when the PM was used as an instructional learning model.

“A Model of Decision-Making Based on Critical Thinking” (Uluçınar, Aypay, & Ankara, 2016) examines the causal relationships between high school students' inquisitiveness, open-mindedness, causal thinking, and rational and intuitive decision-making. This paper aims to explain the role of critical thinking in decision-making, and the role of inquisitiveness and open-mindedness as dispositions affecting critical thinking. The participants were 404 students.
studying in five high schools in Usak province. The students were selected from schools with low-medium-high socioeconomic levels through stratified sampling since the variables focused in the study differed in terms of socioeconomic levels in 2012-2013 school year.

This study was designed in relational model. Studies designed in relational model identify the relationships between two or more variables, and obtain clues of cause and effect.

The findings of the study show that inquisitiveness and open-mindedness dispositions directly affected casual thinking. In addition, causal thinking was found to have an effect on rational decision-making and intuitive decision making dispositions. On the other hand, no significant relationship was found between intuitive decision-making and rational decision-making styles.

“Investigating the synergy of critical thinking and creative thinking in the course of integrated activity in Taiwan” (Chang, Li, Chen, & Chiu, 2015) discusses the synergy of critical thinking and creative thinking, and investigated the joined effect of these two methods of thinking. Participants were students at ninth Grade from eight classes of a middle school in Taipei, Taiwan. There were 147 males and 118 females, and their average age was from 13 to 14. The number of total participants were 265. It was a non-equivalent control group pretest/post-test design quasi-experimental study. Such teaching lasts for 5 weeks, 90mins each week. The main results are that students’ performance of integrated activity courses and abilities of critical thinking and creative thinking were both improved under the combined teaching methods of critical thinking and creative thinking. They also showed better originality of creative thinking compared to those under teaching methods with only creative thinking. That means when both critical thinking and creative thinking were integrated in teaching, it was more helpful to inspire students’ originality.
Integrating direct and inquiry-based instruction in the teaching of critical thinking: an intervention study (Ku, Ho, Hau, & Lai, 2014) examines three modes of instruction, featuring the direct instruction approach and the inquiry-based approach in different sequences and proportions, in enhancing Chinese secondary student’s critical thinking performance. A total of 651 Grade 12 students participated in an 18-hour intervention during six lessons. The methodology is Experimental design, which pretest–posttest design was used to compare the effectiveness of three training modes of Critical thinking instruction against a control group. The main results are that students who received training clearly showed greater improvement on at least one of the critical thinking assessments compared to those who received no training. The results demonstrated that the training effect of the three mixed training modes of critical thinking were all transferable to other academic domains.

Providing Opportunities for Deeper Learning: Findings from the Study of Deeper Learning (Bitter & O'Day, 2014) examined high schools association with ten established networks from across the country that wanted to promote deeper learning and also instructional practices they trust could lead to deeper learning competencies. The sample of schools for this analysis included a group of schools which have a network and a set of schools serving to similar student populations in the same area as the network schools, but not belonging to one of the 10 networks. 9th, 11th and 12th graders in 2012-2013. The research method is quasi-experimental design. The main findings are: Students participating in network high schools showed greater opportunities for deeper learning than students in the schools that did not participated with networks. They also demonstrate a fundamental positive relationship between these opportunities and several outcomes, including dispositional outcomes and ability to solve complex problems.
We consider this study relevant because of several factors, first, the age of the population is similar, second, they are also EFL students, and third, it gives us ideas on how to collect information about the problem we found in our pupils.

The main result from this study is that students attribute the poor listening skills to several factors, external but also psychological which highlights the importance of working students’ weaknesses as several and various factors and not just a single one.

The study “Improving Junior High Schools’ Critical Thinking Skills Based on Test Three Different Models of Learning” (Zubaidah, Mahanal, & Suarsini, 2017) gets into the field of critical thinking and the authors want to find any difference among three diverse ways of teaching and assessing critical thinking. They also wanted to show any difference in terms of gender.

The study was held for two years, the population were 96 seventh graders aged from 12 to 15 years old and the research method was quasi-experimental.

The main finding was that differentiated science inquiry model gives higher contribution to improve the scores of skills in critical thinking than that of conventional model. Meanwhile, DSI combined with mind map model gives the highest potency to improve the critical thinking skills compared to the other two models.

In the study “Exploring the Relationship of Iranian EFL Learners Critical Thinking and Self-regulation with their Reading Comprehension Ability” (Kamgar & Jadidi, 2016) the researcher investigated the relationship between learners' critical thinking and self-regulation with their reading comprehension. The study took place in year 2015 in Shiraz University. With
70 male and female participants with beginner, intermediate and advanced proficiency in English language. The research method was mixed.

The main finding of this study points that there was a meaningful relationship between Iranian EFL learners' critical thinking and their reading comprehension ability implying that learners with less critical thinking have poor comprehension. These conclusions based on the results of the questionnaires that the participants responded. They also found a significant correlation between each principle components of self-regulation (implementing and formulating a plan, searching and evaluating factors) and reading comprehension ability, among advanced EFL learners.
Chapter III: pedagogical intervention

3.1 Type of study

The type of study we conducted was exploratory research considering that we did not expect to find clear answer to the problems found but to explore into the nature of it and to offer a better understanding (Dudovskiy, 2018). The model of research we chose is qualitative research being that as (Can J Hosp Pharm, 2015) says it helps us to go into participants’ feelings, emotions, way of thinking, etc. Also, it provides information on the “how” and “why” of the issue and permits to be studied without numbers.

3.2 Research method and procedures

We analyzed and followed the progress of our students by using the participant observation method (McLeod, 2015) since it allowed us to become active participants in the process. Besides, we wanted to be part of the group, build a good rapport and observe them acting in a natural way that will lead us to collect worthy and objective information. We used the case study as a result of working with a specific group delimited by age, strata and a specific context. The data collection sources we will use are questionnaires and surveys that will be analyzed quantitatively, (University of Minnesota, 2015). Also, we will collect information through discussions that are going to be analyzed with the same technique.
3.3 Participants

The sample population for our study was 36 students in ninth grade that nowadays are tenth graders from a public school located in Bogota, Colombia. The students are between 15 to 18 years old. They were chosen between two groups who develop some activities on gender issues and showed less knowledge about it. The group tends to be good workers and follow instructions when requested.

3.4 Data collection instruments

The data collection instruments used in this intervention and the ones we plan to use during the internship are surveys and teaching materials. In addition we used discussions to collect data such as students’ attitudes towards the issue we proposed and their will to achieve the activities.

By means of the surveys we were be able to notice: first, what were the specific aspects that may be improved in our students in terms of critical thinking as well as in listening. Second, we were able to see what changes or improvements have our population after a determined period of time and even after every session. Finally, we were able to know the conceptions that students had in several stages of the process regarding different aspects such as the way the classes are carried out and the areas they consider they have improved.

On the other hand, the teaching materials were a meaningful source of information for us as researchers since they provided us information about the progress of our pupils along the pedagogical intervention, it told us if a certain type of material had to be improved, fixed or completely changed.
3.5 Research Objectives

We want to explore and offer an overview on how and why this problem could be overcome. Moreover, we expect to change students’ perspective concerning the issue.

3.5.1 General objectives

- To promote critical thinking regarding gender problematics in this group of tenth graders by using listening activities.
- To make students achieve awareness on people’s differences.

3.5.2 Specific objectives

- To generate values of respect and tolerance through these activities.
- To improve students’ English language skills, more specifically, listening skills.

3.5.3 Research question

The research question we came up with after analyzing the data collection was the following:

How to promote critical thinking about gender issues on tenth graders using listening activities?

We put effort in changing the problematic proposing debates and discussions with the participants based on real-life activities, so they can react and improve their skills. Additionally, they would change their behavior thanks to this intervention.

3.6 working plan

In this working plan we specify how all the 384 hours we spent in this internship are divided and what we did in each of the three stages that were part of it.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First stage, initial design of the project.</td>
<td>90</td>
<td>These 90 hours were the time we spent in the subject “research in L2” creating the initial draft. In this stage we researched and gather all the necessary information for the us to present the paper in the project.</td>
</tr>
<tr>
<td>Second stage, intervention.</td>
<td>270</td>
<td>This is the amount of time that we spent in the classroom with tenth, sixth, seventh, and eleventh graders doing the intervention as well as the time in which we prepared each of the classes. The time that we spent grading homework and evaluations is also present in this stage.</td>
</tr>
<tr>
<td>Third stage, final report.</td>
<td>30</td>
<td>In this third stage we specify the time we spent elaboration the final report of the internship as well as the analysis of data and journals</td>
</tr>
</tbody>
</table>
Chapter IV: Pedagogical design

In this section we discuss important factors related to the intervention itself such as the role of the people involved as well as the different kind of objectives that we planned to accomplish at the beginning of the project. We also describe the way in which the lessons were carried out as well as the activities implemented in order to assess the participants’ work.

4.1 Instructional Objectives

The instructional objectives are designed to guide the sessions with the students. In that way we as teachers could have a clear perspective on how to address the classes and take decisions about the content that will be presented.

4.2 Instructional Objectives

4.2.1 Cognitive Objectives

- Students will be able to differentiate meaning between terms regarding with gender issues such as: feminism, femicide, male chauvinism.

- Students will construct their idea of equality.

- Students will recognize sexist stereotypes in their society and in other cultures.
4.2.2 Affective objectives

- Based on the discussions and debates, students will change their own behavior towards the problematic proposed.
- Students will apply strategies to solve the problematic at least in their own context.

4.3 Description of the lessons

The lessons were implemented using real life materials such as: videos, articles, movies.

The structure of the class will be:

- Introducing the topic: where we as teachers propose the issues for the session.
- Recalling previous knowledge: most of the times students will be ask what they know about the topic.
- Explaining the procedures for the class or activities to be developed: what students should do and how.
- Developing the activities.
- Socializing the activities.
- Summarizing and concluding.

4.4 Learner’s role

Through this pedagogical intervention, the role of the students was key for the proper development of it since all the lessons and activities applied along the internship, were designed expecting their participation in the activities to be the most important aspect for us to reach the goals sated at the beginning.

In every activity, we presented a certain topic to the students (most of the times using a reading activity and a listening activity to do so), clarify terms and then, we promoted
discussions and students’ interventions, the students were the ones who used to talk and intervene the most, speaking their mind and expressing their points of view.

4.5 Teacher’s role

Given the fact that most of the classes were based on the students presenting ideas regarding a topic that was previously presented by us, our role was focus on guiding the students through the information they received in the reading or listening activities we presented to them, clarifying doubts regarding to the topic that was being discussed in class or the language itself, we usually walked around the classroom doing so and this practice, allowed us to have control of the class in a non-invasive way and to make sure that all the students were participating in the activities proposed. We consider that this situation made the students feel comfortable when asking questions since they felt we were always willing to answer all the questions they may have had.

4.6 Assessment

Considering that our study is focused in promoting critical thinking on the students based on a certain input, the methods we used to assess the learners’ processes were all the discussion activities, presentations and debates proposed on class. We did not focus the assessment on mere language aspects and grammar knowledge because this is not what we wanted to improve or promote in this group of students, the language for us was the element used to present information, and, after that, proposing activities in order to promote critical thinking.
The main focus of the assessment in this project was the students expressing their point of view regarding to a topic using a critical thinking rubric. It is also highlightable the fact that, in some of the activities, the students used Spanish to express their thoughts.

### 4.7 Indicators and evidence of achievement

At the end of the process we expect our pupils to have clear ideas about the issues of the class, so they could reproduce what they learnt and built. Besides, we suppose they will change the way they treat people and will look for equality for men and women in all fields. Furthermore, as it is a critical thinking procedure, we hope students to speak with property and assertiveness about the topics and understand the importance of them for the society.

As proof of achievement we will record students giving their point of view in regards with the issues of the class and they will be score qualitatively considering the coherence of their statements and the critical perspective.
4.8 syllabuses.

In this section we attach all the syllabuses that we designed and applied along this pedagogical intervention.
### INTRODUCTION

The teacher and students will review terms presented in the previous class and introduce new.

### TOPIC: Male chauvinism

**GOAL(S):** To enhance critical thinking skills and develop listening skills.

### OBJECTIVES: reinforce critical thinking skills by presenting controversial topics

### TIME: 12:30 to 2:20 pm

#### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>The teacher and students will review important points discussed in the previous class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>Students will develop an alphabet soup that contains relevant vocabulary related to male chauvinism</td>
<td>Whiteboard</td>
<td></td>
</tr>
<tr>
<td>Activity N°1</td>
<td>15 min</td>
<td>Students will watch a video and will write down the most relevant aspects they could understand from it. The students will watch the video at least 3 times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity N° 2</td>
<td>20 min</td>
<td>the teacher and the students will discuss the most relevant or important aspects the students can point out about the video relating those aspects with the concepts presented in the previous class.</td>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Activity N° 3</td>
<td>10 min</td>
<td>the students will develop a listening comprehension worksheet.</td>
<td>Students participate in the activity</td>
<td></td>
</tr>
</tbody>
</table>
**INTRODUCTION**

The topic of feminism will be discussed in class.

**TOPIC:** feminism

**GOAL(S):** To enhance critical thinking skills and develop listening skills

**OBJECTIVES:** to generate a critical point of view towards feminism

**TIME:** 4:30 - 6:20 pm

**CLASS DEVELOPMENT**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>without giving any information about the topic, the teachers will ask the students what they have heard about the feminism and what they think feminism is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>after the first discussion, the students will read a text related to feminism in which the concept is explained and some background is given to the reader.</td>
<td>Whiteboard</td>
<td></td>
</tr>
<tr>
<td>Activity N°1</td>
<td>35 min</td>
<td>after reading some students will share their impressions about feminism and its importance in their society, this space may create a debate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity N°2</td>
<td>20 min</td>
<td>students will watch a video related to feminism and after this will be asked to say what they understood from the video.</td>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>Activity N 3</td>
<td>10 min</td>
<td>students will answer a worksheet based on the video they previously watched and it will be assessed next class.</td>
<td>Students participate the activity</td>
<td></td>
</tr>
</tbody>
</table>
DATE: August 21th 2018  
SCHOOL: San Pedro Claver \CED  
COORDINATING TEACHER: Jhon Jairo Duarte  
STUDENT TEACHER: Cristhian Gomez

INTRODUCTION

The teacher will present what the internship project will be about and the topic of male chauvinism will be presented as well.

TOPIC: male chauvinism  
GOALS: To enhance critical thinking skills

OBJECTIVES: to present and make students aware of the problematic of male chauvinism in the society.

TIME: 12:00 to 2:00 pm

<table>
<thead>
<tr>
<th>CLASS DEVELOPMENT</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ACTIVITY</td>
<td>TIME</td>
</tr>
<tr>
<td>General Presentation</td>
<td>15 min</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
</tr>
</tbody>
</table>

Activity N°1  
35 min | The students will be given a text that contains history on typical behaviors of a male chauvinistic man.  

Activity N°2  
20 min | 1. The students will develop a role play showing different ways of being chauvinistic that the ones we showed them and will explain why.  

TV |  |
INTRODUCTION
In this class, students and teacher are going to learn about sexist stereotypes

<table>
<thead>
<tr>
<th>TOPIC: Sexism</th>
<th>GOAL(S): To enhance critical thinking.</th>
</tr>
</thead>
</table>

OBJECTIVES: To identify and change sexist behaviors.

TIME: 12:45 to 2:20

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>Teacher is going to do a general explanation about the class such as de dynamic for it.</td>
<td></td>
<td>Students participation in the activity</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>For the beginning the students are going to interpret some actions given by the teachers such as running, jumping, kicking a ball, throwing a ball, fighting, but they are going to be told to perform the actions “like a girl”</td>
<td>Whiteboard</td>
<td>Students participation in the activity</td>
</tr>
<tr>
<td>Activity N°1</td>
<td>15 min</td>
<td>Then students are going to receive some questions they should answer and hand: What other things could you use the expression “like a girl” for?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity N° 2 | 20 min | After this students will watch several times a video about the topic being discussed and they should write down ideas that they get from the video. | TV | Students participation in the activity |

https://www.youtube.com/watch?v=XJQ5WYDTs

Activity N 3 | 10 min | After watching the video
1. Write a paragraph planning a way to confront stereotyped roles in society and how to make people understand about the issue of genre equality.
2. Explain what are you going to do from now to change this problematic. | | Students participation in the activity |
DATE: August 31st 2018  
SCHOOL: San Pedro Claver-IED  
CLASS / COURSE: 1002  
COOPERATING TEACHER: John Jairo Duarte  
STUDENT TEACHER: Sebastian Vargas Millan

**INTRODUCTION**
Assessment of the topics seen so far and debate about feminism

**TOPIC:** feminism  
**GOAL(S):** To enhance critical thinking skills

**OBJECTIVES:** To review different points of view on the topic of feminism

**TIME:** 2:30 pm - 4:10 pm

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>The teachers will review the work proposed the previous class.</td>
<td></td>
<td>Students participation in the activity</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>20 min</td>
<td>Students and teachers will review what the previous topic was: feminism.</td>
<td>The teachers will clarify doubts and important terms.</td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>40 min</td>
<td>The students will watch a video on modern feminism and will define this term basing on the discussion generated in class and with the guide of the teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>30 Minutes</td>
<td>The students will answers a questionnaire about the topics and terms that have been presented in the class so far.</td>
<td></td>
<td>Students participation in the activity</td>
</tr>
</tbody>
</table>
DATE: 04/09/2018  
SCHOOL: San Pedro Claver IED  
CLASS / COURSE: 1002  
COOPERATING TEACHER: Jhon Jairo Duarte  
STUDENT TEACHER: Cristhian Gomez/Sebastian Vargas

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers will expand the feminism topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC: Feminism</th>
<th>GOAL(S): To enhance critical thinking skills</th>
</tr>
</thead>
</table>

| OBJECTIVES: to present and make students aware of the feminism movement. |

<table>
<thead>
<tr>
<th>TIME: 12:30 to 2:20 pm</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CLASS DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY</td>
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<tr>
<td>-----------</td>
</tr>
<tr>
<td>General Presentation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WARM-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity N°1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**DATE:** September 7th 2018  
**SCHOOL:** San Pedro Claver - IED  
**CLASS / COURSE:** 1002  
**COOPERATING TEACHER:** John Jairo Duarte  
**STUDENT TEACHER:** Sebastian Vargas Millan

**INTRODUCTION**

**TOPIC:** third wave of feminism  
**GOAL(S):** To enhance critical thinking skills  

**OBJECTIVES:** to review what the third wave of feminism is and to generate a critical point of view about it.

**TIME:** 4:30 – 6:20 pm

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>The teacher will ask the students what they remember or think the third wave of feminism is and its principal characteristics.</td>
<td></td>
<td>Students participation in the activity</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>20 min</td>
<td>Teacher and students will watch a video about modern feminism and will try to compare this modern feminism with the third wave of feminism. Are these two concepts the same thing? What are the differences?</td>
<td>Tv, video.</td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>40 min</td>
<td>The students will be handed a text about the third wave of feminism.</td>
<td>text</td>
<td></td>
</tr>
</tbody>
</table>
| Activity 2              | 30 minutes | Students will have a debate on one of the most important topics related to the third wave of feminism: abortion.  
Students will be randomly given a position: against or in favor of abortion. |           | Students participation in the activity |

**REMARKS:**

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

Advisor class start ___________________________ Advisor class finish ___________________________

Date ___________________________  Head Teacher Signature ___________________________
### INTRODUCTION
The topic of chauvinism in different societies will be discussed in class.

**TOPIC:** Chauvinism      **GOAL(s):** To enhance critical thinking skills.

**OBJECTIVES:** to make students aware of the topic in different countries.

### TIME: 4:30 - 6:20 pm

<table>
<thead>
<tr>
<th>CLASS DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
</tr>
<tr>
<td>General Presentation</td>
</tr>
<tr>
<td>WARM-UP</td>
</tr>
<tr>
<td>Activity No 1</td>
</tr>
</tbody>
</table>

- **Activity No 2**
  - 20 min
  - The explanation part of the activity will be represented as a role play by each group.

  *With your group read the law and then explain it to the rest of the class. After that, give three valid arguments to change this sexist law and write a new one.*
The topic of chauvinism in different societies will be discussed in class.

OBJECTIVES: to make students aware of the topic in different countries.

<table>
<thead>
<tr>
<th>TIME: 4:30 - 5:20 pm</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>without giving any information about the topic, the teachers will ask the students what they have heard or know about other societies' realities in terms of chauvinism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>After the first discussion, the students will form 10 groups. Each group will receive a law from a country related to chauvinistic stereotypes. They should understand the chunk, explore the vocabulary and so on.</td>
<td><strong>Worksheet</strong></td>
<td></td>
</tr>
<tr>
<td>Activity N°1</td>
<td>35 min</td>
<td>with the law they will receive a worksheet for handing with the instructions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- With your group read the law and then explain it to the rest of the class. After that, give three valid arguments to change this sexist law and write a new one.

- With your group read the law and then explain it to the rest of the class. After that, give three valid arguments to change this sexist law and try to write a new one.

As ridiculous as these sound to some of us, they were not included in a top 10 list of misogynistic laws compiled in a report released today by women’s rights advocacy group Equality Now.

1. Saudi Arabia maintains its 1990 Fatwa prohibiting “women’s driving of automobiles” as “a source of undeniable vices.”
## INTRODUCTION

Key moments in the history of feminism

### TOPIC:

Third wave of feminism

### GOAL(S):

To enhance critical thinking skills

### OBJECTIVES:

To review what the third wave of feminism is and to generate a critical point of view about it.

### TIME: 4:30 – 6:20 pm

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
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<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>The teacher will ask the students what moments they know or consider important in the history of feminism and women’s rights.</td>
<td></td>
<td>Students participation in the activity</td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>The students will then be organized in groups and will read a piece of paper. Each group will read about a different key moment in the history of feminism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>40 min</td>
<td>Each group will talk about the important moment they read about and will express their thoughts on it.</td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>30 min</td>
<td>A video about each of the moments they read about will be played in class and will be discussed. For the next class, in the same groups, the students will prepare a presentation on the moment they consider is more relevant or important.</td>
<td>video</td>
<td>Students participation in the activity</td>
</tr>
</tbody>
</table>
**DATE:** September 24th 2018  
**SCHOOL:** San Pedro Claver  
**CLASS / COURSE:** 1002  
**COORDINATING TEACHER:** John Jairo Duarte  
**STUDENT TEACHER:** Sebastián Vargas Millán

### INTRODUCTION

**Topic:** Key moments in the history of feminism  
**Goal:** To enhance critical thinking skills  
**Objectives:** to review all the important moments in feminism history

### TIME: 4:30 – 6:20 pm

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>15 min</td>
<td>The teachers will show a video reviewing the most important moments in the history of feminism</td>
<td></td>
<td>Students participation in the activity</td>
</tr>
<tr>
<td>General presentation</td>
<td>15 min</td>
<td>Since the students were asked to look for the important moments in the history of feminism, they will say which moment the chose and why.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>40 min</td>
<td>The students will make posters of the important moments the chose.</td>
<td></td>
<td>text</td>
</tr>
<tr>
<td>Activity 2</td>
<td>30 Minutes</td>
<td>The students will make a presentation of their poster</td>
<td>video</td>
<td>Students participation in the activity</td>
</tr>
</tbody>
</table>
INTRODUCTION
The teachers will expand the gender issues topic

**TOPIC:** gender issues  **GOAL(S):** To enhance critical thinking skills

**OBJECTIVES:** to present and make students aware of the differences of gender

**TIME:** 12:20 to 2:20 pm

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>PROCEDURE</th>
<th>MATERIALS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>Teachers will remember students about the topic and will explain the procedures for the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will present the poster they did in the previous session and explain it to the class. The teacher will grade the activity.</td>
<td></td>
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</tr>
</tbody>
</table>

**WARM-UP**

<table>
<thead>
<tr>
<th>Activity N°1</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45 min</td>
<td>Then students will participate in an activity called “tell me the good things” which consist of making a couples girls and boys and they should write a text explaining the good things he or she has as a representative of the gender. They should do it in English in front of the class and explain what they meant end why.</td>
<td></td>
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</tbody>
</table>

**Whiteboard**
**DATE:** 02/10/2018 and 04/10/2018  
**SCHOOL:** San Pedro Clerver-IED  
**CLASS / COURSE:** 1002  
**COOPERATING TEACHER:** Jhon Jairo Duarte  
**STUDENT TEACHER:** Cristian Gomez/Sebastian Vargas

---

### INTRODUCTION

The teachers will expand the gender issues topic

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>gender issues</th>
<th>GOAL(S): To enhance critical thinking skills</th>
</tr>
</thead>
</table>

**OBJECTIVES:** to present and make students aware of the differences of gender

**TIME:** 12:20 to 2:20 pm

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>Teachers will remember students about the topic and will explain the procedures for the class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will receive a worksheet. They are going to have some minutes to check it and make questions. Then they will watch a movie *(Mulan)* and they will develop the worksheet based on it.

**Activity**  
If they do not finish, they will have time to finish at home for homework.

**Whiteboard**
DATE: 16/10/2018
SCHOOL: San Pedro Claver IED
CLASS / COURSE: 1002
COOPERATING TEACHER: Jhon Jairo Duarte
STUDENT TEACHER: Cristhian Gomez/Sebastian Vargas

INTRODUCTION
The teachers will expand the gender issues topic

TOPIC: Disney stereotypes
GOAL(S): To enhance critical thinking skills

OBJECTIVES: to present and make students aware of the differences of gender

TIME: 12:20 to 2:20 pm

CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>Teachers will remember students about the topic and will explain the procedures for the class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will be asked for stories or fairy tales in which they can see reflected gender issues such as sexism, chauvinism, etc. and explain why it is reflected on it.

Activity
Students will be organized in groups and receive a reading exercise based on the stereotypes in Disney movies or series. The idea is to make students comprehend the role of the Disney fairy tales in children education so that they discuss about it.

activity
After they read and understand the main idea of the text, they will be organized in round tables and start a discussion about their text being that each group will have different texts but they are connected.
Internship proposal: promoting critical thinking about sexism through listening activities

DATE: October 19th, 2018
SCHOOL: San Pedro Claver-IED
COOPERATING TEACHER: John Jairo Duarte
STUDENT TEACHER: Sebastian Vargas Millan

INTRODUCTION
Key moments in the history of feminism

TOPIC: third wave of feminism

GOAL(S): To enhance critical thinking skills

OBJECTIVES: to review what the third of feminism is and to generate a critical point of view about it.

TIME: 4:30 – 6:20 pm

CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
<th>PROCEDURE</th>
<th>MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Presentation</td>
<td>15 min</td>
<td>The teachers will ask the students what do they do about sexism and the differences there may be with other terms,</td>
<td>Students participation in the activity</td>
<td></td>
</tr>
<tr>
<td>WARM-UP</td>
<td>30 min</td>
<td>After this the students will get organized by pairs and will read a text about the differences between topics like sexism and male chauvinism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1</td>
<td>40 min</td>
<td>Students and teachers will discuss the main differences between the topics.</td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>30 Minutes</td>
<td>The students will watch a video of some women reading sexist quotes, each couple of students will choose a quote and will explain what it says and why it is sexist</td>
<td>video</td>
<td>Students participation in the activity</td>
</tr>
</tbody>
</table>
4.9 annexes

In this section we attach all the activities and worksheet presented to the students along the internship.

Annex 1

Listening comprehension

Watch and listen the video and answer.

He mentions things that, according to him, women can’t do. Mention two of them.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

The man compares women with an animal, what animal is it?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

How would you educate a person like him?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Annex 2

1. Chauvinism is a form of extreme patriotism and a belief in national superiority and glory. Whereas patriotism and nationalism may represent temperate pride, chauvinism is intemperate. It can be also defined as "an irrational belief in the superiority or dominance of one's own group or people". Moreover, the chauvinist's own people are seen as unique and special while the rest of the people are considered weak or inferior.

In modern English, the word has come to be used in some quarters as shorthand for male chauvinism, a trend reflected in Merriam-Webster's Dictionary, which begins its third example of use of the term chauvinism with "an attitude that the members of your own sex are always better than those of the opposite sex".

2. the belief, held or alleged to be held by certain men, that men are inherently superior to women.

3. If you accuse a man of male chauvinism, you disapprove of him because his beliefs and behavior show that he thinks men are naturally superior to women.

Answer in groups

1. Where do you think people learn to be chauvinistic and why?

2. How do you think you can fight this situation? Give examples and explain.

3. Give 3 examples of male chauvinism in our society.
Annex 3

A **misogynist** actively displays his dislike for women, whether by what he says aloud or online, and/or by treating women with disrespect, and fears a world in which women have too much power. He might ignore or talk over a woman in a group of men, for example.

A **sexist** believes and practices gender stereotypes. For example, a sexist man might always insist on paying for dinner on a date; a sexist woman might always allow him to.

A **male chauvinist** feels no remorse for objectifying women and scorning all things feminine, but believe they have a place in the world. For example, a man who takes a woman to dinner, and complains if they don’t have sex afterwards; or if they do, he brags about it to his pals as if he shot a deer while hunting.
Annex 4

Feminism is a range of political movements, ideologies, and social movements that share a common goal: to define, establish, and achieve political, economic, personal, and social equality of sexes. This includes seeking to establish educational and professional opportunities for women that are equal to those for men.

Feminist movements have campaigned and continue to campaign for women's rights, including the right to vote, to hold public office, to work, to earn fair wages or equal pay, to own property, to receive education, to enter contracts, to have equal rights within marriage, and to have maternity leave. Feminists have also worked to ensure access to legal abortions and social integration, and to protect women and girls from rape, sexual harassment, and domestic violence. Changes in dress and acceptable physical activity have often been part of feminist movements.

The history of the modern western feminist movements is divided into three "waves". Each wave dealt with different aspects of the same feminist issues. The first wave comprised women's suffrage movements of the nineteenth and early twentieth centuries, promoting women's right to vote. The second wave was associated with the ideas and actions of the women's liberation movement beginning in the 1960s. The second wave campaigned for legal and social equality for women. The third wave is a continuation of, and a reaction to, the perceived failures of second-wave feminism, which began in the 1990s.
Annex 5

1648: MARGARET BRENT DEMANDS "A VOTE & A VOYCE"

Margaret Brent was, by any standard, an amazing woman. Born in 1601 in England, she emigrated to the colonies, and was the first female lawyer in America. Brent practiced her legal skills in over 100 cases and was so highly regarded that the Governor of Maryland chose her as the executor of his will. In 1648, she made a formal request for “A Vote And A Voyce” in the Maryland Assembly. In her own words, she “Protested against all proceedings … unless she may be present and have vote as aforesaid.” She didn’t get American women the vote, but it was a hell of a start.

1776: ABIGAIL ADAMS WANTS WOMEN IN THE DECLARATION OF INDEPENDENCE

Abigail Adams, wife of second President of the United States John Adams, threatened him with serious consequences if he forgot about the rights of women while he was writing the Declaration of Independence in 1776. “If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion and will not hold ourselves bound by any laws in which we have no voice, or Representation,” she wrote. He replied by saying that it would probably not be possible, writing of her demands, “I cannot but laugh.”

1839: MARRIED WOMEN GET THE RIGHT TO OWN PROPERTY IN MISSISSIPPI

Before 1839, wives basically had no legal existence separate from their husbands in the United States. They couldn’t earn their own money, own their own property, receive inheritances, or sign contracts. But that began to change with the Married Women’s Property Act. Connecticut had allowed women to write their own wills as early as 1809, but the Mississippi act of 1839 meant that for the first time, women could own and control property, inherit it on their own outside their marriage, and maintain their own finances. It was the first in a series of state laws expanding the scope of women’s legal lives.
1848: SUFFRAGISTS SIGN THE DECLARATION OF SENTIMENTS

You probably know about the formation of the National American Woman Suffrage Association in 1890 — but half a century earlier, one of the Suffrage Association’s main leaders, Elizabeth Cady Stanton, organized a groundbreaking women’s rights convention at Seneca Falls, New York. The convention’s attendees (68 women and 32 men) signed the Declaration Of Sentiments, a document based on the Declaration of Independence, demanding rights for women.

It pointed out that married women were “civilly dead”, that women had an “inalienable right” to vote, and that education, property, wages, and ”all the avenues to wealth and distinction” were exclusively and undeservedly male.

1911: ANNIE PECK CLIMBS A MOUNTAIN FOR WOMEN'S RIGHTS

One of the first American female adventurers and academics, Annie Smith Peck earned a Masters in Greek from the University of Michigan in 1881 — but her great contribution to women’s rights was the publicity stunt to end them all. In 1911, at the ripe old age of 61, Peck — who’d climbed set records climbing the Matterhorn and mountains all over South America — climbed Mount Coropuna in Peru and unfurled a flat saying “WOMEN’S VOTE” at the summit. The newspapers loved it, and it gave the movement greater visibility.

1968: SEX-SEGREGATED JOB ADS ARE MADE ILLEGAL

The most prominent feminist activists of the ’60s, like Gloria Steinem and Betty Friedan, tend to get most of the press for the era’s gender equality achievements — but several quiet legal victories also made waves. Newspaper publishers were shocked in 1968 when the Equal Employment Opportunity Commission ruled that “help wanted” ads couldn’t be segregated by sex. The decision was backed up by the Supreme Court in 1973, allowing women to enter previously male-dominated parts of the workforce.
Annex 6

Listening activity: Malala on feminism

1. She says feminism is just another word for ...

2. When you speak about women’s rights, you become a ....

3. She gets disappointed when ....

4. True or false? She says only women should fight against feminism

5. Do you agree with feminism ideas? Has your opinion changed about feminism? What is your personal point of view about feminism?
Annex 7

Third wave feminism

is an iteration of the feminist movement that began in the early 1990s United States. It was Born in the 1960s and 1970s as members of Generation X, and grounded in the civil-rights advances of the second wave, third-wave feminists embraced individualism and diversity and sought to redefine what it meant to be a feminist.

The third wave is traced to the emergence of the Riot grrrl feminist punk subculture in Olympia, Washington, in the early 1990s, and to Anita Hill's televised testimony in 1991—to an all-male, all-white Senate Judiciary Committee—that Clarence Thomas, nominated for the Supreme Court of the United States, had sexually harassed her.

Third-wave feminism regarded race, social class, transgender rights, and sexual liberation (including abortion) as central issues. It also paid attention to workplace matters such as the glass ceiling, unfair maternity-leave policies, motherhood support for single mothers by means of welfare and child care, respect for working mothers, and the rights of mothers who decide to leave their careers to raise their children full-time.

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Annex 8

Sopa de letras de chauvinism

Palabras a encontrar:

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-------- -------- --------
Annex 9

Mulan Soundtrack: Language & Discussion

"Honor to Us All"

Written by composer Matthew Wilder and lyricist David Zippel for Walt Disney Pictures’ 36th animated feature film Mulan (1998). The scene of several older Chinese women and female members of Mulan’s family as they prepare the character to be evaluated by the Matchmaker.

This is what you give me to work with
Well honey, I’ve seen worse
We’re going to turn this sow’s ear into a silk purse

We’ll have you washed and dried
Primped and polished till you glow with pride
Trust my recipe for instant bride
You’ll bring honor to us all

Wait and see, when we’re through
Boys will gladly go to war for you
With great fortune (and a great hairdo)
You’ll bring honor to us all

A girl can bring her family
Great honor in one way
By striking a good match
And this could be that day

In canon:
When we’re through,
You can’t fail
Like a lotus blossom soft and pale
How could any fellow say “no sale”
You’ll bring honor to us all

[There, you’re ready]
--Not Yet, An apple for serenity
A pendant for balance

Beads of jade for beauty
You must proudly show it
Now add a cricket, just for luck
And even *you* can’t blow it.

Mulan:
Ancestors, hear my plea

Men want girls with good taste
Calm, obedient, who work fast paced
With good breeding and a tiny waist
You’ll bring honor to us all

We all must serve our Emperor who guards us from
the Huns
A man by bearing arms
A girl by bearing sons

Help me not to make a fool of me
And to not uproot my family tree
Keep my father standing tall

Scarier than the undertaker
We are meeting our matchmaker

Destiny, Guard our girls
And their future as it fast unfurls
Please look kindly on these cultured pearls
Each a perfect porcelain doll
Please bring honor to us--
Please bring honor to us--
Please bring honor to us--
Please bring honor to us all!
Mulan Soundtrack: Language & Discussion

Discussion

1. Please explain the difference between men and women roles towards their family and their country in historical Chinese context. Please give examples.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. In this context, what does a “good woman” look like?
Appearance:

______________________________________________________________________________

______________________________________________________________________________

Personality:
3. Why do women in this context have to be a “good woman” by the social standard?


4. What are the other cultural elements you can see in these songs?


5. Compare the song to cultural context of your society. Choose one topic and write a 100-word paragraph.

- What are the qualities people need to have in order to be a “good” man/woman? Do you agree with the standard?
- Compare and contrast the gender role man and woman have to fulfill between the historical China and your society, or in your society in the past and in the present.
1. Saudi Arabia maintains its 1990 Fatwa prohibiting “women’s driving of automobiles” as “a source of undeniable vices”.

Last week, in a TV talk show, an historian defending this prohibition suggested that foreign female drivers be imported wholesale to avoid the shame that the rape (“not a big deal” for a woman) would bring to the family. Of course, Saudi Arabia is only one of a handful of countries, including The Vatican, where women cannot vote. Saudi women are also, effectively, electronically tagged... if they try to travel out of the country their guardians are automatically contacted.

2. A 2013 Indian act confirmed the legality of marital rape... “Sexual intercourse or sexual acts by a man with his own wife, the wife not being under fifteen years of age, is not rape.”

India has the world’s highest number of early marriages and while fewer girls younger than 15 are being married (18.2 percent), the rates for girls ages 15-18 has increased to 29.2 percent. Waiting a year eliminates “rape.”

3. In the U.S., a child born outside of marriage can only be granted citizenship in certain cases relating to the father.

For example, when “a blood relationship between the person and the father is established by clear and convincing evidence” or “the father (unless dead) agreed, in writing, to provide
financially for the person until they reach age of eighteen. Somehow, I doubt that millennials, for whom out-of-wedlock births are the norm, know that this might be the case where they live.

4. Likewise, Yemen’s 1992 act says that a wife “must permit [her husband] to have legitimate intercourse with her when she is fit to do so.”

No age limit. Fourteen percent of girls in Yemen are married to adult men before they are 15. Periodically, the news cycle is interrupted by a sad and enraging story about girls and women assaulted, sometimes to death, by their husbands. While efforts are underway to change the legal age of marriage to 18, marital rape is a separate issue. In either case, Yemen is in the process of falling apart as I type.

5. In Malta, a kidnapper “after abducting a person, shall marry such person, he shall not be liable to prosecution.”

This may seem like a strange law to some, however is a real problem in many countries and common in certain cultures.

6. In Nigeria, violence “by a husband for the purpose of correcting his wife” is just fine.

It is difficult for some, however, to live in a country where this is true and then move to another where it is not. Two weeks ago, Sahara Reporters’ Abidodun Ladepo wrote about multiple cases of Nigerian men killing beating and killing their wives in the U.S. These women are among the three who die each day here at the hands of their spouses.

7. Women in the Democratic Republic of Congo, where during the war an estimated 48 women were raped per hour and where rape, including rape tied to intimate partner
violence, continues at horrific rates, “is obliged to live with her husband and follow him wherever he sees fit to reside.”

Marital rape is not a punishable offense.

8. In Guinea women are not allowed to have “a separate profession from that of her husband” if he objects.


“A marriage celebrated under customary law or Islamic law is presumed to be polygamous or potentially polygamous.” This law is one thread in a very thick cloth and complicated cloth. Women’s rights groups in the country seemed torn. Some applauded the law because polygamy is so widely practice and the law extended vital protections to all wives that were previously denied.

10. A Bahamian act dating from 1991, two years before the last U.S. state outlawed marital rape, defines rape as anyone older than 14 “having sexual intercourse with another person who is not his spouse.”

In addition, married Bahamian women cannot pass their nationality to children, with foreign fathers, born outside of the country. This is not true for children born to Bahamian men. It’s also easier for men to get citizenship for spouses.

Rape laws, laws governing movement or work or children’s nationality are reflections of deeply held and rooted ideas about women being men’s property. The common law history of rape laws in particular show that rape was, and in many cases still is, not about a woman’s human rights
being violated, but about a man — her father, brother, husband — having his property stolen. They were never meant to actually protect the raped, but rather defend these property rights. Rape, domestic violence, control of movement — these are, by many men and the countries they govern, understood as entitlements. Men surveyed in the largest global study of gender-based violence cited “entitlement” as the “primary reason” that they sexually assaulted women.
Annex 11

Fairytales and Feminism: “I Don’t Wanna be Like Cinderella”

*Cinderella, Sleeping Beauty, Beauty and the Beast* – all classic fairytales which have been around for generations, and have appeared in many different retellings. Nowadays, these stories are owned by the production giant known as Walt Disney Studios, leaving all of the retelling and changes up to their collective discretion.

But just how much have the stories changed from their originals? And have all of these changes been for the better?

**The Original Message vs. Disney’s Retelling**

The Brother’s Grimm version is very different from Disney’s.

The original stories we know as fairytales were made with a purpose: for educating and putting forth ideal behaviours for children, both boys and girls. Boys were taught to be action-takers, leaders, and protectors, often striding forth to either save or find their mysterious princesses, and take their happily-ever-after. While the male hero isn’t expected to be all that eloquent with his words, he’s still expected to be the one to take charge in any situation.

Girls got a very different message.

In order for them to succeed, they needed to fit into the narrow view of what was beautiful, as well as being kind, generous, self-sacrificing, the epitome of patience and forgiveness – just to name a few. Essentially, they were taught to be as passive and as gentle as possible.
In one of the original versions of the classic *Cinderella* story by Charles Perrault, once Cinderella is revealed to be the mysterious princess, she still goes out of her way to be kind to her step-sisters, by giving them fancy lodgings and matching them up with men of the court – a detail left out in both the live action or animated versions of Disney’s *Cinderella*. However, being a kind and gracious young lady is established at the end of the tale as being the moral of the story: even more valuable than just being beautiful, even though that point it pushed quite a few times throughout the tale.

A fine message, to be sure, for someone of any gender: it should always be a goal to be as kind and gracious to others as possible. But, such an element seems to be lacking when it comes to Disney’s most recent retelling, beyond the mantra of “be kind” – a mantra which doesn’t even seem to be followed by the film’s heroine as she snubs her “evil” step-mother and is carried away by the prince, whipping out a snippy one-liner and leaving her standing, dumbfounded on the stairwell.

Without the all-important message of true kindness and graciousness, what is truly left as the message of the fairytale? Or has the message been changed completely?

Instead of that moment on the stairwell being used as a tool for the audience – to help satisfy that need for the evildoer to be punished, for the bad to get what they deserve – it could be sending a very different message.

A message to young girls: abuse should not be tolerated.

From today’s perspective, the emotional abuse Cinderella suffers at the hands of her stepfamily members is obvious. While the original story may have had goals of teaching girls to be good in
spite of whatever might be thrown their way, and to always maintain a calm and gracious exterior made of passivity, Disney is taking the tone in a different direction by showing their heroine sticking up for herself. Instead of taking the abuse in passivity, Disney’s Ella finally takes a stand.

At the end of the movie, Cinderella has her escape, her way out of the abuse she’s been forced to suffer for all of these years. Her handsome prince is right there to help her get away afterwards, meaning she can stand up for herself without fear of any further repercussions from her stepmother. It’s a detail that isn’t present in the animated version of the film, nor the original versions of the story.

Had she decided to be a little more forcefully assertive before the end of the movie, it’s obvious that things would have gone poorly for her. Her stepmother smashes the glass slipper Ella managed to save from her trip to the ball when they get into an argument before the prince’s envoy even arrives – a tell-tale warning sign for escalating abuse. The fact that she locks Ella up in her room when the prince’s envoy is about to arrive is also another good indicator.

By biding her time, Ella sets herself up for a successful escape and what seems to be the smart decision of riding off into the metaphorical sunset with her “Prince Charming”.

But that’s when another issue arises with the genre of fairytales: the idea of love at first sight.
Annex 12
Annex 13
Chapter V. Journals and final reflections.

In this chapter we attach all the corresponding journals of each of the sessions.

5.1 Journals

Journal. Internship. Friday August 10th 4:20 pm – 6:20 pm

The class started ten minutes later than the expected since most of the students did not arrive to the class on time.

The head teacher told the students that from then on, we were going to start our internship project with them on Tuesdays and Fridays and gave them some instructions related to the grades and the rules that they should follow along the process.

Then we introduced ourselves to the students, we let them know the general aspects of our project and what we expected them to do as well as some general rules of the class.

After this we asked the students about the term male chauvinism and if they think it is a recurrent problematic in our society.

It was satisfying for us the fact that most of the students were willing to participate and to express what their ideas are on this topic.

After listening to students’ ideas, we gave a definition of the term male chauvinism and ask the students if they think just men are chauvinistic. Most of the students said that just men can be chauvinistic, but it was good to see that some students disagreed and provided some examples to show that men are not the only ones that are chauvinistic.

After sharing ideas and concepts we gave the students a text in which they could find different definitions on the term. They read it and we encouraged them to ask questions and fully understand the text using dictionaries. Since the students have an intermediate language level and there are not enough dictionaries for them to use, we encourage our students to work in groups.

The final activity was to share with their classmates their ideas on the text and what they understood from it.
This is the second class with this group and we had good impressions for the first class. Although students show some difficulties when expressing and supporting their opinions and thoughts, one of the key aspects that will conduct this study, the students’ participation was noticed in the first session.

In this session, we will reinforce some of the terms that were introduced last class and will carry out the first listening activity.

To begin, we gave the students an alphabet soup with the terms discussed in the previous class, for this activity, the students are asked to work in groups, do the activity, define terms and use them in a sentence. We have noticed in these two classes that this group enjoys to work in groups, they feel comfortable and most of the groups seem to be working properly. However, in some groups, we could notice that not all the students work in the activity given, some of them do the activity and the others just talk and laugh.

After this we started the listening activity about a person with a male chauvinistic behavior and expressions. Before we played the video, we gave the students the worksheet, explained the activity, clarify doubts and vocabulary.

The video was played three times, in the first time, none of the students answered the questions from the worksheet, in the second time, most of them started answering and after the third time, we decided to help them, giving clues and putting subtitles in the video. After playing the video three times we asked the students what the most difficult part was and if the felt better with the subtitles. Some of the students let us know that it was much easier for them to understand the video with subtitles since the can relate the word written with the sound the hear.

After this, the video was played in the specific parts in which the students could answer the questions in the worksheet. This activity allowed the students to pay close attention to the specific information the needed and, as a consequence, they could understand the video much better.

After this, we asked the students personal opinions on the topic in order to promote discussions.
Journal August 17th 2018

The objective of this class was to clarify the meaning of feminism and also modern feminism being that there are many kinds of definitions for the term and it may be confusing for the students.

We asked students what they knew about the term. Some of them gave answers that were close to the correct definition. We stated that there was no problem with giving wrong definitions for now.

Then we provided a reading about feminism so they could solve doubts and correct misunderstandings. As always what they did at first was to look for unknown vocabulary and some of them tried to translate the hole text but we told them not to do it because they would waste time and could not finish the task on time.

To finish we discussed and socialized the reading and the students express their own thoughts regarding to the terms exposed.
The topic of this lesson was the term chauvinism and the history of it. we brought a reading about it, it was an article taken from the internet. We divided the course into couples and gave the copies with the reading.

We observe that before we gave the instructions they started to read and translate the text into Spanish, we told them to stop and then we explain what they had to do. They should read, look for vocabulary and at the end socialize with the rest of the class in order to construct understanding together.

It is important to notice that most of the group always try to write and translate any text we propose them to read although we tell them it is not important to write but to understand and just have a talk about what they understood from the text proposed and to know their opinion about the topic of the class.

The students did it well, despite they request lots of help and some students did not even read the text.

At the end most of the students clarify doubts and understand the term. It was interesting for us to see that these kinds of topics generate a certain interest in most of the students, they try to participate and to let the other know what their point of view is.
We started this class by asking the students what do they think people mean when they say things like “you hit like a girl”, “you play like a girl” or similar expressions. The students answered as we expected, by saying that it means that a person does not perform certain action properly or does not do it with the strength required to do it well.

Some students also admitted they use these kinds of expressions and that they see this as something really normal and not offensive at all.

Something surprising for us is that the girls did not see these kinds of sentences as something offensive, some of them arguing that everyone say them and that they have always heard them in their daily lives.

After this discussion activity, we showed them a video in which some people explain why it is not ok to use those expressions, arguing that men are women are all the same and deserve the same respect.

It was interesting to see the students reflecting after the video, most of them did not realize how offensive these phrases can be and the way they can affect others no matter if they are girls or boys.

After this, we proposed them an activity in which they would mention certain situations in which this expressions are used and how can we avoid the usage of it.
Journal August 31st 2018

The activity for this day was in order to review different concepts around feminism as radical feminism, equality, waves of feminism, among other concepts already mentioned in class.

What we did was to generate a debate in which the students talked about the concept, the way they understood and gave examples from their daily life and based on their own experiences.

At this point we notice that students love to participate in debates and talking but they still doing it in Spanish, they refuse to use English to express their ideas but we considered interesting the fact that they participate a lot and it is evidenced some progress in the conception of the terms and the respect towards others.

Despite we work with all the language skills they only show progress in reading comprehension and also we observed certain level of critical thinking achievement.

In this session we wanted to expand students’ knowledge about feminism and the history of it. We decided to do it because we noticed they did not have clear enough everything about the term, what it means and all the social phenomena it implies.

The class was organized in groups of six approximately and we explained what the instructions were. Each group received a different reading about the same topic, in this case feminism and its waves. What students had to do was to read in their own groups, to understand the reading and at the end of the class the should explain to the rest of the group what the reading was about what they understood, their point of view and also how their perspective regarding to this topic changed taking into account the previous knowledge they had.

In all the classes we specify to students that if they have any doubt, they can request help, so they did it, and they showed big interest in understanding the reading, so we felt happy at observing their autonomous work in the classroom.

When they had to explain their reading, they had many problems doing it in English, so at the end they did it in Spanish. This is not what we wanted but at least they showed interest and developed the activity.
For this session we worked with an important part of feminism which is the third wave. At first we asked students what they knew or remember about the third wave and modern feminism. We wanted to give us the differences among those two.

They did not remember too much about it despite we had worked on it previously. After it we played a video about modern feminism and the idea was making the students aware of the important aspects of it. After the video we gave the students a reading about the third wave so they could compare much easier.

As we know students love debating, we started a debate about the abortion which is an important topic related to the third wave of feminism.

To start the debate we divided the class into two and assigned roles to the students, one side pro-abortion and the other against. They could not chose the role or the side they wanted to be in. The selection was randomly. At first we noticed they felt uncomfortable because most of them had to be in a side that was against their own beliefs. They had some difficulties at constructing arguments because they took it personal but we tried to address the debate in order to make it neutral.

To finish we can say students loved the activity and increased their argumentative and critical thinking skills.

In this class we worked on a controversial topic we considered interesting being that our main goal is to improve critical thinking skills in the students we introduce the topic when we talked about women rights. The topic of the class was abortion. This topic is closely related to the term of feminism and its implications as well as the waves of feminism.

We divided the class into two and the students were assigned roles they should defend from a unique perspective, pro-abortion and against-abortion. The idea with this exercise was to help students to state a position and give arguments not expressing just their ideas and what their personal opinions were but also to base what they say on facts and on strong and solid arguments.

We observe good participation but also, we saw they took the debate personal and at some point, it turned into a personal attack, some of the students did not share others’ points of view and they started shouting personal insults to the others.

We gave feedback and as we wanted them to do the exercise well, we ask for homework to look for valid arguments in order to continue the debate next class.

The class was interesting and allowed us to evidence that the students had a lack of critical thinking skills and they used to impose their perspective without considering others’ thoughts.
Journal September 18th 12:30 – 2:20 pm

As it is usual on Tuesdays, the class started at 12:45 pm. The students were organized in a round table and were asked to say what they know about chauvinistic laws in different countries. Most of the participants talked about laws in Eastern countries such as Iran or Syria.

After this the students were organized in groups and were given some pieces of paper that contained some chauvinistic laws from different countries. The idea, as we explained, is that the students read the law, fully understand it, explain it to the rest of the class (in English) and propose a way to change that law or, a new law.

The students as usual, take long time to understand and propose any idea towards a text, it took them one hour approximately.

All the students participated in the activity although it is difficult for them to express their ideas in English it is motivating for us to know that the students make an effort to use the target language.

We also noticed the students always need the help of an instructor and a dictionary in order for them to do any kind of activity or task in English.

Something that is remarkable is the fact that most of the students start to express a critical point of view towards gender issues, something they were not doing in the past.
The objective of this class was to show the students important moments and people in the history of feminism, why they were important and the implications these moments and people have in nowadays’ life.

To begin, we asked the students what moments they knew or considered important that were related to the feminism. Just two students were able to mention historic moments related to the feminism.

After this discussion, we divided the students in groups of three people and the idea was that they read some pieces of paper about important moments in the history of feminism, each group had a different moment.

As usual, most of the students participated actively with the help of the dictionary and making questions constantly.

To finish the class, we asked each group to talk to the rest of the class about the moment that they read about and give their point of view regarding why they thought it was a relevant moment in the history of feminism.
Journal September 24th

In this class the students worked on a poster related to an important moment in the history of feminism, they can make the poster using drawings, images, words etc.

As the students were asked, most of the students look for some information about important or relevant moments in the history of feminism. The majority of the students did not take the materials such as markers, papers, and colors to the class. We had to provide the students with these materials.

An important factor is that some students looked for the information in Spanish, it seems that they prefer to read in Spanish and then translate, rather than reading in English and trying to understand.

All the students seemed to be involved in the activity, all of them worked in the poster, some of the pupils show a great interest in participating in activities related to drawing and sharing what they did.

The class finished earlier than the expected because the school organized a cultural activity in which students had to participate.
Journal September 28th

In this class, the students will have to present the posters they did the previous class and in their houses.

Most of the students finished their activity in class, but some other did not bring it to class.

We gave the students the opportunity to finish their work in the first 10 minutes of the session. After this, the students started to present their posters in English, it was interesting for us to see that they made a big effort to express their ideas in English and, after this, they explain their ideas and what they were trying to say in English but using Spanish.

After the presentations we asked the students what they thought about the activity and it was interesting to notice that most of the students did not know about those important facts or people in the history of feminism, their contributions and the importance of all this happenings in nowadays’ society.

Most of the students seemed to enjoy the activity because they really like to draw and paint in their notebooks.

There were 10 students who did not present the poster and there were two who did not want to show their poster nor show it.
Journal October 2nd

In this class, they students watched a movie in which important topics such as male chauvinism and sexism are presented as well as they way in which some societies see and assume these phenomena as an important part of their culture and after that, the answered a worksheet related to the topics and the movie itself.

Most of the students were distracted and did not pay attention at the beginning of the class but after some minutes they started getting interested in the movie.

At the beginning of the movie they were saying things like “this is a kids’ movie” or “play something more interesting” but some time after they started laughing and getting the idea of what we were trying to show them through the movie.

Although we advised them to take notes of the important aspects they can notice in the movie, any student did so.
Journal October 16th

In this class we wanted to show the students that the phenomena male chauvinism are present in our daily lives, in the T.V, in the movies, in the advertisments, in people’s behavior, etc. To do this, we asked the students if they consider that movies for kids or fairy tales are male chauvinistic or not. At first, they said no but after analyzing the question they said yes and gave some examples like Cinderella.

We discussed for some time with them about the topic and then, we gave them some articles analyzing this problem in several Disney fairly tales and how these things can affect the kids’ education, way of thinking and even their behavior.

The students were divided into groups and read the articles, each article analyzing a different fairy tale.

After they read, they idea was that each group get together with other groups and express what the main aspects of the reading was but this activity generated disorder in the classroom since this activity required the students to walk around the classroom taking to their classmates.
Journal October 19th

This class was divided in two parts, the first was useful to clarify terms, some of the students would get confused with terms like make chauvinism and sexism so we asked the students what were the main differences. We also watched a video which allowed them to understand the topics much better.

After this activity, the students watched a video in which some women were reading some quotes said by famous people like politicians, singers, etc. before playing the video, each group of students had to choose a number from 1 to 12, this number would determine which quote they had to analyze. When each group had their number, we played the video three times, the first time without subtitles but it was hard for the students to understand reason why we decided to play the video two more times with subtitles.

Then, the groups started to analyze the quotes with the help of their dictionaries and asking questions constantly.

The idea was that the groups talked to the rest of the class about the quote the analyzed and why it was male chauvinistic or sexist but the students took longer than the expected to analyze the quotes so we did not have time to do this activity.
5.2 final reflections

To start this section, it is important to highlight the some of the principal objectives we wanted to reach with this internship and how the process of reaching such objectives changed with the pass of the time as well as the different ways we found to solve the problems that appeared as we were working in the school.

To start, it is fundamental to recall that the objective of our internship was to promote critical thinking towards sexism by using videos and recordings chosen by us. In this process, we realized that, although we had worked with this group of teenagers before, some of the listening exercises we proposed and prepared for them presented several difficulties for the students to fully understand of content of the material.

Instead of changing our materials, we decided to adapt them to the needs of our population, reason why we decided to promote more introductory and group readings than we planned before the intervention. One of the most useful strategies that we implemented after the first week was to make the students work in groups, each group was supposed to read a piece or a part of an article and fully understand it, after this, the whole group would socialize the content or part that they read and by doing so, the entire group would understand or at least know what the main idea of the article was.

One of the biggest obstacles that we had to face was the fact that this group would work properly when working in groups but not individually. After discussing, we decided that the best way to deal with this situation was not to tell the students not to work in groups but to propose
complementary activities after the group work in which each individual would be able to express their personal point of view regarding the topic discussed in class.

One of the positive results that we did not expected to have was that the students showed high interest on the topic worked in the intervention, many participants were willing to share their own experiences and generate a discussion about it, these debates and group discussions showed high efficiency at generating critical thinking on students. This kind of exercise allowed the students to talk and express their thoughts. It showed us they had many things to say in regards with the topic.

The fact that, at the beginning of the internship, the boys were more willing to talk about issues such as sexism and male chauvinism, also represented a surprise for us, we thought that the girls of the group would be more interested to analyze and discuss these topics. After some classes, we decided to encourage the girls to participate and generate their own ideas with good results.

To conclude, we consider that the listening skill is an aspect of the foreign language that is very difficult to work in public schools in Colombia since, in most of the institutions, the students have a low proficiency level. However, with the adequate materials, enough preparation, disposition and moreover, adaptation capacity, listening exercises are a powerful and useful tool.

Listening is a very flexible aspect of the language which develops other aspects not just from the language itself but from other areas in the students. It is also recommendable that this kind of activities are complemented with introductory and group readings, these exercises allow a better and deeper understanding of the topic that will be discusses in the video, recording or conference proposed by the instructors.
In terms of critical thinking, based on our experience, we consider that the most important aspect to take into account when working on this aspect is that the topics presented in class are related to the students’ context, if we as teachers generate an interest from the students towards the materials, everything will turn easier, most of the students will have a genuine interest and, as a consequence, they will be willing to perform the activities proposed.
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